

**A G R E E M E N T**

**between the**

**CANTON SCHOOL COMMITTEE**

**and the**

**CANTON EDUCATORS ASSOCIATION**

**UNIT A**

**September 1, 2025 - August 31, 2028**

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Pursuant to the provisions of Chapter 150E of the General Laws of Massachusetts, this Agreement is made by and between the CANTON SCHOOL COMMITTEE (hereinafter referred to as the Committee) and the CANTON EDUCATORS ASSOCIATION (hereinafter referred to as the Association or CEA).

### **PREAMBLE**

Recognizing that our prime purpose is to provide education of the highest possible quality for the children of Canton and that good morale within the professional staff of Canton is essential to the achievement of that purpose, we, the undersigned parties to this Agreement, declare that:

- a. Under the laws of Massachusetts, the Committee, elected by the citizens of Canton, has the final responsibility for establishing the educational policies of the public schools of Canton;
- b. The Superintendent of Schools of Canton (hereinafter referred to as the Superintendent) has the responsibility for carrying out the policies so established;
- c. The professional employees of the public schools of Canton have the responsibility for providing high quality instruction and support to students, consistent with their licenses and the standards established by their respective professions;
- d. Fulfillment of these respective responsibilities can be facilitated and supported by consultations and free exchanges of views and information between and among the Committee, the Superintendent, and the professional employees in the formulation and application of policies relating to hours, wages, and other conditions of employment for the professional staff; and so
- e. To give effect to these declarations, the following principles and procedures are hereby adopted.

### **ARTICLE 1** **RECOGNITION**

- A. The Committee recognizes the Association for the purpose of collective bargaining as the exclusive bargaining agent for professional employees during the regular school year in the following categories:

teachers, school counselors, school adjustment counselors, speech pathologists, occupational therapists, physical therapists, school psychologists, elementary school assistant principals, high school and middle school department heads, preK- 12 coordinators, librarians, instructional resource specialists, GMS instructional coach, digital learning specialists, coaches, teachers of extra-curricular activities, and school nurses.

Excluded from the bargaining unit are the Superintendent of Schools, the Assistant Superintendent of Schools, the Assistant Superintendent of Finance and Operations, TEAM Chairpersons, the Early Childhood Coordinator, Principals, the Nurse Leader, and all other employees of the Canton School Committee and the Town of Canton, including persons employed in Federal, Summer or Evening School Programs.

- B. The Committee agrees not to bargain with any educators' organization other than that designated as the exclusive bargaining agent pursuant to Chapter 150E (the Canton Educators Association). The Committee further agrees not to negotiate with any other educators' organization in regard to changes in wages, hours, and other conditions of employment to become effective during the term of this Agreement.
- C. Should a new position be created during the term of this Agreement, the parties agree to meet to negotiate as to whether said position is to be included in the bargaining unit. If no agreement is reached, the parties agree to jointly submit the matter to arbitration as provided in this Agreement. Job titles may only be changed by mutual agreement between the CEA and the District.
- D. Unless otherwise indicated, the employees in this bargaining unit will be hereinafter referred to as educators.

## ARTICLE 2 MANAGEMENT RIGHTS

- A. Nothing in this Agreement shall be construed in any way to alter, modify, change or limit the authority and jurisdiction of the School Committee, as provided by the Massachusetts Constitution, the General Laws of Massachusetts, or the decisions of the Supreme Judicial Court of the Commonwealth of Massachusetts, or the laws of the United States.
- B. During the term of this Agreement, except as provided otherwise herein, the determination and administration of education policy, the operations of the schools and the direction of the staff are vested exclusively in the School Committee. However, should the School Committee contemplate a substantial change of policy not covered by this Agreement, which affects the wages, hours, and other conditions of employment of the employees covered by this Agreement, then the School Committee shall notify the Association regarding said change and shall meet to negotiate concerning said change. Nothing herein shall be construed to require the School Committee to submit to arbitration, as provided by this Agreement, any matter so discussed.

## ARTICLE 3 MEMBERS' RIGHTS

- A. No Discrimination:  
There shall be no discrimination, interference, restraint or coercion by the Committee, the Association, or their respective agents against any educator because of membership or non-membership in the Association. No one shall be required to become a member or remain a member of the Association as a condition of employment in the Canton Public Schools.
- B. There will be no reprisals of any kind taken against any educator by reason of his/her membership in the Association or participation in its activities.
- C. Educators will be entitled to full rights of citizenship, and no religious or political activities of any educator or lack thereof will be grounds for any discipline or discrimination with respect to the professional employment of such educator.
- D. No educator with professional status shall be discharged, suspended, or reduced in rank or compensation without just cause. In the event of the same, the educator may elect either the statutory remedy available to him/her or the grievance procedure within fourteen (14) calendar days of the action. Such election shall be made in writing. The election of one remedy shall be a waiver of the educator's rights under the alternative remedy.
- E. References to educators with Professional Teacher Status shall be deemed to refer to any professional employee in the bargaining unit who has completed at least three consecutive school years of service in the Canton Public Schools. References to educators who have not acquired Professional Teacher Status shall be deemed to refer to any professional employee in the bargaining unit who has not completed at least three consecutive school years of service in the Canton Public Schools. This section does not apply to coaches or to educators in their role as extra-curricular advisors or other stipended positions.
- F. For any provisions of this article which are governed by law, the sole forum for review shall be an administrative agency or court with proper jurisdiction.
- G. All parties shall encourage open and timely communication between Employees and Administrators. Employees with concerns or questions shall contact their immediate supervisor, or another Administrator if so directed. Employee emails with questions shall be answered by the Administrator within an appropriate amount of time as determined by the importance of the question.
- H. In the interest of resolving problems informally, Association leaders may reach out to Administrators by email. If such email contains a question, it shall be answered by the Administrator within an appropriate amount of time as determined by the importance of the question.

- I. From time to time, Employees may choose to engage in voluntary actions or activity. No voluntary action or activity on the part of any member constitutes an obligation to repeat or continue that action or activity, and no voluntary action or activity on the part of any member constitutes the obligation for any other member to do likewise. This provision is not meant to eliminate and/or modify any existing past practices of the parties up to September 1, 2025.
- J. When Employees' feedback is solicited, the Employer will endeavor to provide educators with a means of giving feedback during the contractual workday. In no case shall educator feedback serve as a substitute for bargaining over changes in working conditions pursuant to MGL 150e Section 6.
- K. The private and personal life of an Employee is not within the appropriate concern or attention of the School Committee except as it may interfere with the Employee's licensure or the Employee's responsibilities to and relationships with students and/or the school system.
- L. In no circumstances shall Employees be directed to enter grades for students that they do not teach in the subject being graded.

**ARTICLE 4**  
**UNION RIGHTS**

- A. The Committee shall ensure that information requested by the Association pursuant to MGL 150e is provided within a reasonable timeframe.
- B. Pursuant to MGL c.150e § 5A(e), the Association shall have the right to communicate with bargaining unit members regarding official union matters using the Employer's email system.
- C. The Association shall be provided with thirty (30) minutes during the new educator orientation day each work year.
- D. The Committee shall provide new employees, as part of their onboarding paperwork process, a membership enrollment and dues deduction form, as provided by the Association. Should any new employees have a question about the form, the Committee shall direct the new employee to the contact person designated by the Association. The Committee shall forward completed forms to the Association as soon as reasonably possible.
- E. Upon notifying the Superintendent of Schools, the Association may use the school buildings without cost at reasonable times for meetings. The principal of the building in question will be notified in advance of the time and place of all such meetings. Any additional expenses incurred by the use of School facilities by the Association shall be paid for by the Association.

- F. There will be one (1) bulletin board in each school building, preferably in the faculty lounge, for the purpose of displaying official Association notices, circulars and other material pertinent to the Association and to the School Committee. Copies of all such material will be shown to the Principal. All posted notices shall be signed by an authorized representative of the Association.
- G. Upon making arrangements with the Superintendent of Schools, the Association may use the school buildings without cost at reasonable times for meetings. The principal of the building in question will be notified in advance of the time and place of all such meetings. Any additional expenses incurred by the use of School facilities by the Association shall be paid for by the Association.
- H. There will be one (1) bulletin board in each school building, preferably in the faculty lounge, for the purpose of displaying official Association notices, circulars and other material pertinent to the Association and to the School Committee. Copies of all such material will be shown to the Principal. All posted notices shall be signed by an authorized representative of the Association.
- I. The Association shall be granted, with the approval of the Superintendent, a total of five (5) Association business days per school year to be used by the President or members of the executive board. The President of the Association will not be assigned any non-teaching duties.

**ARTICLE 5**  
**NO STRIKE CLAUSE**

The Association, on its own behalf, and on behalf of each of the employees that it represents, hereby agrees and covenants that it will not authorize, approve, participate in or in any way encourage any strike, work stoppage, slowdown, or withholding of services, including paid extra-hour services, from the employer, Town of Canton School Committee and the Town of Canton.

**ARTICLE 6**  
**GRIEVANCE AND ARBITRATION PROCEDURE**

- A. The purpose of this Article is to provide an orderly method for the settlement of a dispute between the parties over interpretation, application or claimed violation of a specific provision of this Agreement. Such a dispute shall be defined as a grievance under this Agreement and must be processed in accordance with the following steps, time limits, and conditions herein set forth.
- B. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement. Business days shall be defined

as weekdays (Monday to Friday), excluding Federal and State holidays, and during the school year, excluding days on which school is not in session.

In the event a grievance is filed on or after June 1 which, if left unresolved until the beginning of the following school year, could result in irreparable harm to a party in interest, the time limits set forth herein will be reduced so that the grievance procedure may be exhausted prior to the end of the school term or as soon thereafter as is practicable.

Failure to institute a grievance or to advance a grievance to an appropriate level following an initial filing within the time limits set forth in the provisions of this Article shall conclusively be deemed to constitute a waiver of all rights under this Article unless mutually waived by the parties.

- C. Grievances shall at all levels, including Level One, be submitted in writing on a formal grievance instrument to be mutually developed by the parties. (See Appendix E). The grievance shall be signed by the employee and/or a representative of the Association, stipulating the sections of the Agreement which have been violated. There shall be a twenty (20) business day limit for filing a grievance, to be computed from the date of the event or condition which gave rise to the filing of the grievance or from when the individual first became aware of the condition giving rise to the grievance. Responses to the grievance shall be in writing, as specified in Section E. 2 of this Article, and shall set forth the reasons for the decision.
- D. 1. Level One. A educator with a grievance may first discuss it with his/her principal or immediate supervisor, either directly or through the Association's Representative, with the objective of resolving the matter informally. The employee or Association representative shall complete the grievance form and submit it to the principal or immediate supervisor if they wish to initiate a formal Level One grievance.
2. Level Two. If the educator and/or the Association are not satisfied with the disposition of the grievance at Level One or if no decision has been rendered within five (5) business days after the presentation of the grievance, the educator and/or the Association may file the grievance with the Superintendent of Schools within ten (10) business days following the Level One response (or the due date for such response if none is rendered). The Superintendent will hear the grievance within five (5) business days after receiving the grievance and shall respond to the grievance within five (5) business days following the Level Two hearing.
3. Level Three. If the educator and/or the Association are not satisfied with the disposition of the grievance at Level Two or if no decision has been rendered within five (5) business days after the hearing with the Superintendent, the educator and/or the Association may file the grievance

with the School Committee within fifteen (15) business days following the Level Two response (or the due date for such response if none is rendered). The School Committee will hear the grievance no later than the second regularly scheduled School Committee meeting after receiving the grievance and shall respond to the grievance within five (5) business days after the Level Three hearing.

4. Level Four.

- a. If the Association is not satisfied with the disposition of the grievance at Level Three or if no decision has been rendered within five (5) business days after the hearing with the School Committee, the Association may submit the grievance to arbitration within twenty (20) business days following the Level Three response (or due date for such response if none is rendered.)
  - b. Within ten (10) business days after such written notice of submission to arbitration, the Committee and the Association will agree upon a mutually acceptable arbitrator and will obtain a commitment from said arbitrator to serve. If the parties are unable to agree on an arbitrator or to obtain a commitment within the specified period, a request for a list of arbitrators may be made to the American Arbitration Association by either party. The parties will be bound by the rules and procedures of the American Arbitration Association in the selection of an arbitrator.
  - c. The Arbitrator so selected will confer with representatives of the School Committee and the Professional Rights and Responsibilities Committee and hold hearings promptly and will issue his/her decision not later than thirty (30) days from the date of the close of the hearings. The arbitrator's decision will be in writing and will set forth his/her findings of fact, reasoning, and conclusions on issues submitted. The decision of the arbitrator will be binding on all parties concerned.
  - d. The costs for the services of the arbitrator, including per diem expense, if any, and actual and necessary travel and subsistence expenses, will be borne equally by the School Committee and the Association, but each party shall bear its own expense for the presentation of its case.
- E. 1. If, in the judgment of the Association, a grievance affects a group or class of educators, the Association may submit such grievance in writing to the Superintendent directly and the processing of such grievance will be commenced at Level Two. The Association may process such a grievance through all levels of the grievance procedure.

2. Decisions rendered at Level One, Two and Three of the grievance procedure will be in writing setting forth the decisions and the reasons therefore and will be transmitted promptly to all parties of interest and to the Association President. Decisions rendered at Level Four will be in accordance with paragraph c of Level Four.
  3. All documents, communications, and records dealing with the processing of a grievance will be filed separately from the personnel files of the participant.
  4. The Association shall be responsible for developing and implementing internal processes to facilitate member access to the grievance procedure.
  5. Nothing in this Agreement shall affect the right of the School Committee to renew or not renew a contract of employment for educators without professional teacher status.
- F. The Committee, will upon request, provide the Association with any documents which will assist the Association in developing intelligent, accurate, informed and constructive programs on behalf of the educators and their students, together with any other available information which may be necessary for the Association to process grievances under this Agreement provided these documents are not in themselves confidential.

**ARTICLE 7**  
**LONGEVITY**

- A. The purpose of this provision is to reward those members who have dedicated many years of service to ensure a quality education program in the Town of Canton. To be eligible, members must have a minimum of ten (10) years of experience, five (5) of which must be in the Canton Public Schools. At the time of a member's initial appointment to a regular position in the Canton Public Schools, the Superintendent shall notify the educator in writing what credit, if any, will be granted for prior experience in calculating longevity, provided that in the event the newly hired educator was previously employed as a member of Unit E or long-term substitute in the Canton Public Schools, the Superintendent shall grant full credit for the years served in that unit. New employees hired after November 15<sup>th</sup> of a given year will not be eligible for a longevity increase on the following September 1<sup>st</sup>.

In consideration of the above, members shall receive compensation in addition to that specified in Article 22 of this Agreement in accordance with the following:

The school year following completion of:

10<sup>th</sup> – 14<sup>th</sup> year ..... \$1,650

15 <sup>th</sup> – 19 <sup>th</sup> year .....	\$2,050
20 <sup>th</sup> – 24 <sup>th</sup> year .....	\$2,300
25 <sup>th</sup> – 29 <sup>th</sup> year .....	\$2,2,600
30 <sup>th</sup> – 34 <sup>th</sup> year .....	\$3,250
35 <sup>th</sup> + year .....	\$3,700

- B. The Superintendent or designee is responsible for tracking longevity eligibility for members of the bargaining unit. On or before the first workday for educators of each school year the Superintendent or designee will inform such eligible members of the amount they will receive and the date on which they can expect to receive the longevity payment.

**ARTICLE 8**  
**TEACHING HOURS AND TEACHING LOAD**

- A. The starting and dismissal times for students will be as stated by the Superintendent's office.
- B. Educators may be required to attend three (3) evening meetings each year. Each evening meeting shall not exceed two and a half (2.5) hours in length. Attendance at all other evening meetings will be at the option of individual educators. The District will endeavor to notify educators via email of the dates and times for school-wide evening meetings such as open houses and parent-teacher conferences by September 1.
- C. Classroom educators at the William H. Galvin Middle School and at Canton High School, including special education educators and speech and language pathologists, will have a daily preparation period consisting of one regular period. During that time, they will not be assigned to any other duties. Educators who volunteer to cover a class for an absent educator during a preparation period will be paid \$45 per period for such voluntary coverage. When scheduling team meetings and parent conferences during the school day, all efforts will be made to avoid scheduling such meetings/conferences during the preparation periods or lunch periods of educators whose attendance is required.

So long as all classes meet on early release days for students (with reduced period length) all educators will have preparation periods on such days, provided that such periods will be reduced in length.

There shall be one half day scheduled at the Middle School for parent-teacher conferences each school year. Such early release day will be scheduled in conjunction with evening meetings pursuant to Article 8, Section B that are used for parent-teacher conferences, but may be on a day separate from such evening conferences.

- D. High School and Middle School Department Heads and PreK-12 Coordinators:

1. In departments of 8 or fewer teachers, the High School and Middle School Department Heads shall teach 80% of full time. In departments of between 9 and 12 educators, the high school and middle school Department Heads shall teach 60% of full time. In departments of 13 or more educators, the high school and middle school department heads shall teach 40% of full time. PreK-12 Coordinators (who by design oversee staff and programming in multiple buildings) shall teach 20% of full time.

In addition to attending faculty meetings required of all educators and conducting departmental meetings, Department Heads and PreK-12 Coordinators may be required annually to attend eleven (11) hours of after school meetings. Further, in addition to the attendance at the three (3) evening meetings required for all educators pursuant to Article 8 B, Department Heads and PreK-12 Coordinators may be required annually to attend two (2) evening meetings. The Association and School Committee recognize that in addition to attending these required meetings, Department Heads and PreK-12 Coordinators devote many additional hours to satisfy their professional responsibilities relating to the position.

2. All High School and Middle School Department Heads shall be evaluated in writing annually by the Principal or Assistant Principal with input from a Central Office Administrator associated with Curriculum. PreK-12 Coordinators will be evaluated in writing annually by a Central Office Administrator. Evaluations shall be conducted in accordance with the negotiated Evaluation Procedure, using Standards and Indicators of Effective Administrative Leadership as well as Effective Classroom Teaching. A specialized evaluation committee will be convened to develop Standards and Indicators of Effective Administrative Leadership as well as of Effective Classroom Teaching to be used in evaluating High School and Middle School Department Heads and PreK-12 Coordinators. The committee shall consist of 3 members appointed by the Superintendent and 3 members appointed by the CEA.

- E. Elementary educators will be guaranteed one (1) preparation period per day, to include forty-five minute periods each day. Educators who volunteer to cover a class for an absent educator during a preparation period will be paid \$45 per period for such voluntary coverage. When scheduling team meetings and parent conferences during the school day, all efforts will be made to avoid scheduling such meetings/conferences during the preparation periods or lunch periods of educators whose attendance is required.

So long as all classes meet on early release days for students (with reduced period length) all educators will have preparation periods on such days, provided that such periods will be reduced in length.

There shall be two half days scheduled at the Elementary Schools for parent-teacher conferences each school year. Such early release days will be scheduled in conjunction with evening meetings pursuant to Article 8, Section B that are used for parent-teacher conferences, but may be on a day separate from such evening conferences.

F. Personnel other than regular classroom educators will work at their assigned tasks for at least the length of a regular educator's workday.

G. School Day and Year

1. Generally, educators at GMS and GHS shall report to their schools no later than 15 minutes prior to the start of the student day. During this 15 minute period, educators at the Galvin Middle School may not be required to perform supervisory duties in excess of 10 minutes. During this 15-minute period, educators at the High School would not be required to perform supervisory duties in excess of what they presently perform before school. Generally, educators at the elementary and Pre-K level shall report to their schools no later than 20 minutes prior to the start of the student day. After school, educators at the High School, the Galvin Middle School and at the elementary level shall generally remain in their schools for at least 15 minutes after the end of the scheduled school day. Pre-K educators shall generally remain in their school until 6 hours and 50 minutes after the start of their contractual workday. During this time educators will be available for student assistance and to perform supervisory duties to the extent that such duties have been performed in the past. "Generally," in this paragraph shall be taken to mean that there may be occasions or circumstances on which educators need to slightly amend reporting/dismissal times and may do so with administrator approval, which shall not be unreasonably denied.

If any educator works in multiple school buildings during the same school day, the length of their required workday shall match the length of the workday for the school in which the educator began their day.

It is recognized by the Association and the School Committee that educators will have to devote many more hours in addition to the above to successfully satisfy their professional responsibilities. Therefore, in addition to the above, educators shall be required to attend core evaluations, team meetings, parent conferences, faculty and department meetings (such faculty/department meetings at the Pre-K, elementary, middle school, and high school levels not to exceed two per month (for a total of eighteen per school year, at one hour each), to confer with and help students, to supervise educator detention, and to carry out such other professional responsibilities as they have performed in the past.

At the Pre-K and elementary level, the second faculty/department meeting each month will be used as follows:

- (a) Six meetings for Common Planning Time ("CPT").
  - Pre-K and elementary school grade level educators, special educators, reading/math specialists, multi-language educators, and related service providers will have CPT time during the six (6) meetings. Topics to be addressed will be determined by each educator team in alignment with the School Improvement Plan and with District-wide goals and initiatives. As part of this process, the educator teams will consult with their principal.
  - Related service providers, who need to collaborate with a variety of individuals both within their building and across schools, will use their professional discretion to determine who they will collaborate with during this CPT. As part of this process, the educator teams will consult with their principal.
  - For Pre-K-Grade 12 departmentalized educators at the elementary level (e.g., music, art, etc.) these six (6) meeting hours will be split evenly between CPT and departmental meetings. These educators will have three (3) hours of CPT on student half-days in order to have six (6) hours of CPT in total.
- (b) The remaining three (3) meetings will consist of large or small groups. The subject matter of these three (3) meetings will be determined by administration, in alignment with the School Improvement Plan and with District-wide goals and initiatives. Absent unforeseen circumstances, the administration will notify educators of the subject matter for the meeting at least twenty-four (24) hours in advance.

Notwithstanding the above, preschool educators shall be at their schools for 6 hours and 50 minutes per day, which may vary from the times set forth above due to variations in the pre-school student day.

2. The school year for educators, other than new personnel who may be required to attend no more than 3 additional days of orientation sessions, will begin no earlier than September 1 (unless there is mutual agreement to begin earlier) and terminate no later than June 30, but will in no event be longer than three (3) days more than the number of days that pupils are required to be in attendance by the approved Committee calendar for each school year. Educators shall work no more than one hundred eighty three (183) days per year, with three (3) of those days being staff work days for professional development.

3. Study Halls: Recognizing that study halls are to be directed study and not limited to supervision of students, administration shall make a sincere effort not to use study halls as a substitute for finding coverage for absent educators. However, should administration be unable to find substitutes, and should classes be moved into a study hall, the educator in charge of the study hall shall receive the additional compensation of thirty five dollars (\$35) for each such class so moved into the study hall.

H. All educators will have a duty-free lunch period of at least the following lengths:

1.	Elementary School	25 minutes per day
2.	William H. Galvin Middle School	23 minutes per day
3.	Senior High School	23 minutes per day
4.	Pre-K	30 minutes per day

All educator lunches shall take place between the hours of 10:30 a.m. and 1:30 p.m. at GMS and CHS, and between 11:00 a.m. and 2:00 p.m. at the Elementary schools. Pre-K lunch shall be held after student dismissal.

When the Employer schedules a day on which students will attend school for a half day and staff engage in work for the length of a full workday, Educators shall have a 30 minute duty-free lunch period. Elementary educators who are scheduled with a later start time than other elementary schools in the district shall have the option to vote to move their 30 minute duty-free lunch period to the end of the workday in order to have a dismissal from Professional Development 30 minutes earlier than their typical work day. In the event that an educator is assigned to attend professional development or other meetings in another school building, 15 minutes of travel time shall be allotted in addition to the duty-free lunch period.

- I. Indoor or outdoor recess shall be held during the school day in the elementary schools.
- J.
  1. Middle School. Academic subject area William H. Galvin Middle School educators will not be assigned more than seven (7) periods per day, consisting of at least one (1) preparation period, not more than five (5) teaching periods, and one (1) administrative period to be used for student supervision, collaboration among staff, and other professional work to be assigned by the principal or designee.
  2. High School. Academic subject area Canton High School educators will not be assigned more than six (6) periods per day, consisting of one (1) preparation period; not more than five teaching periods; and on days when assigned fewer than five teaching periods, one (1) administrative period to be used for student supervision, collaboration among staff, and other professional work to be assigned by the principal or designee.

3. Elementary Schools. All elementary grade level, special educator and special subject (art, music, health, and physical education) educators shall have the responsibility for engaging in forty-five (45) minutes of collaboration time each week. This collaboration time is not necessarily tied to recess, as teams will have the discretion to schedule the time during their preparation times or after school if workable for the educators involved. Topics to be addressed will be determined by each team in alignment with the School Improvement Plan and with District-wide goals and initiatives. As part of this process, teams will consult with their principal.

Teams shall be clearly defined prior to each school year by the administration, with the understanding that administration may change team members after initial assignment if appropriate to the circumstances.

Duties (subject to the weekly limitation set forth in Article 10 Section G) may be assigned during student lunch/recess time, provided that all elementary educators in the groups outlined in this section shall have 75 unassigned minutes per week designated to meet educator-directed professional responsibilities other than the PLC/Collaboration time. Such unassigned minutes shall be in no less than 15-minute increments.

4. High School and Middle School Department Heads and PreK-12 Coordinators will not be assigned supervisory duties.

Educator participation in Extracurricular Activities will be strictly voluntary and educators will be compensated for all such participation in accordance with the Extracurricular Salary Schedule in the contract.

- K. All special education educators and service providers who are regularly assigned to perform assessments for the purpose of determining initial eligibility and for three-year evaluations relative to special education will be given one (1) dedicated test block per week at Pre-K and elementary and per cycle at Middle School and High School to use for such purpose. The length of the block shall be at least the length of a normal class period at each level or at least forty-five minutes, whichever is greater. This test block shall not apply to special education educators and service providers in the event the District employs district-wide evaluators to perform the assessments for initial eligibility and three-year evaluations, provided that in the event a special education educator or service provider is regularly assigned to perform such assessments even with the employment of district-wide evaluators, the educator/provider is urged to consult with the principal or team chair to identify the time to be used for testing within the school day.

- L. Last Day: The last day of school shall be a half-day for both students and staff provided that the requisite Department of Education minimum number of instructional hours has been met. Staff shall be permitted to leave the building no later than 15 minutes following the student early dismissal. Teachers utilizing paid time off during this day will be charged for a full day.

If there is school on the Wednesday before Thanksgiving, it shall be a half day for both students and staff. Staff shall be permitted to leave the building no later than 15 minutes following the early student dismissal.

- M. On early release days, there will be no fewer than thirty (30) minutes after the end of the instructional day before the commencement of meetings or professional development work.
- N. The last school day before the December holiday break will be a half-day for students and educators. Staff shall be permitted to leave the building no later than 15 minutes following the early student dismissal. Teachers utilizing paid time off during this day will be charged for a full day.
- O. With the agreement of a particular educator, the Superintendent or designee may assign a music educator to a class that takes place before or after the typical school day, with the understanding that the educator's arrival and departure times will be adjusted to provide for the same amount of onsite time required of educators at the same level (i.e., elementary, middle school, high school) whose classes take place solely within the typical school day.

#### ARTICLE 9 CLASS SIZE & CASE LOAD

- A. The Committee and the Association recognize class size as an important factor in good education. To ensure that class size is conducive to an effective learning atmosphere, the Committee and the Association will strive to improve upon the following goals:
- Elementary Schools: 40 classroom teachers per 1000 students  
Secondary Schools: 60 classroom teachers per 1000 students
- B. The Committee and the Association realize that space availability precludes implementation of Section A above at this time. The provisions of Section A will therefore take effect as soon as physically possible.
- C. The provisions of Section A above may be waived by a teacher, a group of teachers, or an entire department after consultation with administration, if he/she, they, or the department feel in certain situations (e.g., specifically "Team Teaching") it is in the best interests of the educational process to do so.

- D. Should a Unit member request, they shall be entitled to a meeting with their supervisor, with CEA representation if they so choose, to discuss their ability to deliver high quality services to students based on their assigned classes and/or caseload. Their supervisor shall make every reasonable effort to assist the unit member and shall give due consideration to the unit member's proposals.
- E. The Superintendent will meet with the CEA at least once a year to review class size and case load data.
- F. Starting in the 25-26 School Year, the parties shall form a joint labor-management committee (JLMC), composed of four members designated by the CEA, and four (4) representatives designated by School Committee (eight (8) total members), to meet at least three (3) times a year to study, discuss, and make recommendations regarding class sizes and case loads across the District. The Parties may bring additional resource people as necessary. Specifically, the JLMC shall make its goal to, by September 1, 2026, adopt a chart of class sizes and caseloads for each group of employees to be included into the collective bargaining agreement, subject to bargaining.

Each school year, this Class Size and Case Load JLMC shall submit joint-recommendations, if any, to the parties no later than February 1 for consideration, at which time the parties may reopen their CBAs to exclusively negotiate over the recommendations of the JLMC and implement any changes for the following school year if an agreement is reached on or before June 15th.

All parties reserve their rights to bargain over any recommendations from the Class Size and Case Load JLMC that would require amending the CBAs. It is understood by the parties that if impasse is declared by any party, regarding the negotiation of recommendations of the Class Size and Case Load JLMC, then issue(s) will be tabled until regular successor bargaining commences, at which point either party can reintroduce the recommendation for consideration

#### **ARTICLE 10** **NON-TEACHING DUTIES**

The Committee and the Association acknowledge that a educator's primary responsibility is the total education and welfare of the children entrusted to his/her care during the school day.

- A. Assignment of educators for non-teaching duties shall be on a reasonable and equitable basis. While assigning student supervisory duties to each educator in a particular year requires consideration of a number of factors, the principal will include the number of minutes involved among these factors.
- B. Educators may be required to collect and transmit money to be used for educational purposes and limited number of non-educational programs, but they will not be required to tabulate or account for such money.

- C. Educators will not be required to drive pupils anywhere.
- D. Educators issuing classroom detentions are required to supervise that detention period.
- E. Educators will not be required to perform any custodial duties.
- F. Educators will not be required to deliver books to classrooms, or keep registers.
- G. Elementary educators may be assigned up to 60 minutes of nonteaching duties per week. Such duties shall not be assigned unless the Principal deems it necessary.

**ARTICLE 11**  
**EDUCATOR ASSIGNMENT**

- A. Educators will be notified in writing of tentative programs for the coming school year, including the schools to which they will be assigned, the grades and/or subjects that they will teach, and any special or unusual classes, including co-teaching assignments that they will have, as soon as practicable and under normal circumstances not later than August 1. When educator assignments are changed as to grade or subject, first consideration for available educator position(s) will be given to educators with seniority.
- B. In order to assure that pupils are taught by educators working within their areas of competence, educators will not be assigned more than 20% of their teaching schedule to an area outside the scope of their teaching certificates and/or major or minor fields of study.
- C. In arranging schedules for educators who are assigned to more than one school, an effort will be made to limit the amount of inter-school travel. Such educators will be notified of any changes in their schedules as soon as practicable.
- D. Educator assignments will be made without regard to race, creed, color, religion, nationality, sex, age or marital status.

**ARTICLE 12**  
**VACANCIES AND PROMOTIONS**

- A. Whenever any vacancy occurs in a professional position, notice of the vacancy shall be emailed to all employees at least ten (10) days in advance of the appointment unless mutually agreed otherwise between the Superintendent and the Association President. Written qualifications for the position, its duties, and its rate of compensation will be clearly set forth. Temporary appointments will be made only within the period of processing of applications.

- B. In filling such vacancies, equal consideration will be given to qualified educators already employed by the Committee. Each educator applicant not selected, upon request, will be given an explanation by the Superintendent or designee.
- C. All qualified educators will be given the opportunity to make application for such positions through the Office of the Superintendent of Schools and to represent themselves to the Superintendent or designee. Each educator not selected will, upon request, receive an explanation from the Superintendent of Schools or designee.
- D. The final decision in the filling of vacancies, new positions, and promotions rests exclusively with the Superintendent or his/her designee, and said decision is not subject to the grievance and arbitration procedure of this Agreement.
- E. Educators and others covered by this Agreement must give at least 30 calendar days' notice to the Superintendent or his/her designee before resigning. This provision may be waived by mutual agreement between the Superintendent and the Association.

**ARTICLE 13**  
**PROFESSIONAL DEVELOPMENT**

- A. During scheduled professional development time within the contractual workday, the District will provide ongoing professional development that is relevant and meaningful. Professional development shall be planned so that it aligns with District Strategic Plans, School Improvement Plans, Department Initiatives and Professional Practice Goals. Such professional development shall recognize the specific needs of educators in various job classifications, and with varying levels of experience.
- B. Professional development will be scheduled in a location that shall accommodate all participants. If materials are to be distributed, copies for each participant shall be provided in either a hard copy or an electronic version.
- C. The Committee will make every effort to notify Educators of the topic of each professional development session no less than three (3) school days prior to the date of the professional development.

**ARTICLE 14**  
**EDUCATOR EVALUATION**

- A. All monitoring or observation of the work performance of an educator will be conducted openly and with the educator's knowledge.

- B. Educator performance shall be evaluated by the criteria in the evaluation procedure and instrument. Prior to the date on which the self-assessment is due, employees shall be informed on which rubric they shall be evaluated. Evaluation of PreK-12 Coordinators and Department Coordinators shall be conducted using the Department Coordinator Rubric,
- C. Educators will be given a copy of any evaluation report and will have the right to discuss the report with the evaluator(s). Educators may make written comments to be attached to such reports.
- D. Each written evaluation will be preceded by one or more classroom observations or structured conferences by the evaluator(s). Each evaluator shall make and sign a separate written observation report of each observation. A copy of each observation report shall be given to the educator evaluated who shall have the right to discuss the report with the evaluator and to make written comments to be attached to such reports. Observation reports are for the use of administrators and educators will ordinarily not become part of the educator's personnel file. Absent agreement between an educator and their evaluator, educators will not be observed for evaluative purposes solely during "X-block", "Social Emotional Learning (SEL) Time", or any other time during which they are providing content outside of the academic area(s) which they are assigned to teach.
- E. Educators shall acknowledge that they have had the opportunity to review evaluation and observation reports by affixing their signatures to the reports, with the express understanding that such signature in no way indicates agreement with the reports.
- F. In accordance with Chapter 71, Section 42C of the Massachusetts General Laws, educators have the right to inspect the contents of their personnel folders.
- G. No material derogatory to a educator's conduct, service, character or personality will be placed in his personnel file unless the educator has had an opportunity to review the material. The educator will also have the right to submit a written answer to such material and his answer shall be reviewed by the Superintendent and attached to the file copy.
- H. Any written and/or serious complaints regarding an educator made to any member of the administration by any parent, student, or other person, including by electronic communication in any form, will be promptly called to the attention of the educator, providing the complaint is not subject to criminal investigation.
- I. The negotiated Educator Evaluation Procedures, as may be modified from time to time by the parties, is incorporated into this Agreement by reference. (See Appendix F.) During the life of the Agreement, an Ad Hoc evaluation committee will be available to review, assess and fine-tune the evaluation system where

needed. This committee will consist of four (4) members appointed by the Association and four members appointed by the Committee.

Either the Committee or the Association can call this committee into existence. This committee will have the authority, by majority vote, to recommend to the respective parties any changes to this Agreement for finalizing through the collective bargaining process.

- J. A teacher without professional teacher status will be notified in writing on or before June 15 whenever such teacher is not to be employed for the following school year.

#### **ARTICLE 15** **LEAVE POLICY**

- A. It is recognized that from time to time illnesses and injuries that necessitate absence from school will occur, but it is further recognized that absence of the regular educator from the classroom interrupts the educational process and must, therefore, be held to a minimum.
- B. Employees shall each receive fifteen (15) sick days per year. Sick leave with pay shall be granted and taken when a teacher is absent from work for reasons including but not limited to (i) personal illness/injury or health appointments, or (ii) the illness/injury or health appointments of a family member up to fifteen days per year, however, a member will be eligible to utilize more than fifteen days of their accrued sick time if they are on an approved FMLA leave. A family member is defined as partner, child, parent, or relative living with the family.
- C. The number of sick leave days an educator may accrue will be unlimited.
- D. An employee using accumulated sick leave for more than 5 consecutive calendar days may be requested to provide written documentation from a medical provider affirming that personal ill health makes extended absence necessary.
- E. Suspected cases of sick leave abuse will be handled and investigated on an individual basis, with appropriate discipline, if needed, being taken by the Superintendent or his designee.
- F. Bereavement Leave. In case of death during the school year of an employee's partner, parent, child, sibling, or person living in the employee's household, no reduction of salary or reduction in accumulated sick leave shall be made for absence not exceeding five (5) school days. In case of death during the school year of any member of an employee's family (grandparent, grandchild, niece, nephew, aunt, or uncle), no reduction of salary or reduction in accumulated sick leave shall be made for absence not exceeding three (3) school days. In case of death during the school year of an employee's other relative not mentioned elsewhere in this Section, one (1)

day's leave without loss of pay or accumulated sick leave shall be granted on the day of the funeral. There shall be no distinction between relatives by blood or by marriage. In addition, the employer shall provide up to five (5) paid days of leave, independent of other paid leave, for the purposes of bereavement in the event of a miscarriage. The Superintendent shall have the discretion to grant requests for additional bereavement leave for family members not identified above based upon individual relationships and circumstances. In both instances, a request shall not be unreasonably denied.

- G. Three (3) days may be used for personal matters which require absence from school hours. These days are not deductible from sick leave. Application for these days of personal business must be made in writing to the Superintendent of Schools through the Principal at least three days before the taking of such leave, except in case of emergency. The nature of the personal business does not have to be stipulated. At the close of each school year, any unused personal days will be added to the person's sick leave accumulation.
- H. Each member shall be allowed up to three (3) days of leave with pay during each school year for observance of religious days when the tenets of that member's religion require abstinence from work on those days. Such leave is contingent upon that member having unused sick leave or personal leave which can be so charged. At least one (1) week's notice must be given to the building principal by the member prior to the taking of this leave.
- I. Request to attend educational meetings or conferences, including MTA/NEA conferences, or meetings which are held in Massachusetts may be approved by the Principal. Those held outside the state must be approved by the Committee. Nothing herein shall be construed to grant any educator, as a matter of right, leave to attend any such meeting or conference.
- J. If a member with ten (10) years of teaching experience retires from the Canton School System and is accepted into the Massachusetts Retirement Plan, s/he shall receive \$90.00 per day for each day of unused accumulated sick leave in excess of eighty (80) days up to a maximum of \$10,000. In the event the retirement is at the end of the school year, such payment is contingent upon receipt of notice of the educator's intent to retire no later than February 1 of that school year. In the event the retirement is on a date other than at the end of the school year, such payment is contingent upon receipt of notice of the educator's intent to retire at least five (5) months prior to the date of retirement. Such notice may not be rescinded, provided that the Superintendent may permit rescission of the notice in rare, unanticipated circumstances involving hardship to the educator, with the understanding that upon acceptance of the rescission, the Superintendent shall have the discretion to place the educator in any position for which the educator is qualified. If a member still has days leftover, after buying back sick days in excess of eighty (80) days, those days will be donated to the Sick Leave Bank.

K. Educators with twenty (20) years teaching experience who die while in the employ of the Committee shall have their accumulated sick leave valued at the same rate as if s/he had retired. This amount to be paid to his/her heirs in the same way as his/her salary.

L. Sick Leave Bank

1. Introductory Statement

The Sick Leave Bank shall include all members of all bargaining units represented by the CEA whereby all participating employees may receive additional sick leave upon exhaustion of their own earned and accrued sick leave.

2. Eligibility for Membership

- a. All members of the bargaining unit are eligible to participate in the Sick Leave Bank.
- b. At the commencement of the bank, each member who wishes to participate must contribute one day of sick leave to the bank, said contribution to be demonstrated by submitting a signed form to the bank committee on or before September 30, 1986. Only those educators who so contribute shall be eligible for a grant from the Sick Leave Bank.
- c. Newly hired members of the bargaining unit can join the sick leave bank by submitting the signed form within ten (10) school days of their first workday.

3. Funding the Bank

Following the initial commencement and funding of the bank (see Section B.2. above), the sick leave days on deposit in the bank shall be carried over in the bank from year to year, until the number of days in the bank goes below thirty (30) days. On such occasion, the bank committee shall notify bargaining unit members that they must contribute one day of sick leave to the bank to maintain membership. In addition, bargaining unit members who previously were not members of the sick leave bank may join by contributing one day of sick leave to the bank. Such contributions shall be demonstrated by submitting a signed form to the bank committee within ten (10) school days of being so notified by the bank committee.

4. Administration of the Bank

- a. The Sick Leave Bank shall be administered by the Sick Leave Bank Committee.
- b. The Sick Leave Bank Committee shall be comprised of four (4) members; two (2) designated by the Association and two (2) designated by the Committee.
- c. Decisions of the Sick Leave Bank Committee shall be final and binding and shall not be subject to appeal or to the grievance and arbitration procedure.

5. Provisions for Benefit Payment

- a. The Sick Leave Bank will be used only when the educator is prevented from working because of a serious sickness or injury of the educator and when this disability is of a prolonged nature of ten (10) consecutive working days or more and only when the individual has exhausted all of his/her accumulated sick leave. To be eligible for Sick Bank days, the applicant must have accumulated at the beginning of the prolonged illness at least twenty (20) percent of the maximum accumulated sick leave available to the educator since the commencement of his/her employment. The Bank Committee may consider exceptions to this requirement under unusual circumstances.
- b. The number of sick days requested from the bank must be specified at the time of initial request to a maximum of fifteen (15) days.
- c. In the event the illness or injury extends beyond the number of sick days initially requested, the participating member may request additional days in increments no greater than fifteen (15) days.
- d. Applications for benefits must be accompanied by certification of illness or injury from a physician.
- e. The criteria for any grant of benefits from the Sick Leave Bank are as follows:
  - (1) adequate medical evidence of serious illness or injury.
  - (2) prior utilization of sick leave.
- f. The maximum number of days a member may use from the Sick Leave Bank annually are:  
  
90 days to 1 year's service ... 20 days

2-3 years' service .....	30 days
4-10 years' service .....	60 days
over 10 years' service .....	90 days

- g. Approval by a majority of the Sick Leave Bank Committee is necessary for any grant.

N. Parental Leave.

- 1. All employees who have completed three consecutive months of employment with the District are eligible for leave as provided in this section. An employee who wishes to take leave under this section shall make every effort to inform the Superintendent in writing on designated form of the anticipated date of departure at least eight (8) weeks in advance. (In the event of notification by an appropriate agency of an adoption date less than eight (8) weeks in advance, the notice date will be adjusted accordingly.) At the time of the notification, the employee will select one of the two (2) options set forth below, to the extent eligible. All leaves taken under this Article shall run concurrently with any leave entitlements under the Massachusetts Parental Leave Act at MGL Chapter 149, Section 105D (MPLA) and the Family Medical Leave Act (FMLA).

**Option A – Up to Twelve Consecutive Work Weeks of Leave following Birth or Adoption. This leave will be unpaid except as provided below:**

- i) Employees who are giving birth will receive twenty (20) days of paid time independent of their own accumulated paid sick time. Effective September 1, 2026, an employee who is giving birth will receive twenty-five (25) days of paid time independent of their own accumulated paid sick time. Effective September 1, 2027, an employee who is giving birth will receive thirty (30) days of paid time independent of their own accumulated paid sick time. In addition, the employee may use the employee's own accumulated paid sick time to cover days during the school year when the employee is medically incapacitated from working in the employee's position, to the extent not already covered by the twenty (20) days set forth above. An employee who gives birth is presumed to be medically incapacitated from working for twelve weeks immediately following the birth. The Superintendent may require an employee to submit adequate evidence of medical incapacity for any other period of disability relating to pregnancy/childbirth.
- ii) Employees who are adopting or otherwise taking maternity/paternity leave without giving birth will receive twenty (20) days of paid time independent of their own accumulated sick

time. Effective September 1, 2026, employees who are adopting or otherwise taking maternity/paternity leave without giving birth will receive twenty-five (25) days of paid time independent of their own accumulated paid sick time. Effective September 1, 2027, employees who are adopting or otherwise taking maternity/paternity leave without giving birth will receive thirty (30) days of paid time independent of their own accumulated paid sick time. In order to allow “stacking” of leave in relation to a partner who gave birth, employees under this section will have up to 24 workweeks following the birth/adoption to use their leave under this section.

**Option B** – Extended Leave for Employees with Professional Teacher Status. The twelve consecutive weeks as provided in Option A will be followed by unpaid extended leave through the end of the school year in which approved Option A Leave concludes, except that elementary level educators may choose to return the day after the winter break and middle and high school level educators may choose to return the day after the semester break within such school year.

**Option C** – Super Extended leave for Employees with Professional Teacher Status. The twelve consecutive weeks as provided in Option A will be followed by unpaid extended leave through the end of the school year in which the leave began and run through the following school year at the discretion of the Superintendent, with the resumption of employment ordinarily occurring at the beginning of school in September, or upon consultation with the Superintendent, at the beginning of the second semester or marking period. Any member that is granted Super Extended Leave under this option, shall be responsible for both the monthly employee and employer health insurance contribution.

2. At the time the employee requests and is granted his/her leave, the anticipated date of return shall be specified in accordance with Option A, B, or C above. An employee on Extended Leave under Option B who is scheduled to return at the beginning of the following school year, must notify the Superintendent by March 1 of his/her intent to return to work as scheduled. An employee on Extended Leave under Option B or C who is scheduled to return after the winter break or after the semester break must notify the Superintendent of his/her intent to return to work as scheduled thirty (30) calendar days in advance. A failure to provide the required notice shall be deemed a voluntary resignation not subject to the grievance procedure. Further, a failure of an Employee on leave under Option A, B, or C to return on the date specified at the beginning of the leave shall be deemed a voluntary resignation not subject to the grievance procedure, unless the failure to

return is due to the employee's own medical incapacity as documented by adequate medical certification.

3. An educator returning from a maternity/parental/adoptive leave of absence will be returned to his/her previous position or a substantially similar position and will retain the seniority held at the time the leave became effective. As described further below, an educator does not accrue sick time, longevity credit, credit for placement on the salary schedule, or seniority for any period during which the educator is on unpaid leave of absence. In order to access extended leave for subsequent births or adoption, the employee must return to active service for at least one full school year prior to becoming eligible for additional Extended Leave under Option B or C.
  - a. Sick Time: Taking unpaid leave during a particular school year will result in a reduction in the accrual of the 15 days of annual paid sick time under Article 15, Section B on a prorated basis, calculated using a 180-day school year. For example, if a educator takes unpaid leave for the whole school year, no paid sick days will be accrued during that year. If the educator takes 45 days of unpaid leave during a school year, the accrual will be reduced by 25% resulting in an accrual of 11.25 days for the year.
  - b. Longevity: Educators on unpaid leave for more than 45 days during any school year that begins on or after September 1, 2015, will not receive credit for that year for the purpose of accruing longevity under Article 7. Educators who took unpaid leave of any duration during years prior to September 2015 shall be granted credit for such years for the purpose of moving on longevity steps. This credit shall apply on a prospective basis only. While educators shall retain whatever years of service they were credited with prior to September 1, 2015, there shall be no retroactive adjustments.
  - c. Steps on Salary Schedule: The provisions of Article 22, Section H shall apply to unpaid parental leave. Thus, Educators who are on leave of absence without pay for more than 90 school days for parental leave in a school year shall not receive credit for that year for the purpose of movement on the steps of the salary schedule.
  - d. Seniority: The provisions of Article 24, Section D. 1 shall apply to unpaid parental leaves. Thus, educators on parental leave without pay for more than 45 school days but fewer than or equal to 90 school days in a school year will lose one half (1/2) a year's seniority. Educators who are on such leave of absence without pay

for more than 90 school days in a school year lose the entire year's seniority.

4. Nothing in this section prevents the employer's non-reappointment of a professional employee without professional teacher status or dismissal or lay off of a professional employee with or without professional teacher status, to the extent such nonrenewal, dismissal, or lay off is otherwise applicable.

#### **ARTICLE 16** **MILITARY LEAVES OF ABSENCE**

- A. The number of school days specified by Massachusetts State Law will be allowed for persons called into temporary active duty of any unit of the United States Reserves or the State National Guard, provided such obligations cannot be fulfilled on days when school is not in session.
- B. General Laws Chapter 33, Section 59, as adopted by the Canton Town Meeting of March 13, 1967, shall determine pay for military leaves of absence. Any person in the service of the Commonwealth, or a county, city or town which by vote of its county commissioners or city councilor its inhabitants at a town meeting accepts this section, or has accepted similar provisions of earlier laws, shall be entitled during the time of his/her service in the armed forces of the Commonwealth, under section 38, 40, 41, 42, 60, or during his/her annual tour of duty of not exceeding seventeen (17) days as a member of a reserve component of the armed forces of the United States, to receive pay therefore, without loss of his/her ordinary remuneration as an employee or official of the Commonwealth or of such county, city or town and shall be entitled to the same leaves of absence or vacation with pay given to other like employees or officials. Any person taking military leave during a period when school is in session, must furnish a written statement from his or her commanding officer which states that said leave could not possibly be taken at a time when school was not in session.

#### **ARTICLE 17** **SABBATICAL LEAVES**

Sabbatical leaves may be granted to members of the professional staff for approved study or research subject to the following conditions:

- A. Not more than three (3) members of the professional staff will be absent on sabbatical leave at one time with preference given to seniority.
- B. Preliminary requests for sabbatical leave must be received by the Superintendent of Schools in such form as may be required on or before November 30, if leave is to be granted for the ensuing year. The specific details of said request shall be made on or before May 1.

- C. The educator has completed at least seven (7) full school years of service in the Canton School System.
- D. Staff members on sabbatical leave will be paid half of their regular salary rate for a full year or full salary for a half year.
- E. Educators granted a sabbatical leave will agree to return to the Canton Schools for two (2) full years or repay the entire amount of salary received during said leave.
- F. Educators shall return to the post they left or to an equivalent position.
- G. Upon return from the sabbatical leave, a educator shall be placed on the step of the salary schedule s/he would have attained had s/he remained in the Canton School System.
- H. Accumulated sick leave and all other benefits, including any granted while on leave, would also accrue to the educator upon his/her return.

**ARTICLE 18**  
**PROFESSIONAL IMPROVEMENTS**

- A. The Committee will pay the reasonable expenses incurred by educators who attend workshops, seminars, and conferences, at the request of the Superintendent of Schools or designee.
- B. Educators shall be given the opportunity to visit other school systems without loss of pay for the purpose of studying the curriculum and operation of the program at such systems at the discretion of the Superintendent. The denial shall not be subject to the grievance procedure. If requested, the Superintendent will verbally state the reason(s) for any requests which are denied.

**ARTICLE 19**  
**TEXTBOOKS**

- A. The Committee guarantees that when textbooks and/or workbooks are used in a classroom it will provide sufficient of same to insure that each pupil in a classroom has textbooks or workbooks for his/her own use. If the number of textbooks or workbooks is not sufficient, the principal will submit a requisition to the Superintendent who will order an adequate number within three (3) days.
- B. Educators and Supervisors will have the opportunity to aid in choosing the textbooks for their area.

**ARTICLE 20**  
**GROUP INSURANCE**

The Town will provide a plan of group life, accidental death and dismemberment and general or blanket hospital, surgical and medical insurance as authorized under the provisions of G.L. Chapter 32B. The Town will pay 75% of the premium and the employees will pay 25% of the premium for the indemnity plan and for all HMO's. Dental insurance shall also be paid seventy-five percent (75%) by the Town and twenty-five percent (25%) by the employees.

Effective July 1, 2019, co-pays for the PPO and the HMO shall be as follows:

Office visits:	\$20/\$50 (PCP/Specialists)
Emergency Room Co-Pay:	\$100
Hospital Admissions:	\$500
Outpatient Surgery:	\$250
High Tech Imaging:	\$100
Prescriptions:	\$15/\$30/\$65 retail; \$25/\$75/\$165 for 90-day mail order
Calendar Yr Deductible	\$500 Individual; \$1,000 Family Cap
Medex Prescriptions:	\$15/\$30/\$50 retail; \$30/\$60/\$100 for 90-day mail order

When the Selectboard of Canton, in accordance with G.L. Chapter 32B Section 19 or Sections 21-23 adopts a portion of the law which determines co-pays will be negotiated by the PEC, the above chart of co-pays shall be subject to renegotiation under the terms set out in G.L. Chapter 32B and therefore may not necessarily remain at the amounts stipulated in this contract.

**ARTICLE 21**  
**GENERAL**

- A. On or before the first workday for educators of each school year, the Superintendent or designee will provide to each educator a letter specifying the following for that educator: (1) salary for that school year, including lane and step; (2) any longevity amount s/he will receive that year, as well as the date on which he/she can expect to receive such longevity payment; and (3) any applicable stipends. Educators will receive written notice of any lane changes and additional stipends by November 1 or upon determination of such lane changes or stipends, whichever is later.
- B. The Association will be provided with copies of approved minutes of official School Committee meetings and subcommittee meetings that are distributed to School Committee members. A copy of the official agenda of the meeting will be given to the Association prior to said meeting.
- C. If any provision of this Agreement or any application of the Agreement to any employee or group of employees shall be found contrary to law, then such provision or application shall not be deemed valid and subsisting, except to the extent permitted by law, but all other provisions or applications will continue in full force and effect.

- D. The Committee will amend its Administrative Regulations and take such other action as may be necessary in order to give full force and effect to the provisions of this Agreement.
- E. The Committee agrees to abide by the certification requirements, set out under the Massachusetts General Laws, in the hiring and retention of educators in the Canton School System.
- F. The Town of Canton will assign a payroll deduction slot for employees to participate in the Massachusetts Teachers Association disability insurance plan. The Association will provide the premium amounts of the plan, along with the deduction authorizations for those employees who are eligible for and wish to participate in the plan.
- G. The following shall be prorated for part-time employees: (1) amount, but not years of service, for longevity under Article 7; (2) amount for course reimbursement under Article 25; (3) all paid leave provisions, including sick leave, bereavement, personal days, sick leave bank, and parental leave under Article 15 and military leave under Article 16; (4) number of staff meetings and professional development half days at which attendance is required under Article 8; and (5) number of duties under Article 8 .

**ARTICLE 22**  
**SALARIES AND OTHER COMPENSATION**

**Section 1.**

- A. Salaries and other compensation of employees covered by this Agreement are set forth as an Appendix to this Agreement and made a part thereof.
- B. Employees covered by this Agreement will be compensated on the basis of twenty-one (21) paychecks during the school year or twenty-six (26) paychecks every two weeks over the calendar year, at the option of the employee. The gross amount of each check shall be substantially equal. Educators shall be paid no later than six (6) calendar days following the end of each pay period. In cases of unpaid leaves, the District shall provide a pay analysis and a resumption of pay plan to take effect within six (6) calendar days following the end of the first pay period upon their return.
- C. Approved mileage will be paid at the IRS rate as determined by the Town.
- D. The Committee agrees to deduct from educators' salaries money for NEA and/or MTA services and programs as said educators individually and voluntarily authorize the Committee to deduct and to transmit the monies in biweekly installments prior to March 15 through the Treasurer of the Association. It is

expressly understood that any deduction which an educator may authorize the Committee to make from his/her earnings will be deducted in ten (10) equal installments or as close to equal as is practicable from paychecks received by said educator during the year. The Committee shall cause to be issued one (1) check to the Canton Educators Association for the total of all deductions each pay period and shall provide the Association with an itemized list containing each educator's name, amount deducted and credit union. An appropriate deduction form shall be supplied by the Association.

- E. Educators who work only a portion of a school year shall be compensated on the basis of one-one hundred eighty-third (1/183) of their annual salary for each day. With the mutual consent of the Association, a Teacher, and a Principal, a teacher may be approved to teach greater than 1.0 FTE on a non-precedential and temporary basis. In any such case, the teacher shall be paid the portion of their salary pro rata for the additional workload, without the need to submit timesheets. For example, if a teacher is teaching 1.2 FTE, they shall be paid an additional 20% of their salary for the time period in which they are teaching an additional course.
- F. Employees eligible for both a step and a lane change on September 1 of a particular year will receive both a step and lane change.
- G. Educators who are on leave of absence without pay for more than 90 school days in a school year shall not receive credit for that year for the purpose of movement on the steps of the salary schedule.
- H. Educators who are approved to work beyond the regular on-site workday or work year shall be paid at the rate of \$45/hour. Payment for such work is subject to the prior approval of the Superintendent or designee.

Notwithstanding the above, educators who are approved to design and lead courses and workshops shall be paid an amount established by the Superintendent or designee in consultation with the educator, using a basic rate of \$100/hour. For every hour an educator leads a course or workshop they shall be compensated for two hours of preparation time.

## **Section 2: Lane Changes**

- A. Annually during September, the Business Office will distribute to all professional staff a form entitled "Added Degree Notification Form," hereinafter referred to as the "Notification Form."
- B. Any professional staff member who feels he/she may be eligible for a salary lane change effective on the following September 1<sup>st</sup> must complete and return the Notification Form to the Assistant Superintendent of Finance and Operations' office by November 15<sup>th</sup> of the year preceding possible eligibility.

- C. Failure to submit the form by the November 15<sup>th</sup> deadline will render the employee ineligible for any lane change as of the following September 1<sup>st</sup>.
- D. New employees hired after November 15<sup>th</sup> of a given year will not be eligible for a lane change on the following September 1<sup>st</sup>.
- E. The Superintendent is authorized to waive the notification requirements in unusual circumstances that in her/his sole judgment are beyond the control of the employee. Any such action by the Superintendent shall not be subject to challenge by the Association, either by grievance or other forms of redress.

**ARTICLE 23**  
**TRANSFERS**

- A. Classroom educators recognize from time to time transfers from one school to another are necessary. If a classroom educator feels that his/her transfer is not for a good reason, the educator will have a right to have a hearing with his/her immediate superior to discuss the reason(s) for the transfer.
- B. If the educator is not satisfied with the reason(s) for the transfer, the immediate superior will give his/her such reason(s) in writing. At this point, the classroom educator shall submit his/her reason(s) in writing why the transfer is not for good reason to the immediate superior.
- C. The classroom educator shall then have a right to a further hearing with the principal and, if not satisfied with the results of such hearing, the classroom educator shall have a right to a further hearing with the Superintendent.

**ARTICLE 24**  
**REDUCTION IN FORCE**

Subject to the provisions of this Agreement, the Committee retains the right to determine the number of teaching positions and other professional positions which are needed in the school system and also retains the right to determine the employees to be laid off and recalled.

- A. A educator with professional status shall not be laid off if there is a educator without professional status whose position the educator with professional status is qualified to fill.
- B. Upon determination of the School Committee that there shall be layoffs in any discipline, as set forth below, the following procedures shall apply only to educators with professional status.

C. Layoffs shall be conducted within disciplines based on a educator's job performance and the best interest of the students. Indicators of job performance shall be based on comprehensive evaluations conducted consistent with M.G.L. ch. 71, sec. 38, using the educator's past summative overall evaluation ratings as compared to other educators' past summative overall evaluation ratings in the discipline targeted to be reduced, with ratings of Meets the Standards of the Canton Public Schools (for evaluations prior to 2013-2014), Proficient and Exemplary being considered equal. The number of summative evaluations compared will include all those evaluations written for educators during the time equal to the most recently hired professional status educator in the targeted discipline. If there is a tie using the above criteria, the tie shall be broken by seniority, with the least senior educator in the discipline targeted laid off first. For the purposes of this article, disciplines shall be:

1. K-8
2. 7-12 Math
3. 7-12 English
4. 7-12 Social Studies
5. 7-12 Chemistry
6. 7-12 Physics
7. 7-12 Biology
8. 7-12 General Science
9. 7-12 Earth Science
10. 7-12 French
11. 7-12 German
12. 7-12 Spanish
13. 7-12 Latin
14. Special Subject Teacher - Physical Education
15. Special Subject Teacher – Health
16. Special Subject Teacher – Technology Education
17. Special Subject Teacher – Family and Consumer Sciences
18. Special Subject Teacher - Industrial Technology
19. Special Subject Teacher – Reading
20. Special Subject Teacher – Art
21. Special Subject Teacher - Music
22. Special Subject Teacher – Speech
23. Teacher - Special Class (Note, however, that each separate certification will constitute a separate discipline)
24. School Psychologist
25. Guidance Counselor
26. School Librarian
27. Adjustment Counselor
28. School Nurse
29. Speech Pathologist
30. Occupational Therapist
31. Physical Therapist

D. Definitions

1. Seniority - Seniority is defined as the length of continuous full-time service in the Canton Public Schools from the first day of the educator's continuous service as a educator pursuant to official School Committee appointment. Authorized paid leaves of absence, or sabbatical leaves shall be considered time worked for purposes of seniority and layoff. Authorized leaves of absence without pay shall be considered as continuous service, but will not be considered as time worked for seniority and layoff as follows: Educators on such leaves without pay for more than 45 school days but fewer than or equal to 90 school days in a school year will lose one half (1/2) a year's seniority. Educators who are on such leave of absence without pay for more than 90 school days in a school year lose the entire year's seniority.

Members of the bargaining unit who have served on a part-time basis shall be credited with the years or parts of years of seniority determined by multiplying the fractional amount of their teaching load times the period of such part time service, e.g., a educator who taught half-time for one half of a year would be credited with one quarter of a year's service for that half year. Seniority shall commence to accrue from the first day of the educator's continuous service as a educator pursuant to official Superintendent appointment. Authorized, paid leaves of absence or sabbatical leaves shall be considered time worked for purposes of seniority and layoff. Authorized leaves of absence without pay shall be considered as continuous service, but will not be considered as time worked for seniority and layoff as follows: Part-time educators on such leaves without pay for more than 1/4 of their work year but less than 1/2 of their work year will lose one half of the seniority credit they would have accrued for such year had they worked. Educators who are on such leaves of absence without pay for more than 1/2 of their work year will lose the entire year's seniority.

2. Qualified - Qualified shall require both being certified in the discipline and having taught satisfactorily in the discipline for at least one full school year (fifteen (15) periods or more per week from the first day of school to the last day of school) within the Canton Public Schools within the past five years.

Effective September 1, 2016, "satisfactorily" is subject to the provisions of Section C above.

However, a sixth (6th) grade educator certified in a secondary discipline who has also taught in that secondary discipline in Canton in the past will be considered qualified in that secondary discipline notwithstanding the

fact that the educator has not taught in that discipline within the past five (5) years.

E. Bumping

1. In the event a educator is qualified in a discipline other than the one from which s/he has been laid off, the laid off educator shall have the option of bumping the more junior educator in that discipline.
2. Notwithstanding the above requirement of a minimum of one year's teaching experience, an educator certified K-8 may bump a more junior educator certified only K-8 at either the elementary or middle school level.

Notwithstanding the above requirement of a minimum of one year's teaching experience in the discipline:

- a. If a secondary science educator is laid off, and s/he has taught any science at the secondary level for at least one full school year (fifteen (15) periods or more per week from the first day of school to the last day of school) within the Canton Public Schools within the past five years and if s/he holds a certification in another secondary science discipline, then s/he may bump a less senior educator in such other secondary science discipline.
- b. If a secondary language educator is laid off and s/he has taught any language at the secondary level for at least one full school year (fifteen (15) periods or more per week from the first day of school to the last day of school within the Canton Public Schools within the past five years) and if s/he holds a certification in another secondary language discipline, then s/he may bump a less senior educator in such other secondary language discipline.
- c. If a special needs educator is laid off and s/he has taught in any special needs discipline for at least one full school year (fifteen (15) periods or more per week from the first day of school to the last day of school within the Canton Public Schools within the past five years) and if s/he holds a certification in another special needs discipline, then s/he may bump a less senior educator in such other special needs discipline.

It is also understood that this article is not to be construed as meaning that a middle school educator (6-8) is automatically qualified to teach K-5 nor to imply that an elementary educator (K-5) is automatically qualified to teach grades 6-8. This section means that if the School Committee does determine that they are so qualified, then they will be permitted to bump less senior educators even though they may not have taught in the discipline for at least one full year.

3. A educator certified only K-8 may not bump a educator with a secondary certification.
4. If a qualified middle school educator holds both a K-8 and a secondary certification, s/he may bump a more junior K-8 elementary or secondary certified educator.

Effective September 1, 2016, the following language shall be added:  
"Bumping is subject to the provisions of Section C above."

- F. Laid-off members may continue group Health and Life Insurance coverage during the recall period of thirteen (13) months as provided by the Committee to members of the bargaining unit by reimbursing the Town for full premium cost. Failure to forward advance premium payments to the Town by the date(s) set by the Town or refusal to return to employment upon recall will terminate this option. It is understood that there shall be no cost to the Town.
- G. Educators who are on layoff because of reduction in force shall be on a recall list for the first thirteen (13) months of layoff and shall, if qualified, have preference over new applicants for any new position or full-time vacancy in the bargaining unit that the Committee is going to fill and for which they are qualified. In making a decision as to which of two or more qualified educators on the recall list will be first recalled, the Superintendent will recall educators in the inverse order of layoff. The failure of a educator to accept the assignment within fifteen school days of the postmark of notification thereof shall automatically remove that educator from the recall list and terminate all recall rights.
- H. The Superintendent's judgment hereunder shall be set aside only where it was not made in good faith and/or was arbitrary or capricious.
- I. No reduction in force shall take effect on other than the first day of a school year.
- J. Educators who have been laid off shall, during their recall period, be notified in writing by the Superintendent's Office, provide' they have left their home address with the Superintendent's Office, of any open positions in the system which they may be qualified to fill. Failure to accept an offer of employment for any such suitable position shall terminate the educator's recall rights.
- K. Educators recalled after layoff under this Article shall be placed on that step of the salary schedule which is one step higher than the one on which they were at the time of their last day of teaching prior to being laid off. Also such educators shall carry over only that sick leave which was credited to them at the time of their last day of teaching prior to being laid off.

- L. The Superintendent shall notify any educator with professional status who is to be affected by a reduction in force by June 1 of the school year preceding the school year in which the reduction is to be affected.

The Committee agrees that resignations, retirements, dismissal for cause, or normal termination of employment, will be utilized prior to instituting reduction in force.

- M. Notifications under sections G above will be by certified or registered mail.

### **ARTICLE 25** **EDUCATIONAL ENHANCEMENT FUND**

The Committee will reimburse up to \$2500 per school year for each educator (prorated for part-time educators) to an aggregate cap for the entire bargaining unit of \$125,000 per year to be used for courses, conferences, workshops, professional organization memberships, or seminars that are aligned to the role of the educator and have been approved in advance by the Superintendent or Central Office designee. Effective September 1, 2026, this aggregate cap shall be increased to \$150,000. Until April 1 of a given school year, up to \$25,000 of the total fund shall be reserved for educators that are taking courses in a degree seeking program. At that time, any money remaining shall be redistributed to other employees seeking course reimbursement. Effective September 1, 2027, this aggregate cap shall be increased to \$175,000. Until April 1 of a given school year, up to \$50,000 of the total fund shall be reserved for educators that are taking courses in a degree seeking program. At that time, any money remaining shall be redistributed to other employees seeking course reimbursement. In order to seek approval, the educator must submit an application form to the Central Office designee at least twenty-one (21) calendar days prior to the start of the course, conference, workshop or seminar.

In order to obtain reimbursement, the educator must provide the following to the Superintendent or Central Office designee:

Approved credit bearing course: (1) proof of payment and (2) an official transcript from an accredited institution showing the grade of B or better earned in the course, provided that an unofficial transcript may be submitted to initiate processing, with the understanding that the educator will provide a copy of the official transcript upon receipt.

Approved noncredit bearing course, conference, workshop, or seminar: (1) proof of payment and (2) certification of completion or proof of attendance

Approved professional organization membership: (1) proof of payment and (2) proof of membership

Payment will be processed within 30 days following the receipt of the required paperwork by the Central Office designee.

**ARTICLE 26**  
**NEGOTIATION PROCEDURE**

- A. Not later than November 30 of the calendar year preceding the calendar year in which this Agreement expires, the Committee agrees to enter into negotiations with the Association over a successor Agreement in accordance with the procedure set forth herein in a good-faith effort to reach agreement concerning educators' wages, hours and other conditions of their employment. Such negotiations will include, but not be limited to, the items listed in the table of contents of this Agreement. Any agreement so negotiated will apply to all educators and will be reduced to writing and signed by the Committee and the Association.
- B. During negotiations, the Committee and the Association will present relevant data, exchange points of view, and make proposals and counter-proposals. The Committee will make available to the Association, if requested, all pertinent records of the school system except those that are confidential. Either party, if it so desires, may utilize the services of outside consultants and may call upon professional and lay representatives to assist in the negotiations.
- C. If the negotiations described herein have reached an impasse, the procedure described in Chapter 150E of the General Laws of Massachusetts will be applicable.
- D. All negotiation meetings will be scheduled after school hours.

**ARTICLE 27**  
**NURSES**

Other than as listed below, nurses shall be entitled to all of the benefits of this agreement:

- a) Nurses will not be assigned any non-nursing duties.
- b) Evaluation: Nurses shall be evaluated in accordance with Article 14.
- c) Nurses will be evaluated by the Nurse Leader and the Building Principal.
- d) Nurses will be notified in writing of any new programs that may affect the health or safety of students under their care. They shall be notified as soon as is practicable so that they may make whatever preparations they deem necessary.
- e) Mentoring: Nurses shall be included in the mentoring program.
- f) Nurses will work two (2) days in addition to the educators' scheduled year to prepare medical records and meet with parents. The days will be assigned by the Superintendent or his/her designee after consultation with

the nurses. Nurses will be compensated for each of these additional days at their per diem rate of 1/183 of their regular salary.

- g) Nurses shall not be eligible for preparation periods. However, nurses shall have the option to work with their supervisor at the beginning of the school year to schedule a daily 30 minute time period to close the nursing office to non-emergency visits in order to complete administrative nursing tasks, such as documentation, filing, and phone calls.
- i) Nurses shall receive the same length of uninterrupted, duty-free lunch as educators in their school building. Principals shall ensure that appropriate operational processes and communication occur to ensure that nurses have an uninterrupted and duty-free lunch, except when a medical emergency occurs or a student is in need of administration of medication. If a Nurse so requests, the Building Principal shall communicate to the school staff the times at which the Health Office is closed for non-emergencies in order to ensure that the Nurse is able to take their duty-free lunch. In the event a nurse must miss her lunch period due to a student emergency, he/she will be compensated \$25 or, alternatively, may elect compensatory time, provided that the nurse has given notice by email to the principal within three (3) business days following the missed lunch, to include the following: (1) date of missed lunch period, (2) the reason therefore, and (3) whether he/she has elected to receive \$25 or compensatory time.

## **ARTICLE 28**

### **OCCUPATIONAL AND PHYSICAL THERAPISTS**

Occupational and Physical Therapists shall be entitled to all of the benefits and provisions of this Agreement except as follows:

- A. A Therapist who works thirty (30) hours per week shall be deemed to be full time. Effective September 1, 2026, except by mutual agreement, full-time occupational therapists shall be scheduled for thirty-two (32) hours per work. Effective September 1, 2027, except by mutual agreement, full-time occupational therapists shall be scheduled for thirty-five (35) hours per work. A new grid shall be created in each of these years and going forward which increases their salary proportionally to this increase in hours prior to the application of any cost of living adjustment.
- B. Each Therapist's schedule shall be determined by the Assistant Superintendent for Student Services. The number of hours assigned shall include specifically designated hours for each of the following: direct service, evaluations, meetings and preparation. The schedule shall also include time for a duty-free lunch as for all other employees in the bargaining unit in accordance with Article 8.
- C. Therapists shall be paid according to Appendix A4.

- D. Any Therapist who agrees to work during the summer shall be paid at her/his hourly rate, calculated by dividing the annual rate for the just completed school year by 183, then by 6. Any Occupational Therapist who as part of any summer assignment supervises a Certified Occupational Therapist Assistant (“COTA”) shall be paid one hour for every six (6) hours the COTA works.
- E. No Therapist shall be assigned duties since the position is a system-wide assignment.

**ARTICLE 29**  
**HEALTH AND SAFETY**

- A. The Committee shall provide a safe and healthful working environment.
- B. The Superintendent will be responsive to scenarios that may impact the safety and well-being of the school community, and the Superintendent will engage medical, safety and maintenance officials to make decisions in the best interest of students, staff and families.
- C. Employees shall not be required to drive pupils.

**Section 1. Health Advisory Committee**

The Health Advisory Committee (HAC) will consist of four (4) members appointed by the Association and four (4) members appointed by the Superintendent. The HAC shall meet periodically to discuss health and safety matters. The HAC shall also design and implement protocols for responding to complaints regarding problems with health and safety matters at the schools. When requested to do so by the Association, the Committee agrees to meet with the Association to discuss matters involving health and safety.

**Section 2. Building Safety**

The District shall maintain school buildings and conduct regular reviews to detect and subsequently appropriately remediate potential health concerns, including but not limited to mold, water leaks, and air quality issues. There shall be a process for educators to report physical building conditions which present a hazard.

The Building Administration will identify sufficient, appropriate cooling / warming areas (as needed) to help mitigate extreme temperatures and will share these areas in writing with staff. Building administration shall also facilitate movement to these areas when necessary. HAC shall convene to issue recommendations for how to proactively deal with problem areas in each school.

**Section 3. Protection, Physical Incidents, and Threats**

- A. Students and staff shall have a safe school environment. Proactive steps shall be taken to ensure that violence, physical incidents, threats, and assaults are prevented as much as possible. These steps may include but are not limited to:
  - 1. Administrators responding to staff calls for support promptly

2. The District ensuring appropriate staffing to support students who are displaying dysregulated behaviors, which shall include additional support other than the classroom Educational Assistant when a student is frequently experiencing physical incidents or other behaviors requiring adult support
  3. The District providing walkie talkies to staff who work with students who are known to escalate so that support can be requested more quickly
  4. The District providing training/support related to behavioral de-escalation strategies and maintaining safety if requested by staff
  5. Administrators communicating information regarding student needs, plans, and strategies to staff who work with the student, including those who are working with the student while substituting/covering.
- B. Employees will immediately report all cases of physical incidents, threats, and / or assaults suffered by them in connection with their employment to the principal and Superintendent or his/her designee, in writing, using a form provided by the District. The Superintendent or designee shall:
1. Keep a record of such reports, to be available for review, to the extent provided by laws governing the confidentiality of students and employees;
  2. Take steps to reduce likelihood of recurrence, which may include convening one or more meetings if deemed appropriate by the Superintendent or designee;
  3. Follow all steps in the most recent Health Advisory Committee protocols for responding to physical incidents, threats, and assaults, including but not limited to ensuring that the District provides timely communication to the impacted educator(s) and the Association. Such protocols shall be incorporated as an appendix.
  4. In the event of an employee injury, ensure that necessary steps are followed under the laws governing workers compensation.
  5. The Superintendent will comply with any reasonable request from the employee for records relating to the incident or the persons involved, subject to the provisions of applicable law, including but not limited to the Family Education Rights Privacy Act (FERPA) and the Individuals with Disabilities in Education Act (IDEA).
- C. In circumstances where an employee applies for and is granted Workmen's Compensation benefits because of an injury that occurred in the performance of their duties with the Canton Public Schools, employees will be eligible to supplement the amount of compensation received under the Workmen's Compensation with any accrued sick time that they have available.

- D. The Committee agrees to provide indemnification for employees covered by this Agreement as required by Chapter 258 of the General Laws of the Commonwealth of Massachusetts.

**Section 4. Personal Property Reimbursement**

If an Employee's personal property is damaged at work, the Employee should report any such damage to the Building Principal in a timely manner. Subject to Superintendent approval, the Employee may be eligible for reimbursement up to a maximum of \$500.

**ARTICLE 30**  
**MENTORING**

The Mentor Steering Committee of four individuals (the Director of Curriculum & Instruction and a educator selected by the CEA from the H.S.M.S., and elementary school) shall select, each year, a chairperson of the committee to be in charge of the Educator-Mentor Program. This Committee will work collaboratively and with Principals to assign the best Mentor possible to each new educator, provide professional development to Mentors and new educators, and communicate and problem-solve together issues that arise with the mentoring of new educators in Canton.

Compensation for each Mentor will be the choice of three (3) in-district credits or a stipend (as listed in Appendix B) per protégé. No mentor shall be assigned more than two (2) protégés per year. No more than a total of six (6) credits earned based upon service as a Mentor may be used for horizontal movement on the salary schedule.

**ARTICLE 31**  
**JOB SHARING**

- A. Job sharing shall mean the sharing of the performance of the duties and responsibilities of a full-time teaching position by two part-time educators. Each educator shall participate equally in the performance of the duties and responsibilities of the position.
- B. The participation of educators in job sharing shall be on a voluntary basis. No job sharing position shall be established without the annual approval of the Principal and the Superintendent. Failure by the Principal and the Superintendent to approve a job sharing proposal shall not be grievable under this Agreement.
- C. In order for a shared position to be approved, the two individuals must complete an application for such on a form developed by the Superintendent. Applications for job sharing shall be filed by the educators with the Superintendent and the Association prior to March 1 of the school year preceding the proposed effective date of job sharing. Educators shall be informed of the disposition of their job sharing application by May 1.
- D. The following working conditions shall apply to educators participating in job sharing:

1. The regular workday for each educator shall be one-half of the regular workday for full-time educators unless otherwise agreed upon by the Principal, Superintendent, and School Committee.
  2. Both educators will be present on duty for the entire workday for the first week of school in September of each year.
  3. To the extent possible and reasonable, half-days and in-service times and department and faculty meetings shall be shared by the two educators reporting to each other concerning the content of the meetings. Both educators are responsible for obtaining information regarding the content of any such meetings.
  4. Both educators will be present simultaneously for parent conferences.
  5. The two educators who are job sharing will arrange regular times to confer to evaluate students and mark report cards and to discuss student progress and concerns in the classroom.
  6. If one of the participants is absent due to illness or other reason, the other educator will cover for the absent educator whenever possible, thereby eliminating the need for a substitute.
  7. The preparation time provided for educators in the Agreement shall be shared by each educator.
  8. Each educator will be paid the prorated amount of his or her appropriate full-time annual salary established pursuant to the terms of this Agreement, except when the educator works a full day pursuant to the provisions of this Article. On such days, the educator will be paid his/her full daily rate of compensation.
- E. Job sharing assignments shall be for a period of one year and shall terminate at the end of each school year. Requests to maintain a job-share arrangement must be renewed in writing by March 1 of each year. There is no guarantee that a renewal of a job sharing arrangement will be granted for the following year. Educators shall be informed of the disposition of their request for renewal by May 1.
- F. No educator shall be involuntarily transferred in order to create job sharing positions.
- G. When a job sharing position is terminated, the educator(s) will be assigned to the same position she/he left prior to job sharing, if available, or, if not available, to a substantially equivalent position.

H. **Benefits**

All benefits provided in the collective bargaining agreement between the Association and the Committee will be evenly shared unless otherwise specified in this provision.

1. Temporary leaves of absence shall be one-half days.
2. Sick leave entitlement shall be the full number of days, except at one-half pay.
3. Seniority shall be pro-rated.
4. Years of service for purposes of longevity and salary step advancement shall not be pro-rated.
5. The cost of the benefit package shall not exceed full family benefits for one full-time employee, except in extenuating circumstances.

**ARTICLE 32**  
**COMMITTEES**

- A. **Committee on Educator Attendance.** The parties shall create a joint committee to address school culture around educator attendance. The committee will consist of four (4) members appointed by the Association and four (4) members appointed by the Superintendent. At a minimum, activities will include an annual review of broad data on educator attendance and collaboration on recommendations for improving such attendance, if the committee deems appropriate. Any recommendations of the committee that impact terms and conditions of employment will be forwarded to the School Committee and Association and shall be subject to bargaining.
- B. **Diversity, Equity and Inclusion.** The Association shall have the opportunity to appoint a member of Unit A to serve on the Hiring Subcommittee of the District's Core Equity Team.
- C. **Stipend Committee.** There shall be a standing committee that meets at least annually at the request of either party to update the stipend list and amounts. The stipend committee shall consist of 3 members appointed by the Superintendent and 3 members appointed by the Association. It is understood that the Stipend Committee will be convened soon after ratification of this MOA to review and update stipends.
- D. **Class Size and Case Load Joint Labor Management Committee.** See Article 9. Four members designated by the CEA, and four (4) representatives designated by School Committee (eight (8) total members), to meet at least three (3) times a

year to study, discuss, and make recommendations regarding class sizes and case loads across the District.

- E. Health Advisory Committee. See Article 29. The Health Advisory Committee (HAC) will consist of four (4) members appointed by the Association and four (4) members appointed by the Superintendent. The HAC shall meet periodically to discuss health and safety matters. The HAC shall also design and implement protocols for responding to complaints regarding problems with health and safety matters at the schools.
- F. Sick Bank Committee. See Article 15. The Sick Leave Bank shall be administered by the Sick Leave Bank Committee. The Sick Leave Bank Committee shall be comprised of four (4) members; two (2) designated by the Association and two (2) designated by the Committee.

### ARTICLE 33 DURATION

- A. This Agreement shall become effective on September 1, 2025 and continue in effect to and including August 31, 2028. All amendments shall be effective as the date of ratification by both parties unless otherwise noted herein.
- B. The within Agreement represents the entire agreement of the parties. Any agreement reached during the term of this Agreement by and between the parties will be reduced to writing, signed by the Committee and the Association, and become an addendum to this Agreement.

Negotiations for a successor to this 2025-2028 Agreement between the Committee and the Association shall commence no later than November 30, 2027, pursuant to the terms of Article 26 of this Agreement.

### ARTICLE 34 ONLINE COURSES

The parties acknowledge that the School Committee's decision to allow students at Canton High School to enroll in online courses for academic credit and in fulfillment of graduation requirements for the Canton Public Schools, if subscribed to in large numbers, may have an impact on the terms and conditions of employment for employees in the bargaining unit. Thus, in the event ten (10) or more students enroll in online courses for academic credit at Canton High School for a particular school year, the School Committee will notify the Association and upon request will meet to bargain over any potential impact on terms and conditions employment for unit employees, provided that student enrollment in online courses associated with the District's obligation to provide off-site educational services for individual students does not count for the purpose of this Article. The parties agree that insertion of this Article fully settles MUP 13-2797, as filed by the Association with the Massachusetts Division of Labor Relations on April 8, 2013, and the

Association specifically agrees that it will not pursue an appeal of the Hearing Officer's Decision that was issued on May 6, 2015.

**Educator Attendance Committee  
Agenda  
October 6, 2025**

**1. Welcome**

**2. Reviewing the charge of the committee**

**Committee on Educator Attendance**

The parties shall create a joint committee to address school culture around educator attendance. The committee will consist of (4) members appointed by the Association and four (4) members appointed by the Superintendent. At a minimum, activities will include an annual review of broad data on educator attendance and collaboration on recommendations for improving such attendance., if the committee deems appropriate. Any recommendations of the committee that impact terms and conditions of employment will be forwarded to the School Committee and Association and shall be subject to bargaining.

**3. Key understandings in the contract**

**Article XIV Leave Policy**

- A. It is recognized that from time to time illnesses and injuries that necessitate absence from school will occur, but it is further recognized that the absence of the regular teacher from the classroom interrupts the educational process and must, therefore, be held to a minimum.
  
- B. Suspected cases of sick leave abuse will be handled and investigated on an individual Basis, with appropriate discipline, if needed, being taken by the Superintendent and Designee.

**Personal days** -- 3 days advance notice, except in the case of emergency.

**4. The DESE report of Staff Attendance**

**5. Data Dashboard**

**6. Attendance Reports by Term**

**7. Next meeting**

IN WITNESS HERETO, THE PARTIES SET THEIR HANDS THIS 6<sup>th</sup> DAY  
OF October, 2025.

CANTON EDUCATORS ASSOCIATION

Laura M. [Signature]

\_\_\_\_\_

\_\_\_\_\_

CANTON SCHOOL COMMITTEE

[Signature]

\_\_\_\_\_

\_\_\_\_\_

**APPENDIX A1**  
**EDUCATOR SALARY SCHEDULE**  
**September 1, 2025 – August 31, 2025**

Effective September 1, 2025– Eliminate Step 1 and create a new column renumbering all steps starting at 1; Apply 2.5% to all cells in salary grid and all appendix stipends

FY 26							
Old	New	Bachelors	Masters	MA 15	MA 30	MA 60	M 90
1							
2	1	\$ 62,655	\$ 66,507	\$ 69,416	\$ 72,440	\$ 75,584	\$ 78,853
3	2	\$ 65,266	\$ 69,279	\$ 72,304	\$ 75,447	\$ 78,716	\$ 81,317
4	3	\$ 67,985	\$ 72,165	\$ 75,310	\$ 78,580	\$ 81,138	\$ 84,706
5	4	\$ 70,818	\$ 75,170	\$ 78,441	\$ 81,000	\$ 83,883	\$ 88,234
6	5	\$ 73,769	\$ 78,305	\$ 80,862	\$ 83,498	\$ 87,378	\$ 91,912
7	6	\$ 76,049	\$ 80,726	\$ 83,360	\$ 86,070	\$ 90,082	\$ 94,754
8	7	\$ 78,402	\$ 83,223	\$ 85,933	\$ 88,726	\$ 92,867	\$ 97,686
9	8	\$ 80,827	\$ 85,796	\$ 88,589	\$ 91,460	\$ 95,739	\$ 100,707
10	9	\$ 83,327	\$ 88,448	\$ 91,323	\$ 93,968	\$ 98,700	\$ 103,821
11	10	\$ 85,903	\$ 91,186	\$ 93,832	\$ 96,478	\$ 101,753	\$ 107,032
12	11	\$ 88,106	\$ 93,523	\$ 96,238	\$ 98,952	\$ 104,363	\$ 109,774
13	12	\$ 90,365	\$ 95,923	\$ 98,704	\$ 101,488	\$ 107,039	\$ 112,591
14	13	\$ 92,684	\$ 98,382	\$ 101,235	\$ 104,091	\$ 109,783	\$ 115,478
15	14	\$ 95,060	\$ 100,903	\$ 103,831	\$ 106,760	\$ 112,598	\$ 118,439
16	15	\$ 97,546	\$ 103,543	\$ 106,548	\$ 109,553	\$ 115,544	\$ 121,537

**NOTE:**

A educator entering or leaving the employ of the Committee after the start of the school year shall be compensated on the basis of that proportion of the one hundred eighty-three (183) day school year which that educator actually worked.

Salary increases of any kind are not automatic. They are granted only when there has been a continuation of high standard of teaching or a demonstrated improvement of efficiency in service. The Superintendent reserves the right to withhold increments from a educator doing unsatisfactory work.

**APPENDIX A2**  
**EDUCATOR SALARY SCHEDULE**  
**September 1, 2026 – August 31, 2026**

Effective September 1, 2026– Apply 3.25% to salary grid and all appendix stipends; Apply an additional 1.5% increase to all cells on the top step of the salary schedules

FY27							
Old	New	Bachelors	Masters	MA 15	MA 30	MA 60	M 90
1							
2	1	\$ 64,691	\$ 68,669	\$ 71,672	\$ 74,794	\$ 78,040	\$ 81,416
3	2	\$ 67,387	\$ 71,530	\$ 74,653	\$ 77,899	\$ 81,274	\$ 83,960
4	3	\$ 70,195	\$ 74,510	\$ 77,757	\$ 81,133	\$ 83,775	\$ 87,459
5	4	\$ 73,120	\$ 77,613	\$ 80,991	\$ 83,632	\$ 86,609	\$ 91,102
6	5	\$ 76,167	\$ 80,850	\$ 83,490	\$ 86,211	\$ 90,218	\$ 94,899
7	6	\$ 78,520	\$ 83,350	\$ 86,069	\$ 88,868	\$ 93,010	\$ 97,834
8	7	\$ 80,950	\$ 85,928	\$ 88,726	\$ 91,610	\$ 95,885	\$ 100,860
9	8	\$ 83,454	\$ 88,584	\$ 91,468	\$ 94,432	\$ 98,851	\$ 103,980
10	9	\$ 86,036	\$ 91,323	\$ 94,291	\$ 97,022	\$ 101,908	\$ 107,195
11	10	\$ 88,695	\$ 94,150	\$ 96,881	\$ 99,614	\$ 105,060	\$ 110,510
12	11	\$ 90,969	\$ 96,563	\$ 99,366	\$ 102,168	\$ 107,755	\$ 113,342
13	12	\$ 93,302	\$ 99,040	\$ 101,912	\$ 104,787	\$ 110,517	\$ 116,250
14	13	\$ 95,696	\$ 101,579	\$ 104,525	\$ 107,474	\$ 113,351	\$ 119,231
15	14	\$ 98,149	\$ 104,182	\$ 107,206	\$ 110,230	\$ 116,258	\$ 122,288
16	15	\$ 102,227	\$ 108,512	\$ 111,661	\$ 114,810	\$ 121,089	\$ 127,370

**NOTE:**

A educator entering or leaving the employ of the Committee after the start of the school year shall be compensated on the basis of that proportion of the one hundred eighty-three (183) day school year which that educator actually worked.

Salary increases of any kind are not automatic. They are granted only when there has been a continuation of high standard of teaching or a demonstrated improvement of efficiency in service. The Superintendent reserves the right to withhold increments from a educator doing unsatisfactory work.

**APPENDIX A3**  
**EDUCATOR SALARY SCHEDULE**  
**September 1, 2027 – August 31, 2028**

Effective September 1, 2027– Eliminate Step 1 and create a new column renumbering all steps starting at 1; Apply 3.25% to salary grid and all appendix stipends

FY28							
Old	New	Bachelors	Masters	MA 15	MA 30	MA 60	M 90
1							
2							
3	1	\$ 69,577	\$ 73,855	\$ 77,080	\$ 80,431	\$ 83,916	\$ 86,689
4	2	\$ 72,476	\$ 76,932	\$ 80,285	\$ 83,770	\$ 86,498	\$ 90,301
5	3	\$ 75,496	\$ 80,136	\$ 83,623	\$ 86,350	\$ 89,424	\$ 94,062
6	4	\$ 78,642	\$ 83,477	\$ 86,204	\$ 89,013	\$ 93,150	\$ 97,983
7	5	\$ 81,072	\$ 86,058	\$ 88,867	\$ 91,756	\$ 96,033	\$ 101,013
8	6	\$ 83,581	\$ 88,720	\$ 91,609	\$ 94,587	\$ 99,001	\$ 104,138
9	7	\$ 86,167	\$ 91,463	\$ 94,441	\$ 97,501	\$ 102,063	\$ 107,360
10	8	\$ 88,832	\$ 94,291	\$ 97,356	\$ 100,175	\$ 105,220	\$ 110,679
11	9	\$ 91,578	\$ 97,209	\$ 100,030	\$ 102,851	\$ 108,474	\$ 114,102
12	10	\$ 93,926	\$ 99,701	\$ 102,595	\$ 105,489	\$ 111,257	\$ 117,026
13	11	\$ 96,334	\$ 102,259	\$ 105,224	\$ 108,192	\$ 114,109	\$ 120,028
14	12	\$ 98,806	\$ 104,880	\$ 107,922	\$ 110,967	\$ 117,034	\$ 123,106
15	13	\$ 101,339	\$ 107,568	\$ 110,690	\$ 113,812	\$ 120,036	\$ 126,262
16	14	\$ 105,550	\$ 112,039	\$ 115,290	\$ 118,542	\$ 125,024	\$ 131,509

**NOTE:**

A educator entering or leaving the employ of the Committee after the start of the school year shall be compensated on the basis of that proportion of the one hundred eighty-three (183) day school year which that educator actually worked.

Salary increases of any kind are not automatic. They are granted only when there has been a continuation of high standard of teaching or a demonstrated improvement of efficiency in service. The Superintendent reserves the right to withhold increments from a educator doing unsatisfactory work.

**APPENDIX A4**  
**OT and PT SALARY SCHEDULE**  
**September 1, 2025 – August 31, 2028**

**PT**

**FY26**

2.50%

Step	Bachelors	Masters	MA 15	MA 30	MA 60	M 90
1	\$70,289	\$76,129	\$78,032	\$79,983	\$81,983	\$84,033
2	\$73,531	\$79,384	\$81,369	\$83,403	\$85,488	\$87,625
3	\$77,318	\$85,907	\$88,056	\$90,256	\$92,513	\$94,826
4	\$83,982	\$89,822	\$92,068	\$94,369	\$96,728	\$99,146
5	\$88,213	\$94,058	\$96,409	\$98,819	\$101,289	\$103,822
6	\$95,060	\$100,903	\$103,426	\$106,012	\$108,662	\$111,379
7	\$98,387	\$104,435	\$107,046	\$109,722	\$112,465	\$115,277

**FY27**

3.25%

Step	Bachelors	Masters	MA 15	MA 30	MA 60	M 90
1	\$72,574	\$78,603	\$80,568	\$82,582	\$84,647	\$86,764
2	\$75,921	\$81,964	\$84,013	\$86,114	\$88,266	\$90,473
3	\$79,831	\$88,699	\$90,918	\$93,190	\$95,520	\$97,908
4	\$86,712	\$92,741	\$95,060	\$97,436	\$99,872	\$102,368
5	\$91,079	\$97,115	\$99,543	\$102,031	\$104,581	\$107,196
6	\$98,149	\$104,182	\$106,787	\$109,457	\$112,194	\$114,998
7	\$103,108	\$109,447	\$112,183	\$114,987	\$117,862	\$120,808

1.5% on top step

**FY28**

3.25%

Step	Bachelors	Masters	MA 15	MA 30	MA 60	M 90
1	\$74,932	\$81,158	\$83,187	\$85,266	\$87,398	\$89,583
2	\$78,389	\$84,628	\$86,744	\$88,913	\$91,135	\$93,413
3	\$82,425	\$91,582	\$93,872	\$96,218	\$98,625	\$101,090
4	\$89,530	\$95,755	\$98,149	\$100,602	\$103,118	\$105,695
5	\$94,040	\$100,271	\$102,778	\$105,347	\$107,980	\$110,680
6	\$101,339	\$107,568	\$110,257	\$113,014	\$115,840	\$118,736
7	\$106,459	\$113,004	\$115,829	\$118,725	\$121,692	\$124,735

Scale assumes 30 hours a week is a 1.0 FTE. Additional hours in the summer would be paid at the hourly rate. Employees who work fewer than 30 hours a week would be placed on the scale prorated on an x/30 basis.

**OT****FY26**

2.50%

Step	Bachelors	Masters	MA 15	MA 30	MA 60	M 90
1	\$70,289	\$76,129	\$78,032	\$79,983	\$81,983	\$84,033
2	\$73,531	\$79,384	\$81,369	\$83,403	\$85,488	\$87,625
3	\$77,318	\$85,907	\$88,056	\$90,256	\$92,513	\$94,826
4	\$83,982	\$89,822	\$92,068	\$94,369	\$96,728	\$99,146
5	\$88,213	\$94,058	\$96,409	\$98,819	\$101,289	\$103,822
6	\$95,060	\$100,903	\$103,426	\$106,012	\$108,662	\$111,379
7	\$98,387	\$104,435	\$107,046	\$109,722	\$112,465	\$115,277

**FY27**

32 Hours

3.25%

Step	Bachelors	Masters	MA 15	MA 30	MA 60	M 90
1	\$77,412	\$83,843	\$85,939	\$88,088	\$90,290	\$92,548
2	\$80,983	\$87,428	\$89,614	\$91,855	\$94,151	\$96,505
3	\$85,153	\$94,613	\$96,979	\$99,402	\$101,888	\$104,435
4	\$92,493	\$98,924	\$101,397	\$103,931	\$106,530	\$109,193
5	\$97,151	\$103,589	\$106,179	\$108,833	\$111,553	\$114,343
6	\$104,692	\$111,128	\$113,906	\$116,754	\$119,673	\$122,665
7	\$109,982	\$116,743	\$119,662	\$122,653	\$125,719	\$128,862

1.5% on  
top step**FY28**

35 Hours

3.25%

Step	Bachelors	Masters	MA 15	MA 30	MA 60	M 90
1	\$87,421	\$94,684	\$97,051	\$99,477	\$101,964	\$104,514
2	\$91,453	\$98,733	\$101,201	\$103,731	\$106,324	\$108,982
3	\$96,163	\$106,846	\$109,518	\$112,255	\$115,062	\$117,938
4	\$104,452	\$111,714	\$114,507	\$117,369	\$120,304	\$123,311
5	\$109,713	\$116,983	\$119,908	\$122,905	\$125,977	\$129,127
6	\$118,229	\$125,496	\$128,634	\$131,850	\$135,147	\$138,525
7	\$124,202	\$131,838	\$135,133	\$138,512	\$141,975	\$145,524

Scale assumes 30 hours a week is a 1.0 FTE in FY 26, 32 hours in FY27, and 35 hours in FY28. Additional hours in the summer would be paid at the hourly rate. Employees who work fewer hours per week would be placed on the scale prorated on an x/(FTE hours per week) basis.

**APPENDIX B  
STIPENDS**

<b>District Based Stipends</b>			
	2.50%	3.25%	3.25%
	SY 2025-2026	SY 2026-2027	SY 2027-2028
<b>High School Coordinators (Paid per teacher in department)</b>			
English	\$1,435.60	\$1,482.26	\$1,530.44
Mathematics	\$1,435.60	\$1,482.26	\$1,530.44
Science	\$1,435.60	\$1,482.26	\$1,530.44
Social Studies	\$1,435.60	\$1,482.26	\$1,530.44
Special Education	\$1,435.60	\$1,482.26	\$1,530.44
<b>Middle School Coordinators (Paid per teacher in department)</b>			
English	\$1,435.60	\$1,482.26	\$1,530.44
Mathematics	\$1,435.60	\$1,482.26	\$1,530.44
Science	\$1,435.60	\$1,482.26	\$1,530.44
Social Studies	\$1,435.60	\$1,482.26	\$1,530.44
Special Education	\$1,435.60	\$1,482.26	\$1,530.44
<b>PreK-12 Coordinators (Paid per teacher in department, with the exception of Computer/Tech)</b>			
Computer/Tech	\$10,371.98	\$10,709.06	\$11,057.11
MLL	\$1,435.60	\$1,482.26	\$1,530.44
Performing Arts	\$1,435.60	\$1,482.26	\$1,530.44
Visual Arts	\$1,435.60	\$1,482.26	\$1,530.44
Wellness	\$1,435.60	\$1,482.26	\$1,530.44
World Language	\$1,435.60	\$1,482.26	\$1,530.44
<b>504 Coordinators</b>			
CHS	\$6,560.00	\$6,773.20	\$6,993.33
GMS	\$6,150.00	\$6,349.88	\$6,556.25
Hansen*	\$2,473.33	\$2,553.71	\$2,636.70
Kennedy*	\$2,473.33	\$2,553.71	\$2,636.70
Luce*	\$2,473.33	\$2,553.71	\$2,636.70
Rodman	\$1,328.40	\$1,371.57	\$1,416.15
* Paid to elementary adjustment counselors			
<b>School Counselors</b>			
CHS	\$949.15	\$980.00	\$1,011.85
GMS	\$949.15	\$980.00	\$1,011.85

<b>Special Education**</b>			
Adjustment Counselor	\$2,783.90	\$2,874.38	\$2,967.79
Substantially Separate Classroom (CHS)	\$2,334.95	\$2,410.84	\$2,489.19
Psychologist	\$9,215.78	\$9,515.29	\$9,824.53
**Only applies to those hired prior to 2009			
<b>Driver's Education</b>			
Classroom	\$1,652.30	\$1,706.00	\$1,761.44
Driving (per student)	\$447.93	\$462.48	\$477.51
Director	\$7,173.98	\$7,407.13	\$7,647.86
<b>Mentoring**</b>			
Mentor Chairperson	\$2,261.15	\$2,334.64	\$2,410.51
Mentor Committee Member	\$1,808.10	\$1,866.86	\$1,927.54
Mentor (based on # needed)	\$1,403.23	\$1,448.83	\$1,495.92
<b>Homeless Coordinator</b>			
District	\$2,330.85	\$2,406.60	\$2,484.82
<b>Canton Academy</b>			
Summer Director	\$12,812.50	\$13,228.91	\$13,658.85
Summer Teacher	\$45 per hour	\$45 per hour	\$45 per hour
School Physician	\$6,252.50	\$6,455.71	\$6,665.52
**Amount per year/or 3 credits for horizontal movement on salary schedule (Maximum 6)			

## APPENDIX C

### EDUCATORS' EXTRA CURRICULA PAY SCHEDULE

<b>Operational Building Stipends</b>			
	2.50%	3.25%	3.25%
<b>Canton High School</b>	<b>SY 2025-2026</b>	<b>SY 2026-2027</b>	<b>SY 2026-2027</b>
Link Leaders	\$45 per hour	\$45 per hour	\$45 per hour
Grade 9	\$568.88	\$587.36	\$606.45
Grade 10	\$568.88	\$587.36	\$606.45
Grade 11	\$1,647.18	\$1,700.71	\$1,755.98
Grade 12	\$2,722.40	\$2,810.88	\$2,902.23
Grade 12	\$2,050.00	\$2,116.63	\$2,185.42

Cable TV Coordinator	\$9,475.10	\$9,783.04	\$10,100.99
SST Facilitator CHS	\$3,396.35	\$3,506.73	\$3,620.70
NEASC Steering Committee Chair***	\$2,261.15	\$2,334.64	\$2,410.51
NEASC Committee Member	\$1,808.10	\$1,866.86	\$1,927.54
*** Only paid out as part of cycle			
<b>Galvin Middle School</b>			
Team Leader	\$3,803.78	\$3,927.40	\$4,055.04
SST Facilitator GMS	\$3,396.35	\$3,506.73	\$3,620.70
Bus Duty am/pm	\$1,845.00	\$1,904.96	\$1,966.87
<b>Hansen</b>			
Instructional Leadership Team	\$1,045.50	\$1,079.48	\$1,114.56
<b>JFK</b>			
Instructional Leadership Team	\$1,045.50	\$1,079.48	\$1,114.56
<b>Luce</b>			
Instructional Leadership Team	\$1,045.50	\$1,079.48	\$1,114.56

<b>Curricular Stipends</b>			
	<b>2.50%</b>	<b>3.25%</b>	<b>3.25%</b>
<b>Canton High School</b>	<b>SY 2025-2026</b>	<b>SY 2026-2027</b>	<b>SY 2027-2028</b>
National Honor Society	\$3,145.73	\$3,247.96	\$3,353.52
Student Council Advisor	\$3,145.73	\$3,247.96	\$3,353.52
Yearbook	\$6,259.68	\$6,463.11	\$6,673.17
Debating Team - Mock Trial	\$2,481.53	\$2,562.17	\$2,645.45
Robotics	\$4,420.83	\$4,564.50	\$4,712.85
Literary Magazine	\$3,145.73	\$3,247.96	\$3,353.52
Math Team Advisor	\$6,592.80	\$6,807.07	\$7,028.30
Math Team Assistant	\$2,324.70	\$2,400.25	\$2,478.26
Spectrum Advisor	\$1,128.53	\$1,165.20	\$1,203.07
Tri M Club	\$1,990.55	\$2,055.24	\$2,122.04
Science Honor Society	\$1,128.53	\$1,165.20	\$1,203.07
Math Honor Society	\$1,128.53	\$1,165.20	\$1,203.07
World Language National Honor Society	\$1,128.53	\$1,165.20	\$1,203.07
English Honor Society	\$1,128.53	\$1,165.20	\$1,203.07
Social Studies Honor Society	\$1,128.53	\$1,165.20	\$1,203.07
DECA	\$6,592.80	\$6,807.07	\$7,028.30
SWAG	\$1,128.53	\$1,165.20	\$1,203.07
<b>Galvin Middle School</b>			
Student Council Advisor-full stipend, not split	\$3,145.73	\$3,247.96	\$3,353.52
Yearbook Advisor -full stipend, not split	\$2,643.48	\$2,729.39	\$2,818.09
Literary Magazine	\$3,145.73	\$3,247.96	\$3,353.52
GMS Math Team Advisor	\$2,330.85	\$2,406.60	\$2,484.82
Robotics	\$2,473.33	\$2,553.71	\$2,636.70
Interscholastic Athletic Coordinator	\$2,473.33	\$2,553.71	\$2,636.70
<b>Performing Arts*</b>			
Encore Music Bookkeeper	\$1,881.90	\$1,943.06	\$2,006.21
Encore Semi Private Lessons (per hour)	\$55 per hour	\$55 per hour	\$55 per hour
Encore Private Lessons (per hour)	\$70 per hour	\$70 per hour	\$70 per hour
<b>Performing Arts Stipends</b>			
	<b>2.50%</b>	<b>3.25%</b>	<b>3.25%</b>
<b>Canton High School</b>	<b>SY 2025-2026</b>	<b>SY 2026-2027</b>	<b>SY 2027-2028</b>

Drama Club	\$1,990.55	\$2,055.24	\$2,122.04
Musical- Director/Producer	\$4,949.73	\$5,110.59	\$5,276.69
Musical- Choreographer	\$1,988.50	\$2,053.13	\$2,119.85
Musical- Costume Advisor	\$1,988.50	\$2,053.13	\$2,119.85
Musical- Tech Set	\$1,988.50	\$2,053.13	\$2,119.85
Musical- Music Director	\$4,130.75	\$4,265.00	\$4,403.61
Musical- Stage Manager/Props	\$2,473.33	\$2,553.71	\$2,636.70
Musical- Pit Director	\$2,955.08	\$3,051.11	\$3,150.28
Musical- Tech Lights	\$989.13	\$1,021.27	\$1,054.46
Musical- Tech Sound	\$989.13	\$1,021.27	\$1,054.46
Drama- Director	\$4,949.73	\$5,110.59	\$5,276.69
Drama- Stage Manager/Props	\$2,473.33	\$2,553.71	\$2,636.70
Drama- Costume Advisor	\$1,988.50	\$2,053.13	\$2,119.85
Drama Tech Set	\$1,988.50	\$2,053.13	\$2,119.85
Drama Tech Lights	\$989.13	\$1,021.27	\$1,054.46
Cabaret- Director	\$2,473.33	\$2,553.71	\$2,636.70
Cabaret- Music Director	\$2,473.33	\$2,553.71	\$2,636.70
Cabaret-Pit Director	\$1,988.50	\$2,053.13	\$2,119.85
One Act Fall Play Festival- Director	\$1,988.50	\$2,053.13	\$2,119.85
Pep Band Director	\$6,297.60	\$6,502.27	\$6,713.60
Contemporary Music Workshop	\$3,709.48	\$3,830.03	\$3,954.51
Pops Orchestra	\$3,495.25	\$3,608.85	\$3,726.13
Pops Chorus	\$1,855.25	\$1,915.55	\$1,977.80
Accompanist per show	\$1,818.35	\$1,877.45	\$1,938.46
<b>Galvin Middle School</b>			
Jazz Club	\$3,709.48	\$3,830.03	\$3,954.51
Play Director	\$2,700.88	\$2,788.65	\$2,879.28
Chamber Orchestra	\$1,855.25	\$1,915.55	\$1,977.80
Play- Tech Sound	\$989.13	\$1,021.27	\$1,054.46
	<b>SY 2025- 2026</b>	<b>SY 2026- 2027</b>	<b>SY 2027- 2028</b>
Musical- Director/Producer	\$4,438.25	\$4,582.49	\$4,731.42
Musical- Music Director	\$3,587.50	\$3,704.09	\$3,824.48
Musical- Costume Advisor	\$1,988.50	\$2,053.13	\$2,119.85
Musical- Choreographer	\$1,537.50	\$1,587.47	\$1,639.06
Musical- Tech Sound	\$989.13	\$1,021.27	\$1,054.46
Accompanist per show	\$1,818.35	\$1,877.45	\$1,938.46

<b>Hansen</b>			
Play Director	\$4,130.75	\$4,265.00	\$4,403.61
Assistant Director	\$1,988.50	\$2,053.13	\$2,119.85
Music Director	\$1,988.50	\$2,053.13	\$2,119.85
Musical - Tech Sound	\$989.13	\$1,021.27	\$1,054.46
<b>JFK</b>			
Play Director	\$4,130.75	\$4,265.00	\$4,403.61
Assistant Directors	\$1,988.50	\$2,053.13	\$2,119.85
Music Director	\$1,988.50	\$2,053.13	\$2,119.85
Musical - Tech Sound	\$989.13	\$1,021.27	\$1,054.46
<b>Luce</b>			
Play Director	\$4,130.75	\$4,265.00	\$4,403.61
Music Director	\$1,988.50	\$2,053.13	\$2,119.85
Assistant Director	\$1,988.50	\$2,053.13	\$2,119.85
Musical - Tech Sound	\$989.13	\$1,021.27	\$1,054.46

<b>Extra Curricular Stipends ****</b>				
		<b>2.50%</b>	<b>3.25%</b>	<b>3.25%</b>
		<b>SY 2025-</b>	<b>SY 2027-2028</b>	
	<b>Quantity per School</b>	<b>2026</b>	<b>SY 2026-2027</b>	
CHS	15	\$1,600.00	\$1,652.00	\$1,705.69
CHS - Oversight Only	10	\$50.00	\$51.63	\$53.30
GMS	30	\$1,600.00	\$1,652.00	\$1,705.69
HANSEN	5	\$1,600.00	\$1,652.00	\$1,705.69
JFK	5	\$1,600.00	\$1,652.00	\$1,705.69
LUCE	5	\$1,600.00	\$1,652.00	\$1,705.69
<b>Extra Curricular****</b>				
Based on 1 day per week	per session	\$800.00	\$826.00	\$852.85
10 students enrolled for 10 weeks				
Based on 1 day per week	per session	\$400.00	\$413.00	\$426.42
10 students enrolled for 5 weeks				
Full Year Sessions	Per year	\$1,600.00	\$1,652.00	\$1,705.69
If 2 days per week- times 2				

**Must be active participant in leading, teaching or facilitating**

At CHS only- educators may provide oversight to an afterschool club for a stipend of \$50 per session

Each building is given a maximum amount of paid stipends each year. Principal discretion on what clubs run each year

**COMMON AFTER SCHOOL ACTIVITIES\* (OFFERINGS VARY AND ARE BASED ON INTEREST AND DEMAND)**

- |                                               |                                |
|-----------------------------------------------|--------------------------------|
| 3 v 3 Co-ed basketball                        | Home Heart Club                |
| 8th Grade Slide Show                          | Human Rights Club              |
| African Dance                                 | Italian Cooking Club           |
| American Sign Language                        | Jewelry Making Club            |
| Anime Club                                    | Junto Club                     |
| Art & Photo club                              | Karaoke Club                   |
| Art workshop                                  | Lego Club                      |
| Asian Culture Club                            | Mallet Madness                 |
| Baking Club                                   | Movie Club                     |
| Basketball Club                               | Mural & Crafting Club          |
| Beach Crafts                                  | Mural Club                     |
| Best Buddies                                  | Music Mania                    |
| Bracelet Making Club                          | Nail Art                       |
| Canton Students Embracing Diversity<br>(CSED) | Newspaper                      |
| Card & Board Games                            | Pickleball Club                |
| Card Games                                    | Random Acts of Kindness        |
| Carribean Cooking                             | Reading Buddies Club           |
| Chess Club                                    | Robotics                       |
| Climate Action Club                           | Rock Painting Club             |
| Club Advisor                                  | Rugby                          |
| Community Service Club                        | Running Club                   |
| Computer Science Club                         | School Publication             |
| Cooking Club                                  | Soccer Club                    |
| CPR/First Aid Club                            | Stipend Advisor GMS Only       |
| Creative Writing Club                         | Student Council (elementary)   |
| Cultural Dance Club                           | Student Demand Action          |
| Cultures Club                                 | Sweet Treats                   |
| Dance Team                                    | Taylor Swift Club              |
| Drama Club                                    | Text Bias and Equity Committee |
| Enrichment Club                               | Tie Dye Club                   |
| Extreme Science                               | UNICEF                         |
| Extreme Sports                                | Unified Club                   |
| Eye in the Sky                                | Volleyball                     |
| Feminist Club                                 | Walking Club                   |
| Fifth Grade Book Club                         | World Language Club            |
| Fortress Club                                 | Young Mens Mentor Club         |
| French                                        |                                |
| Fun and Games                                 |                                |
| Garden Club                                   |                                |
| Girls on the run                              |                                |
| Golf Club                                     |                                |
| GSA                                           |                                |
| Habitat for Humanity                          |                                |
| Haitian Culture Club                          |                                |
| Hispanic Culture Club                         |                                |

\*Encore is also a recognized employment opportunity for educators under this Contract, with the understanding that compensation is unilaterally established by the District, and employment in the position does not establish other rights under the contract.

**APPENDIX D**

**COACHES' EMPLOYMENT POLICY**

A. Incumbent coaches will be notified in writing of their reappointment in accordance with the following schedule:

<b>SEASON</b>	<b>NOTIFICATION DATE</b>
Fall	on or before February 15
Winter	on or before May 15
Spring	on or before August 15

B. 1 In the event the Director of Athletics decides to recommend to the Superintendent the non-reappointment of an incumbent coach, the incumbent coach shall be notified in writing prior to the dates indicated in A (above). Such notification shall include the reason(s) for the recommendation not to reappoint.

2. An incumbent coach who receives notification as indicated in B. 1 (above) shall have the right to:

- a) a meeting with the Director of Athletics to discuss such a non-reappointment and
- b) a meeting with the Superintendent of Schools to discuss such non-reappointment.

Such meetings shall take place prior to the filling of the coaching position for which the incumbent coach is reapplying.

C. Decisions regarding reappointment shall not be based upon prior season records.

D. The Superintendent shall avoid considering personality conflicts when making his decisions to reappoint or not reappoint.

**APPENDIX D1  
COACHES' SALARY SCHEDULE  
9/1/25 – 8/31/26**

<b>CATEGORY 1</b>	<b>Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
FOOTBALL	Head	8,174	8,759	9,342	10,510	11,678
	JV/Frosh Head	4,504	4,825	5,147	5,790	6,433
	Assistant	3,270	3,503	3,737	4,205	4,671
	Galvin	3,037	3,253	3,471	3,905	4,339
<b>CATEGORY 2</b>						
BASKETBALL, ICE HOCKEY	Head	6,261	6,708	7,612	8,049	8,944
WRESTLING	JV/Frosh Head	3,459	3,706	3,952	4,446	4,941
	Assistant	2,505	2,683	3,044	3,220	3,577
	Galvin	2,207	2,364	2,523	2,837	3,152
<b>CATEGORY 3</b>						
BASEBALL, SPRING TRACK,	Head	5,570	5,968	6,365	7,161	7,956
GYMNASTICS, FIELD HOCKEY	JV/Frosh Head	3,056	3,274	3,492	3,930	4,365
SOCCER, SOFTBALL, LACROSSE,	Assistant	2,228	2,387	2,546	2,865	3,183
VOLLEYBALL, SWIMMING, INDOOR TRACK	Galvin	2,013	2,156	2,299	2,587	2,875
<b>CATEGORY 4</b>						
XC, TENNIS, GOLF, CHEER	Head	3,547	3,800	4,054	4,561	5,068
	Assistant	1,418	1,521	1,622	1,824	2,027
	Galvin	2,027	2,172	2,316	2,606	2,895
<b>CATEGORY 5</b>						
Strength/Conditioning Coach	4 Seasons	2,917	3,137	3,373	3,627	3,900
Unified	Head	1,160	1,247	1,341	1,442	1,551
Special Assistant to the AD	3 Seasons	5,249	5,644	6,069	6,526	7,017

**APPENDIX D2  
COACHES' SALARY SCHEDULE  
9/1/26 – 8/31/27**

<b>CATEGORY 1</b>	<b>Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
FOOTBALL	Head	8,440	9,043	9,645	10,852	12,057
	JV/Frosh Head	4,650	4,981	5,314	5,978	6,642
	Assistant	3,376	3,617	3,859	4,341	4,823
	Galvin	3,136	3,359	3,583	4,032	4,480
<b>CATEGORY 2</b>						
BASKETBALL, ICE HOCKEY	Head	6,464	6,926	7,859	8,311	9,235
WRESTLING	JV/Frosh Head	3,572	3,827	4,081	4,591	5,101
	Assistant	2,587	2,771	3,143	3,324	3,694
	Galvin	2,279	2,440	2,605	2,929	3,254
<b>CATEGORY 3</b>						
BASEBALL, SPRING TRACK, GYMNASTICS, FIELD HOCKEY	Head	5,751	6,161	6,572	7,393	8,215
	JV/Frosh Head	3,155	3,380	3,606	4,058	4,507
SOCCER, SOFTBALL, LACROSSE,	Assistant	2,301	2,465	2,629	2,958	3,286
VOLLEYBALL, SWIMMING, INDOOR TRACK	Galvin	2,079	2,226	2,374	2,671	2,969
<b>CATEGORY 4</b>						
XC, TENNIS, GOLF, CHEER	Head	3,662	3,924	4,186	4,709	5,233
	Assistant	1,464	1,570	1,674	1,884	2,093
	Galvin	2,093	2,242	2,391	2,691	2,989
<b>CATEGORY 5</b>						
Strength/Conditioning Coach	4 Seasons	3,012	3,239	3,483	3,745	4,027
Unified	Head	1,198	1,288	1,385	1,489	1,601
Special Assistant to the AD	3 Seasons	5,420	5,827	6,266	6,738	7,245

**APPENDIX D3  
COACHES' SALARY SCHEDULE  
9/1/27 – 8/31/28**

<b>CATEGORY 1</b>	<b>Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
FOOTBALL	Head	8,714	9,337	9,959	11,205	12,449
	JV/Frosh					
	Head	4,801	5,143	5,486	6,173	6,858
	Assistant	3,486	3,735	3,984	4,482	4,979
	Galvin	3,238	3,468	3,700	4,163	4,625
<b>CATEGORY 2</b>						
BASKETBALL, ICE HOCKEY	Head	6,674	7,151	8,114	8,581	9,535
	JV/Frosh					
WRESTLING	Head	3,688	3,951	4,213	4,740	5,267
	Assistant	2,671	2,861	3,245	3,432	3,814
	Galvin	2,353	2,520	2,689	3,025	3,360
<b>CATEGORY 3</b>						
BASEBALL, SPRING TRACK,	Head	5,938	6,362	6,786	7,634	8,482
GYMNASTICS, FIELD	JV/Frosh					
HOCKEY	Head	3,257	3,490	3,723	4,189	4,654
SOCCER, SOFTBALL,	Assistant	2,376	2,545	2,714	3,054	3,393
LACROSSE,						
VOLLEYBALL, SWIMMING,	Galvin	2,146	2,298	2,451	2,758	3,065
INDOOR TRACK						
<b>CATEGORY 4</b>						
XC, TENNIS, GOLF, CHEER	Head	3,781	4,051	4,322	4,862	5,403
	Assistant	1,512	1,621	1,729	1,945	2,161
	Galvin	2,161	2,315	2,469	2,778	3,086
<b>CATEGORY 5</b>						
Strength/Conditioning Coach	4 Seasons	3,110	3,344	3,596	3,867	4,158
Unified	Head	1,237	1,329	1,430	1,537	1,653
Special Assistant to the AD	3 Seasons	5,596	6,017	6,470	6,957	7,481

## APPENDIX E

### **Toileting and ADL Support**

At times, a student may require direct, hands-on assistive services with daily living skills, such as diapering, toileting, and dressing needs that are not considered age typical and require physical assistance on a daily or regular basis.

### **ADL: Special Programs Stipend**

A Special Programs Stipend shall serve as compensation for providing toileting and/or ADL support. There shall be one ADL: Special Programs Stipend available for each student who requires assistance with these tasks. If one or more students at a school are identified as requiring ADL support from 2 adults at a time, an additional ADL: Special Program Stipend shall be added at that school for each additional adult required.

Should an Employee or the Association become aware of a student requiring support with daily living skills (ADLs), such as diapering, toileting, hygiene, and dressing needs that are not considered age typical and were not previously identified, the Building Principal shall be notified in writing. The District shall have five (5) school days after such notification to put into place a written behavior and/or toileting plan, Pay and other provisions of this agreement shall be retroactive to the date at which the principal knew or reasonably should have known about the need.

The ADL: Special Programs Stipend shall be \$500 per school year per applicable employee, paid no later than the second paycheck in June. In the event that a staff member does the work of an ADL: Special Programs Stipend for less than one school year, but more than ten (10) school days, in scenarios other than substituting for the ADL: Special Programs Stipend holder, the staff member shall be compensated pro rata, with each day representing 1/180 of the stipend.

Should an Employee willingly and knowingly substitute for an ADL: Special Programs Stipend holding staff member based on a directive from administration, they shall receive a stipend of \$5 per day that they substituted, up to a maximum of \$500 per school year, paid no later than the second paycheck in June.

### **Staff Currently Employed**

Employees who were already employed prior to September 2024 who work as an ABA Tutor, or work in a Substantially Separate Special Education setting, shall have the opportunity to elect whether or not they are willing to engage in direct,

hands-on assistive services for activities of daily living, such as diapering, toileting, and dressing needs.

The District shall provide to the impacted Employees an electronic form. Impacted Employees shall be given an opportunity to complete this form during work hours.

Employees who elect to provide this support shall be eligible for an ADL: Special Programs stipend, pursuant to that section of this agreement.

Should an educator who has declared a willingness to engage in this support develop a medical condition which makes it impossible or medically contraindicated for them to perform this responsibility, they shall immediately inform their direct supervisor. As soon as practicable, they shall inform the Director of Personnel Services in writing, and provide medical documentation if requested to do so. After such notification, they shall no longer be expected to provide hands-on assistance services for activities of daily living.

#### **Employees Hired After Ratification**

Employees hired into ABA Tutor roles after September 2024 shall be notified in writing upon being hired that their job may include supporting students with Toileting and ADL Support. All Employees assigned to perform these tasks shall be compensated via an ADL: Special Programs Stipend.

Should an educator develop a medical condition which makes it impossible or medically contraindicated for them to perform this responsibility, they shall immediately inform their direct supervisor. As soon as practicable, they shall inform the Director of Personnel Services in writing, and provide medical documentation if requested to do so. After such notification, they shall no longer be expected to provide hands-on assistance services for activities of daily living.

#### **Pre-K**

In a pre-kindergarten setting, all Employees are expected to assist students with tasks that may include routine toileting and hygiene, given their developmental level. Should an Employee feel such needs exceed an isolated incident beyond what would be considered routine or safe, they shall notify their supervisor. The supervisor will meet with the Employee to review the needs of the student and the classroom and determine how to provide additional necessary supports, which may include but are not limited to the provision of one or more ADL: Special Programs stipends.

### Nurses

At times, a student, per their health plan, may require direct, hands-on assistive services with healthcare needs that may include medically complex toileting, such as catheterization or ostomy care. In this case, the school nurse will assist this student as needed with catheterization, ostomy care, or other medically complex needs which are delineated in the student's health plan. A nurse shall retain the right to refuse to provide service which in their expert opinion jeopardizes the health and safety of a student or may cause a threat to the nurse's licensed status.

### **For all staff who will participate in hands-on ADL support pursuant to prior sections of this agreement:**

In any cases which require direct, hands-on assistive services with daily living skills, such as diapering, toileting, and dressing needs that are not considered age typical for students, administration will make every effort to assist and support Employees in their work with these students. Administrative assistance shall include, but not be limited to:

- Providing sufficient training to any and all staff who will be expected to perform such duties. Such training shall include, but not be limited to, training on safeguarding procedures and best practices while performing these tasks.
- Ensuring that all staff in the building are aware that all hands-on ADL assistance not considered age typical shall be completed by staff who are trained and receiving an ADL: Special Program Stipend
- Providing universal precaution/personal protection supplies, including but not limited to gloves, masks, smocks, wipes, antibacterial soap, paper towels, hand sanitizer, and surface disinfectant. Such supplies will be available in sufficient quantities in all locations where staff are expected to perform these responsibilities
- Communicating with parents/guardians of students regarding clothes and diapers/wipes being provided
- Maintaining an up-to-date list of willing substitutes for ADL: Special Program Stipend positions, and ensuring that only staff from that list are used to fill those positions when an employee receiving an ADL: Special Program Stipend is absent
- Meeting with two representatives of the Association within five (5) school days in the event of a problem or unforeseen circumstance related to this support or stipend if the Association so requests

The District shall establish and follow a written protocol to ensure the knowledge and prior consent of parents for direct, hands-on assistive services with daily living skills (ADLs), such as diapering, toileting, hygiene, and dressing needs that are not considered age typical and require physical assistance.

**Appendix F**

**Canton Educators Association  
GRIEVANCE SUBMISSION FORM**

Filing at Level \_\_\_\_\_ \*

Date: \_\_\_\_\_ Grievant: \_\_\_\_\_

Position: \_\_\_\_\_

Worksite: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Date of alleged grievance or first knowledge: \_\_\_\_\_

Principal or Immediate Supervisor: \_\_\_\_\_

\*If not filed first at Level I, state reason:

\_\_\_\_\_

**Nature of Grievance:**

The Union charges that the employer, through its agents, violated the collective bargaining agreement between the parties, generally and specifically, including but not limited to Article(s) \_\_\_\_\_ when the employer, through its agents

**Remedy:**

The Union requests that the employer, and its agents, cease and desist from violating the contract, make the grievant(s) whole and provide any other appropriate relief. (List specific remedies.)

Grievant(s)

Date

\_\_\_\_\_

## Appendix G

**SIDE LETTER OF AGREEMENT  
BETWEEN THE  
CANTON SCHOOL COMMITTEE  
AND THE  
CANTON EDUCATORS ASSOCIATION**

This Side Letter of Agreement (the "Agreement") is entered into between the Canton School Committee (the "Committee") and the Canton Educators Association (the "Association") (collectively, the "Parties").

WHEREAS, the Committee and the Association are parties to a collective bargaining agreement covering the time period September 1, 2022 through August 31, 2025; and

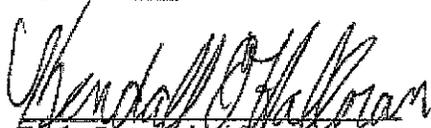
WHEREAS, the collective bargaining agreement covers preK-12 coordinators, including the position of Multi-Lingual Learner Department Coordinator ("ML Coordinator"); and

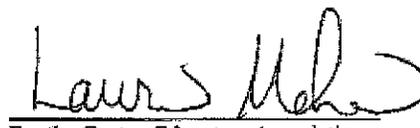
WHEREAS, the needs of the Canton School District require certain changes to be made to the position of ML Coordinator for the 2023-2024 school year;

NOW THEREFORE, the Parties agree as follows:

1. The ML Coordinator position will be entitled to all the benefits of the Unit A collective bargaining agreement applicable to the existing Unit A position of PreK-12 Coordinator except as provided below:
  - a. ML Coordinator is a full time position. They shall teach 40% of full time,
  - b. ML Coordinator will receive the same stipend as the other PreK-12 coordinators per individual that they evaluate.
2. This Agreement does not constitute a past practice or precedent between the Parties.
3. This Agreement will remain in effect until the Parties renegotiate the terms of this Agreement. However, in no event will this Agreement remain in effect for a period longer than two (2) years.

Signed this 22 day of August 2023.

  
For the Canton School Committee

  
For the Canton Educators Association

## Appendix H

### SIDE LETTER OF AGREEMENT BETWEEN THE CANTON SCHOOL COMMITTEE AND THE CANTON EDUCATORS ASSOCIATION

This Side Letter of Agreement (the "Agreement") is entered into between the Canton School Committee (the "Committee") and the Canton Educators Association (the "Association") (collectively, the "Parties").

WHEREAS, the Committee desires to hire up to three Elementary Assistant Principals for the 2023-2024 school year; and

WHEREAS, the Committee has undertaken efforts to fill these positions for the upcoming school year; and

WHEREAS, the Association via letter dated May 16, 2023, indicated that the recognition clause contained in the collective bargaining agreement between the Parties includes the position of Elementary Assistant Principals; and

WHEREAS, the Association has indicated its amenability to creating a new Unit B consisting of, among other positions, the Elementary Assistant Principals; and

WHEREAS, the Committee is agreeable to the creation of a new Unit B comprising the Elementary Assistant Principals

NOW THEREFORE, the Parties agree as follows:

1. Notwithstanding the language contained in the collective bargaining agreement, the Parties agree that the Committee will be able to employ Elementary Assistant Principals for the 2023-2024 school-year. The Association agrees that they will not contest these agreements in any way, or file any charge or grievance related to these positions, so long as all aspects of this side letter and the Unit A Collective Bargaining Agreement as they pertain to the Assistant Principals are followed.
2. The Parties agree that the salary range offered for these positions for the 2023-2024 school year will be in the range between \$102,000 and \$115,000. Until a Unit B agreement is negotiated and ratified, then the negotiated adjustments to the Unit A salary schedule in the collective bargaining agreement shall apply to the salary range and to all salaries of current employees covered by this Agreement.
3. The Parties agree that the Elementary Assistant Principals are Unit A employees and are entitled to all of the benefits of the Unit A collective bargaining agreement except as provided below:

a. **Work Year:** Elementary Assistant Principals shall work 210 days per year. In addition to the 183 days worked by all Unit A members, Elementary Assistant Principals shall work the 5 work days before the beginning of the school year, and the 5 days immediately after the end of the school year. The remaining days shall be scheduled by mutual agreement between the Elementary Assistant Principal and the Superintendent or designee.

b. **Preparation Period and Instructional Duties:** Elementary Assistant Principals will not receive a preparation period and will also not be responsible for any instructional duties with students. Elementary Assistant Principals shall not be directed to perform any instructional duties with students.

c. **Meeting Attendance:** In addition to attending faculty meetings required of all bargaining unit members, Elementary Assistant Principals may be required annually to attend eleven (11) hours of after school meetings. Further, in addition to the attendance at the three (3) evening meetings required for all teachers pursuant to Article VII B of the Unit A collective bargaining agreement, Elementary Assistant Principals may be required annually to attend two (2) additional evening meetings.

d. **Teacher Collaboration Time:** Elementary Assistant Principals shall have only a consultative role in weekly teacher collaboration time and the six (6) after school Common Planning Time meetings, and they shall not be assigned to a teacher team.

e. **Evaluation:** An Ad Hoc Committee for Elementary Assistant Principal Evaluation shall be convened to determine the appropriate procedure, rubric, and timeline for Elementary Assistant Principal Evaluations. There shall be two representatives appointed by the Association, and two representatives appointed by the Committee. The evaluation procedure, including a clear timeline, shall be reduced to writing and incorporated herein by reference.

f. **Discipline:** No discipline will be issued without good cause as provided for in M.G.L. c. 71, Section 41. A complaint being filed against an Elementary Assistant Principal shall not be the sole basis for discipline. Additionally, there shall be no disciplinary action against an Elementary Assistant Principal for actions which they take at the directive of their Principal or a District administrator. Pursuant to Unit A Article III Section C: No Elementary Assistant Principal with professional status shall be discharged, suspended, or reduced in rank or compensation without just cause.

g. **Expense Reimbursement:** The Committee agrees to reimburse the Elementary Assistant Principals for reasonable expenses incurred and paid by them in the execution of their job. All such expenditures must be approved by the Superintendent or designee prior to expenditure.

h. **Professional Membership:** The Committee agrees to pay the Elementary Assistant Principal membership dues for membership in a professional organization, up to \$300 per

Elementary Assistant Principal, subject to the membership organization supporting the Assistant Principals' job duties.

i. Cell Phone: The Committee agrees to provide each Elementary Assistant Principal and pay the monthly expenses of a cell phone for the purpose of conducting school business and the occasional, incidental personal business. At the conclusion of their term as Elementary Assistant Principal, the equipment shall remain the property of the Canton Public Schools. Each Elementary Assistant Principal, at their discretion, may choose to be reimbursed the flat sum of fifty (\$50) dollars per month towards the cost of their monthly cell phone bills. If so, the Elementary Assistant Principal will not receive a District cell phone.

j. Reduction in Force: Elementary Assistant Principal shall be a separate category of employment for the purposes of Reduction in Force (RIF), Article XXV.

k. Licensure: Each Elementary Assistant Principal will hold the appropriate PreK-8 administrative licensure for the position of Assistant Principal or Principal. If an Elementary Assistant Principal does not hold that licensure, then that Elementary Assistant Principal will be eligible for certification and will have one (1) year to obtain the appropriate administrative licensure. Failure to obtain said licensure within said period shall constitute grounds for dismissal pursuant to M.G.L. c. 71, Section 41.

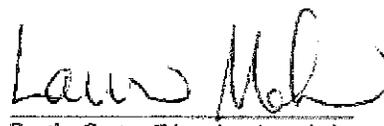
4. The Parties are in agreement on the goal of establishing a new Unit B that will include the position of Elementary Assistant Principals and will comply with all provisions of the law, including bargaining in good faith, to achieve the execution of this goal.

5. This Agreement does not constitute a past practice or precedent between the Parties, nor does this Agreement in any way amount to the Association disclaiming any interest in the positions of Elementary Assistant Principals.

6. This Agreement will remain in effect until the Parties reach agreement on a new Unit B that will include the position of Elementary Assistant Principals or until the Parties renegotiate the terms of this Agreement. However, in no event will this Agreement remain in effect for a period longer than three (3) years.

Signed this 22 day of August 2023

  
For the Canton School Committee

  
For the Canton Education Association

## APPENDIX I

### SIDE LETTER OF AGREEMENT BETWEEN THE CANTON SCHOOL COMMITTEE AND THE CANTON EDUCATORS ASSOCIATION

This Side Letter of Agreement (the "Agreement") is entered into between the Canton School Committee (the "Committee") and the Canton Educators Association (the "Association") (collectively, the "Parties").

WHEREAS, the Committee and the Association are parties to a collective bargaining agreement covering the time period September 1, 2022 through August 31, 2025.

WHEREAS, the terms and conditions of employment of school psychologists are governed by the collective bargaining agreement.

WHEREAS, the needs of the Canton School District require certain changes to be made to the FTE of the position of Rodman School Psychologist for the 2024-2025 school year and the Association has agreed to bargain over these potential changes prior to the expiration of the collective bargaining agreement:

NOW THEREFORE, the Parties agree as follows:

1. For the 2024-2025 school year the Rodman School Psychologist position will be a 0.2 FTE position. The employee working in this role will be entitled to all the benefits of the Unit A collective bargaining agreement applicable to the existing Unit A position of school psychologist, and will be eligible for membership in the Canton Educators Association per the Unit A recognition clause.
1. The Rodman School Psychologist may, via a personal service/individual employment contract, work up to 0.8 FTE in another district role, with pay for such work negotiated and memorialized into a personal service/individual employment contract that shall incorporate by reference the .2 FTE position. Upon the execution of this agreement, the District shall send the Rodman School Psychologist a list of all part time roles currently available in the District.
1. This Agreement does not constitute a past practice or precedent between the Parties.
1. This Agreement will remain in effect until the Parties renegotiate the terms of this Agreement. However, in no event will this Agreement remain in effect for a period longer than two (2) years.

Signed this \_\_\_\_\_ day of June 2024.

APPENDIX J

# Educator Evaluation

Unit A Contract Language, Canton Public Schools

Adapted from the MA Model System for Educator Evaluation,  
in accordance with DESE revised regulations, February 2017, updated timelines August 2025  
Articles

1. Recognition
2. Purposes of Educator Evaluation
3. Definitions
4. Rubrics
5. Annual Orientation to Educator Evaluation
6. Self-Assessment
7. Goal-Setting
8. Educator Plans: General
9. Educator Plans: Development
10. Observations of Practice and Examination of Artifacts
11. Formative Assessment and Formative Evaluation
12. Summative Evaluation
13. Developing Educator Plans
14. Self-Directed Growth Plans
15. Directed Growth Plans
16. Improvement Plans
17. Evidence Used in Evaluations
18. Career Advancement
19. General Provisions

Timelines for Educator Plans

Observations: Minimum Number, per Evaluation Cycle

Evaluators for Unit A Roles

## 1. Recognition

This contract language is negotiated by the Canton School Committee and the Canton Educators Association and is based on M.G.L., c.71, § 38; M.G.L. c.150E; Educator Evaluation regulations 603 CMR 35.00 et seq.; and the Model System for Educator Evaluation developed by the Department of Elementary and Secondary Education.

In the event of a conflict between this collective bargaining agreement and the governing laws and regulations, the laws and regulations will prevail.

### 1. Purposes of Educator Evaluation<sup>1</sup>

A. The regulatory purposes of evaluation are:

1. to promote student learning, growth, and achievement by providing educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability;
2. to provide a record of facts and assessments for personnel decisions; and,
3. to ensure that every school committee has a system to enhance the professionalism and accountability of teachers and administrators that will enable them to assist all students to perform at high levels and to assure effective teaching and administrative leadership.

### 1. Definitions<sup>2</sup>

A. **Artifacts of professional practice** Products of an educator's work and student work samples that demonstrate the educator's knowledge and skills with respect to specific Performance standards

A. **Caseload educator** Educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example, school nurses, guidance counselors, speech and language pathologists, and some reading specialists and special education teachers

A. **Classroom teacher** Educators who teach preK-12 whole classes, and teachers of special subjects as such as art, music, library, and physical education; may also include special education teachers and reading specialists who teach whole classes

A. **Categories of evidence** Multiple measures of student learning, growth, and achievement judgments based on observations and artifacts of professional practice, including unannounced observations of practice of at least ten minutes and additional evidence relevant to one or more Standards of Effective Teaching Practice (603 CMR 35.03) (including Student Feedback)

A. **Common assessments** Identical or comparable assessments of student learning, growth, and achievement related to the MA Curriculum Frameworks, MA Vocational Technical Education Frameworks, or other relevant frameworks used by educators in the same role across the district. These assessments may be commercial assessments or district-developed, and may include, but are not limited to: portfolios, pre- and post-tests, unit and course assessments, performance assessments, and capstone projects that have been agreed upon by the Administration and CEA.

A. **DESE** Department of Elementary and Secondary Education

A. **Educator(s)** Inclusive term that applies to all classroom teachers and caseload educators, unless otherwise noted

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<sup>1</sup> See 603 CMR 35.01

<sup>2</sup> Most definitions based on 603 CMR 35.02

A. **Educator plan** Growth or improvement actions identified as part of each educator's evaluation. The type and duration of the plan shall be determined by the evaluator. The educator plan shall include, but is not limited to:

- i. at least one goal related to the improvement of practice;
- i. one goal for the improvement of student learning;
- i. an action plan with benchmarks for goals established in the plan; and,
- i. the evaluator's final assessment of the educator's attainment of the goals.

All elements of the educator plan are subject to the evaluator's approval.

There are four types of educator plans:

i. **Developing Educator Plan** For PrePTS educators in each of their first three years in the district, developed by the educator and the evaluator, with duration for one school year or less; or, at the discretion of an evaluator, for PTS educators in a new assignment

i. **Self-Directed Growth Plan** For PTS educators rated Proficient or Exemplary, developed by the educator, with duration of one or two school years

i. **Directed-Growth Plan** For PTS educators rated Needs Improvement, developed by the educator and the evaluator, with duration of one school year or less

i. **Improvement Plan** or PTS educators rated Unsatisfactory, developed by the evaluator, with duration of at least thirty school days and no more than one school year; goals are specific to improving the educator's unsatisfactory performance; when educator is rated Unsatisfactory close to the end of a school year, the plan may include activities during the summer preceding the next school year

I. **Evaluation** The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the "formative evaluation" and "formative assessment") and to assess total job effectiveness and make personnel decisions (the "summative evaluation")

I. **Evaluator** Any person designated by a Superintendent who has responsibility for observation and evaluation. The Superintendent is responsible for ensuring that all evaluators have training in the principles of supervision and evaluation.

i. **Primary Evaluator** Person who determines the educator's performance ratings and evaluation. Each educator will have one Primary Evaluator at any one time

i. **Supervising Evaluator** Person responsible for providing an educator on an Improvement Plan with guidance and assistance in accessing the resources and professional development outlined in their plan and for developing the educator plan, supervising the educator's progress through formative assessments, evaluating the educator's progress toward attaining the plan goals, and making recommendations about evaluation ratings to the Primary Evaluator at the end of the educator plan. The Supervising Evaluator may be the Primary Evaluator or their designee.

i. **Teachers assigned to more than one building** An administrator in the assignment where the teacher works most of their time will evaluate a teacher assigned to more than one building. The Principal of each building in which the educator serves must review and sign the evaluation and may add written comments. In cases where there is no predominant assignment, the Superintendent will determine the Primary Evaluator.

i. **Notification** Educators shall be notified in writing of their Primary Evaluator (and Supervising Evaluator, if any) at the outset of each new evaluation cycle. The evaluator(s) may be changed upon written notification to the educator.

K. **Evaluation cycle** Process that all educators follow, with five components:

- i. Self-assessment
- i. Goal-setting and educator plan development
- i. Implementation of the plan

- i. Formative assessment/evaluation
- i. Summative evaluation
  - L. **Expected impact** Expected impact shall mean the educator meets or exceeds anticipated student learning gains that have been mutually agreed upon by the educator and the evaluator on multiple measures of student learning, growth, and achievement. The evaluator shall use professional judgment to determine whether the educator is having expected impact on student learning, based on student learning gains on common assessments and, where available, statewide student growth measures. **The evaluator's professional judgment shall include, but is not limited to, consideration of the educator's student population and specific learning context.** The Canton School Committee and the CEA agree to continue to develop a shared understanding of student assessment and educator impact on student learning.
  - L. **Experienced educator** Educator with Professional Teacher Status (PTS educator)
  - L. **Family** Students' parents, legal guardians, foster parents, or primary caregivers
  - L. **Formative Assessment** Process used to assess progress towards attaining goals set forth in educator plans, performance on Standards, or both. This process may take place at any time(s) during the cycle of evaluation, but typically takes place mid-cycle.
  - L. **Formative Evaluation** Evaluation, typically at mid-cycle, used to arrive at a rating on progress towards attaining the goals set forth in the plans, performance on Standards and Indicators of Effective Teaching Practice, or both
  - L. **Goal** Specific, actionable, and measurable area of improvement set forth in an educator's plan. A goal may pertain to any or all of the following: educator practice in relation to Performance Standards, educator practice in relation to Indicators, or specified improvement in student learning, growth, and achievement; goals may be developed by individual educators, by the evaluator, or by teams, departments, or groups of educators who have the same role.
  - L. **Measurable** That which can be classified or estimated in relation to a scale, rubric, or standards
  - L. **Multiple measures** Combination of classroom, school, and district assessments, and student growth percentiles where available, and student ACCESS gain scores
  - L. **New assignment** Operating under a new license and/or working in a new building and/or grade level
  - L. **Observation** Data-gathering process that includes notes and judgments made by the evaluator during one or more classroom or worksite visits for a minimum of ten minutes and which may include examination of artifacts of practice; observation may occur in person or through video.

Video observations shall be voluntary and conducted transparently, with the knowledge of the educator. The parties agree to bargain the protocols of video observations should either party wish to adopt such practice. The district may use the videotape for training purposes, with the consent of the educator. Ultimately, the district will return the video to the educator. Classroom or worksite observations conducted pursuant to this article must result in feedback to the educator. Normal supervisory responsibilities of department, building, and district administrators will also cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. These supervisory responsibilities, when they do not result in targeted and constructive feedback to the educator, are not observations as defined in this Article.

- V. **Parties** Parties to this agreement are the Canton School Committee and the Canton Educators Association (CEA), the employee organization that represents the educators covered by this agreement for purposes of collective bargaining.
- V. **Performance rating** Describes the educator's performance on each performance standard and overall. There are four performance ratings:

- i. **Exemplary** Performance consistently and significantly exceeds the requirements of a standard or overall; an Exemplary rating on a standard indicates practice that significantly exceeds Proficient and could serve as a model of practice on that standard district-wide
  - i. **Proficient** Performance fully and consistently meets requirements of a standard or overall; proficient practice is fully satisfactory
  - i. **Needs Improvement** Performance is below the requirements of a standard or overall, but is not considered Unsatisfactory at this time; improvement is necessary and expected
  - i. **Unsatisfactory** Performance on a standard or overall has not significantly improved following a rating of Needs Improvement, or the educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.
- X. **Performance Standards** Standards and indicators pursuant to M.G.L. c. 71, § 38, consistent with and supplemental to 603 CMR 35.00; standards and indicators may be developed locally, or the parties may agree to limit standards and indicators to those set forth in 603 CMR 35.03
  - X. **Professional Teacher Status (PTS)** Status granted to educators pursuant to M.G.L. c. 71, § 41; educators who have not yet earned Professional Teacher Status are identified as PrePTS educators in this document
  - X. **Rating of overall educator performance** Based on evaluator's professional judgment and examination of evidence of the educator's performance against the four Performance Standards and the educator's attainment of the goals outlined in the educator plan
  - X. **Rubric** Scoring tool describing characteristics of practice or artifacts at different levels of performance
  - X. **Student learning indicator** Demonstrates expected impact, as mutually agreed upon by educator and evaluator, on student learning, based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available
  - X. **Summative Evaluation** Used to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions; the Summative Evaluation includes the evaluator's judgments of the educator's performance against Performance Standards and the educator's attainment of goals set forth in the educator's plan
  - X. **Superintendent** Person employed by the school committee pursuant to M.G.L. c. 71 §59 or §59A; Superintendent is responsible for the implementation of 603 CMR 35.00
  - X. **Teacher** Any person employed in a position requiring a certificate or license as described in 603 CMR 7.04(3) or who has been approved as an instructor in the area of vocational education as provided in 603 CMR 4.00. Teacher may include, for example, classroom teachers, librarians, guidance counselors, or school nurses.

## 1. Rubrics

Rubrics for the Standards and Indicators of Effective Teaching Practice<sup>3</sup> are scoring tools used to rate educators on Performance Standards. They are used for educator self-assessment, formative assessment, formative evaluation, and summative evaluation. The district may use either the rubrics provided by ESE or comparably rigorous and comprehensive rubrics developed or adopted by the district and reviewed and approved by DESE. The rubrics are structured as follows:

**Standards:** four broad categories of professional practice:

Standard 1: Curriculum, Planning and Assessment

Standard 2: Teaching All Students

<sup>3</sup> See 603 CMR 35.03

Standard 3: Family and Community Engagement

Standard 4: Professional Culture

**Indicators:** aspects of each standard

**Elements:** individual components under each Indicator

**Descriptors:** describe practice at four levels of performance for each element

### **1. Annual Orientation to Educator Evaluation<sup>4</sup>**

A. The Superintendent, Principal, or designee shall conduct a meeting by the third Friday in September each year for all educators and evaluators that is focused substantially on educator evaluation. The Superintendent, Principal or designee shall:

- i. provide an overview of evaluation process, including goal setting and educator plans;
- i. provide all educators with directions for obtaining electronic and/or hard copies of the evaluation forms used by the district; and,
- i. when necessary, digitally record the meeting in order to facilitate the orientation of educators hired after the beginning of the school year.

### **6. Self-Assessment**

A. The evaluation cycle begins with the educator's self-assessment and drafting of proposed goals and the sharing of both with the evaluator. The information shared shall include:

- i. an analysis of evidence of student learning, growth, and achievement for students under the educator's responsibility;
- i. an assessment of practice against the four Performance Standards; and,
- i. proposed goals to pursue to improve professional practice and student learning, growth, and achievement.

B. The educator shall provide the evaluator with this information by the following dates:

- i. PrePTS educators: first Friday in October
- i. PTS educators on Self-Directed Growth Plans: first Friday in October
- i. PTS educators on Directed-Growth Plans or Improvement Plans: by the date set by the evaluator and outlined in the plan
- i. Educators whose employment began after the start of the school year: six weeks from the first day of employment

C. The evaluator shall consider the information provided by the educator and all other relevant information when reviewing the proposed goals.

### **7. Goal-Setting<sup>5</sup>**

A. When goal-setting with the educator, the evaluator shall use evidence of educator prior performance and impact on student learning, growth, and achievement, based on the educator's self-assessment and other sources that the evaluator shares with the educator.

A. Evaluators and educators shall consider creating goals for teams, departments, or groups of educators who share responsibility for student learning and results, except as provided in Article 9.B (i and ii). Educators may meet with teams to consider establishing team goals; evaluators may participate in such meetings.

A. The evaluator retains final authority over goals to be included in an educator's plan.

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<sup>4</sup> See 603 CMR 35.06 for all aspects of the evaluation cycle

<sup>5</sup> See 603 CMR 35.06

## 1. Educator Plans: General

A. Every educator has a plan that includes, but is not limited to:

- i. at least one goal to improve the educator's professional practice tied to one or more Performance Standards;
- i. at least one goal to improve the learning, growth, and achievement of the students under the educator's responsibility;
- i. an outline of the actions the educator must take to attain these goals, including, but not limited to: specified professional development activities, self-study, study groups with peers, implementing new programs, curriculum development, action research, and coursework, as well as other supports that the evaluator may suggest, or the school or district may provide; and,
- i. benchmarks to assess progress.

B. There are four types of educator plans:

i. **Developing Educator Plan:** For all PrePTS educators, and, at the discretion of the evaluator, PTS educators in new assignments

i. **Self-Directed Growth Plan:** For all PTS educators rated Exemplary or Proficient

i. **Directed-Growth Plan:** For all PTS educators rated Needs Improvement

i. **Improvement Plan:** For all PTS educators rated Unsatisfactory

C. Educator plans shall be designed to provide educators with feedback for improvement, professional growth, and leadership; and to ensure educator effectiveness and overall system accountability. The plan must be aligned to the Standards and Indicators and be consistent with school and district goals.

C. The evaluator places the educator on a plan based on the educator's most recent overall rating in the Summative Evaluation, provided that the evaluator may place the educator on a different educator plan if a Formative Assessment Report or Formative Assessment Evaluation differs from the educator's last summative rating (See Section 11.B.xi on page 12). PrePTs educators and any other educator at will shall be placed on a plan solely at the discretion of the district.

C. The educator is responsible for attaining the goals in the plan and for participating in trainings and professional development provided through the state, district, or other providers in accordance with the educator plan.

## 1. Educator Plans: Development

A. During the development of the educator plan, educators and evaluators must agree upon **anticipated student learning gains** for the multiple measures that will be used as evidence of educator performance. DESE shall establish anticipated student learning gains for statewide student growth measures.

B. Educators and evaluators shall conduct educator plan development meetings as follows:

i. PrePTS educators: Meet with evaluator by first Friday in October (or within six weeks of assignment to that school if started after beginning of school year) for assistance with self-assessment and drafting of professional practice and student learning goals;

a. PrePTS Educators in their first year of practice: Professional practice and student learning goals must include induction and mentoring activities.

a. PrePTS educators in their second and third years of practice: May develop shared grade-level or subject-area team goals, unless evaluator indicates that educator should continue to address induction and mentoring goals pursuant to 603 CMR 7.12

ii. PTS Educators with ratings of Proficient or Exemplary: Submit self-assessment and proposed goals to evaluator by first Friday in October. Meet with evaluator in teams and/or individually by first Friday in October (or at end of previous evaluation cycle); if new to school, meet by first Friday in October or

within six weeks of assignment to that school; may develop team goals; may include individual professional practice goals to enhance skills that enable the educator to share proficient practices with colleagues or to develop leadership skills

- ii. PTS Educators with ratings of Needs Improvement or Unsatisfactory: Meet individually with evaluator by the date set by evaluator and outlined in the educator plan to develop professional practice goal(s) that must address specific Standards and Indicators identified for improvement. In addition, the goals may address shared grade-level or subject-area team goals.
- C. The evaluator shares completed educator plans with PrePTS educators by the first Friday in October and with PTS educators by the first Friday in October. The educator shall sign the plan within five school days of its receipt and may include a written response. The educator's signature indicates that the educator received the plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- C. The evaluator retains final authority over the content of the educator's plan.

## **10. Observations of Practice and Examination of Artifacts**

### **A. PrePTS educators**

- i. The evaluator shall conduct the first observation of PrePTS educators by the second Friday in November. The evaluator shall complete required observations by the Friday before April vacation. The evaluator may conduct additional observations after this date.
- i. PrePTS educators in their first year of practice or first year assigned to a school shall have at least one announced and four unannounced observations during the school year.
- i. PrePTS educators in their second and third years of practice or second and third years assigned to a school shall have at least three unannounced observations during the school year.

### **B. PTS educators**

- i. PTS educators with overall ratings of Proficient or Exemplary shall have at least one unannounced observation during the evaluation cycle.
- i. PTS educators with overall ratings of Needs Improvement shall be observed in accordance with their Directed-Growth Plan, which must include at least two unannounced observations during the period of the plan.
- i. PTS educators with overall ratings of Unsatisfactory shall be observed in accordance with their Improvement Plan, which must include both unannounced and announced observations. The evaluator determines the number and frequency observations. Improvement Plans of one year shall include at least one announced and four unannounced observations. Improvement plans of six months or fewer must include at least one announced and two unannounced observations.

### **C. Unannounced Observations (see chart on p. 22 for observation schedule)**

- i. Unannounced observations may be in the form of partial or full-period classroom visitations, or mini-observations of at least ten minutes in length.
- i. The evaluator will provide the educator with at least brief written feedback within three to five school days of the unannounced observation. The evaluator shall deliver the written feedback in person, by email, to the educator's mailbox, or by mail to the educator's home.
- i. After conducting an unannounced observation or series of unannounced observations resulting in a judgment of Unsatisfactory or Needs Improvement on one or more standards for the first time, the evaluator must conduct at least one observation of at least thirty minutes within thirty school days.

### **D. Announced Observations (see chart on p. 22 for observation schedule)**

- i. The evaluator shall have the discretion to conduct at least one announced observation of all educators.
- i. The evaluator shall select the date and time of the lesson or activity to be observed and discuss any specific goal(s) for the observation with the educator.

- i. Within five school days of the scheduled observation, either in person or in writing, the educator will share the following information with the evaluator: the nature of the lesson, the student population served, and any other information that will assist the evaluator in assessing performance.
  - a. The educator will share the above information during a pre-observation meeting if either the evaluator or the educator requests such a meeting.
  - a. The educator will share the above information in writing in advance of the lesson if neither party requests a pre-observation meeting.
  - a. The evaluator will notify the educator as soon as possible if the evaluator will not be able to attend the scheduled observation. The educator and evaluator will reschedule the observation as soon as reasonably practical.
- i. Within five school days of the observation, the evaluator and educator shall meet for a post-observation conference. Either the evaluator or the educator may extend the timeframe due to the unavailability of either, but they shall reschedule within twenty-four hours if possible.
- i. The evaluator shall provide the educator with written feedback within five school days of the post-observation conference. For any standard in which the educator's practice was found to be Unsatisfactory or Needs Improvement, the feedback must:
  - d. describe the basis for the evaluator's judgment;
  - d. describe actions the educator should take to improve their performance;
  - d. identify support and/or resources the educator may use in their improvement; and,
  - d. state that the educator is responsible for addressing the need for improvement.
- E. The evaluator is neither required nor expected to review all rubric indicators during an observation.

## 11. Formative Assessment and Formative Evaluation

- A. In order to provide the educator with targeted, constructive feedback that will help the educator improve their practice, the evaluator shall:
  - i. make frequent unannounced visits to the classroom;
  - i. observe practice;
  - i. examine artifacts; and,
  - i. analyze multiple measures of student learning, growth, and achievement in relation to the Standards and Indicators of Effective Teaching Practice.
- B. The evaluation cycle shall include a **Formative Assessment** or a **Formative Evaluation**. Evaluators complete a Report for either.
  - i. Formative assessment is ongoing throughout the evaluation cycle for all educators.
  - i. For educators on plans of one year of less: Evaluators write **Formative Assessment Reports**, usually at mid-cycle; the evaluator shall establish by written notice to the educator the due date for the Formative Assessment Report.
    - i. For educators on two-year plans: Evaluators write **Formative Evaluation Reports**, with a due date of the first Friday in June of the first year of the two-year cycle.
      - a. The educator's performance rating for that year shall be assumed to be the same as the educator's previous summative rating, unless evidence demonstrates a significant change in performance. In such cases, the rating on the Performance Standards may change.
    - iv. No less than two weeks before the due date for either Formative Assessment Reports or Formative Assessment Evaluations, the educator shall provide the evaluator with evidence of:
      - a. family outreach and engagement;
      - a. fulfillment of professional responsibility and growth;
      - a. progress toward attaining professional practice and student learning goals; and,

- a. if desired, educator's performance against the four Performance Standards.
- v. Both Formative Assessment Reports and Formative Assessment Evaluations provide written feedback and ratings to the educator about their progress towards attaining goals set forth in the educator plan, performance on Performance Standards and overall, or both.
- v. No less than one week before the due date specified in the educator plan, the evaluator and the educator shall meet to discuss the Formative Assessment Report or Formative Assessment Evaluation.
- v. Within five school days of the above meeting, the evaluator shall complete and sign the Formative Assessment Report or Formative Assessment Evaluation and provide a copy to the educator in person, by email, in the educator's mailbox, or mailed to the educator's home.
- v. The educator shall sign the Formative Assessment Report or Formative Assessment Evaluation within five school days of receipt. The signature indicates that the educator received the document in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- v. The educator may reply in writing to the Formative Assessment Report or Formative Assessment Evaluation within five school days of receipt.
- v. The evaluator may change the activities in the educator plan as a result of the Formative Assessment Report or Formative Assessment Evaluation.
- v. If the rating in the Formative Assessment Report or Formative Assessment Evaluation differs from the educator's last summative rating, the evaluator may place the educator on a different educator plan, appropriate to the new rating.

## 12. Summative Evaluation

- A. For all educators, the evaluation cycle concludes with a Summative Evaluation, in which the evaluator determines a rating for each of the four Performance Standards and an overall rating of educator performance based on:
  - i. the evaluator's professional judgment;
  - i. an examination of evidence of the educator's performance against the standards; and,
  - i. an examination of evidence of the attainment of the educator plan goals.
- B. The summative evaluation rating must be based on multiple categories of evidence. MCAS growth scores shall not be the sole basis for a summative evaluation rating.
- B. To be rated Proficient overall, the educator shall, at a minimum, have been rated at least Proficient on Standard I: Curriculum, Planning and Assessment and Standard II: Teaching All Students.
- B. By the third Friday in May (and for PTS educators on two-year plans, May of the second year of the two-year plan), the educator shall provide the evaluator with evidence of:
  - e. family outreach and engagement;
  - e. fulfillment of professional responsibility and growth;
  - e. progress toward attaining professional practice and student learning goals; and,
  - e. if desired, educator's performance against the four Performance Standards.
- E. The evaluator shall meet with the educator discuss the Summative Evaluation. The meeting shall occur no later than the first Friday in May.
- E. Upon mutual agreement, the evaluator and PTS educators with an overall rating of Proficient or Exemplary who will be placed on Two-Year Self-Directed Growth Plans may develop that plan for the following during the Summative Evaluation Report meeting.
- E. The Summative Evaluation should recognize areas of strength, as well as identify recommendations for professional growth.

- E. The evaluator shall complete and sign the Summative Evaluation and provide a copy to the educator in person, by email, in the educator's mailbox, or mailed to the educator's home by the third Friday in May.
- E. The educator shall sign the final Summative Evaluation within five school days of receipt. The signature indicates that the educator received the Summative Evaluation in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- E. The educator shall have the right to respond in writing to the Summative Evaluation; that response shall become part of the final Summative Evaluation.
- E. A copy of the signed final Summative Evaluation report shall be placed in the educator's personnel file.

### **13. Developing Educator Plan**

- A. For all PrePTS educators, and, at the discretion of the evaluator, PTS educators in new assignments
- A. The educator shall be evaluated at least annually.

### **14. Self-Directed Growth Plans**

- A. For PTS educators with an overall rating of Proficient or Exemplary in their last evaluation cycle
- A. The Educator develops the plan.
- A. Plan duration is one or two years, based on the evaluator's professional judgment.
- A. For educators placed on a One-Year Self-Directed Growth Plan:
  - i. The educator and evaluator shall analyze any discrepancies in practice and student performance and seek to determine the cause(s) of such discrepancies.
  - i. The educator and evaluator shall discuss any aspects of practice that should be the focus of the plan.
  - i. The plan may include a goal related to examining elements of practice that contributed to the evaluator's decision to assign the educator to a one-year plan.
  - i. The educator shall receive a Summative Evaluation at the end of the period determined in the plan, but at least annually.

### **15. Directed-Growth Plans**

- A. For PTS educators with an overall rating of Needs Improvement in their last evaluation cycle
- A. Developed by the educator and the evaluator
- A. Duration of one year or less
- A. Goals in Directed-Growth Plans must address areas the evaluator has identified as needing improvement.
- A. The evaluator shall complete a Summative Evaluation at the end of the period determined by the evaluator and specified in the plan.
- A. If the educator's overall rating is Proficient or Exemplary, the evaluator shall place the educator on a Self-Directed Growth Plan for the next evaluation cycle.
- A. If the educator's overall rating not at least Proficient, the evaluator shall rate their performance as Unsatisfactory and shall place the educator on an Improvement Plan for the next evaluation cycle.

### **16. Improvement Plans**

- A. For PTS Educators with an overall rating of Unsatisfactory in their last evaluation cycle.
- A. The evaluator shall complete a Summative Evaluation at the end of the period determined by the evaluator and specified in the plan.
- A. The parties agree that in order to provide students with the best possible instruction, it may be necessary at times to place an educator with an Unsatisfactory rating on an Improvement Plan of no fewer than thirty

school days and no more than one school year. If an educator receives a rating of Unsatisfactory near the end of the school year, the Improvement Plan may include activities that occur during the summer before the next school year begins.

A. An educator on an Improvement Plan shall be assigned a Supervising Evaluator, who is responsible for providing the educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan. The Primary Evaluator may be the Supervising Evaluator.

A. The process of establishing the Improvement Plan shall include the following steps:

i. The evaluator shall notify the educator that they are being placed on an Improvement Plan and will remind the educator that the educator has a right to inform the CEA.

i. The evaluator shall schedule a meeting with the educator to discuss the Improvement Plan; the meeting shall take place within ten school days of the notification of plan placement.

i. If the educator consents, the evaluator shall inform the CEA that the educator has been placed on an Improvement Plan.

i. A representative of the CEA will attend the meeting upon the request of the educator.

i. The evaluator shall develop the Improvement Plan.

i. The evaluator shall provide the educator with a signed copy of the plan. The educator's signature indicates that the educator received the Improvement Plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.

E. The Improvement Plan shall include:

i. a description of the problem(s) of practice identified through observations and evaluation;

i. improvement goals related to the Performance Standard(s) and/or student learning outcomes that the educator must meet;

i. a list of activities and work products the educator must complete as a means of improving performance;

i. the measurable outcomes the evaluator will accept as evidence of improvement;

i. a timeline for completion of each component of the plan, including at minimum a mid-cycle Formative Assessment Report;

i. a description of the specific assistance the district will make available to the educator;

i. names of the staff, including at minimum the Supervising Evaluator, assigned to assist the educator;

i. the signatures of the educator and Supervising Evaluator.

F. Decision on the educator's status at the conclusion of the Improvement Plan

i. The Primary Evaluator shall make one of four decisions at the conclusion of the Improvement Plan, no later than the second Friday in May:

a. The evaluator shall place the educator on a Self-Directed Growth Plan if the evaluator determines that the educator has improved their practice to the level of Proficient.

a. The evaluator shall place the educator on a Directed-Growth Plan if the evaluator determines that the educator is making substantial progress towards the level of Proficient and the educator's plan prior to the Improvement Plan had been a Directed-Growth Plan.

a. The evaluator shall recommend to the Superintendent that the educator be dismissed if the evaluator determines that the educator is not making substantial progress towards the level of Proficient and the educator's plan prior to the Improvement Plan had been a Directed-Growth Plan.

a. The evaluator shall recommend to the Superintendent that the educator be dismissed if the evaluator determines that the educator's practice remains at the level of Unsatisfactory.

## 17. Evidence Used in Evaluations<sup>6</sup>

A. The following categories of evidence shall be used in evaluating each educator:

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<sup>6</sup> See 603 CMR 35.07

- i. For educators responsible for direct instruction: Multiple measures of student learning, growth, and achievement, which shall include:
  - a. measures of student progress on classroom assessments that are aligned with the MA Curriculum Frameworks or other relevant frameworks, and are comparable within grades or subjects in a school;
  - a. measures of student progress toward learning goals set between the educator and evaluator for the school year or some other period of time established in the educator plan;
  - a. statewide growth measure(s), where available, including the MCAS Student Growth Percentile and the Massachusetts English Proficiency Assessment; and,
  - a. common assessments of student learning, growth, and achievement.
- ii. For educators whose primary role is not as a classroom teacher: Appropriate measures, as mutually agreed upon by the educator and the evaluator, of the educator's contribution to student learning, growth, and achievement, based on the educator's role and responsibility.
- ii. Judgments based on observations and artifacts of practice including, unannounced observations of practice of no less than ten minutes
- ii. Additional evidence relevant to one or more Performance Standards, including but not limited to:
  - a. evidence compiled and presented by the educator, including:
    - 1. evidence of fulfillment of professional responsibilities and growth, such as self-assessments, educator work products, student work samples, peer collaboration, professional development linked to goals and/or educator plans, or contributions to the school community and professional culture;
    - 2. evidence of active outreach to and ongoing engagement with families;
    - 3. evidence of progress towards professional practice goal(s);
    - 4. student feedback collected by the district, with safeguards to protect student confidentiality; the CEA and the Canton School Committee agree to continue refining student feedback instruments so that they are age-appropriate; and,
  - b) any other relevant evidence from any source that the evaluator shares with the educator; other relevant evidence could include information provided by other administrators, such as the Superintendent.
- B. Evidence and professional judgment shall inform the evaluator's ratings of Performance Standards and overall educator performance

## 18. Career Advancement

A. In order to attain Professional Teacher Status, the educator should achieve ratings of Proficient or Exemplary on each Performance Standard being assessed and overall. A Principal recommending to the Superintendent an employment decision that would lead to PTS for any educator who has not been rated Proficient or Exemplary on each performance standard and overall on the most recent evaluation shall confer with the Superintendent by May 1. The Principal's recommendation is subject to review and approval by the Superintendent.

## 19. General Provisions

A. Only educators who are licensed may serve as Primary Evaluators of educators.

A. Evaluators shall not make negative comments about the educators' performance in the presence of students, parents, or other staff, except in the unusual circumstance where the evaluator concludes that they must immediately and directly intervene. Nothing in this paragraph is intended to limit an administrator's ability to investigate a complaint or secure assistance to support an educator.

A. The Superintendent shall ensure that evaluators have training in supervision and evaluation, including DESE regulations, the Standards and Indicators of Effective Teaching Practice, and the evaluation standards and procedures established in this agreement.

A. Should there be serious disagreement between an educator and evaluator regarding an overall summative performance rating of Unsatisfactory, the educator may meet with the evaluator’s supervisor to discuss the disagreement. Should the educator request such a meeting, the evaluator’s supervisor must meet with the educator. The evaluator may attend any such meeting at the discretion of the Superintendent.

A. Violations of the Educator Evaluation Contract Language are subject to grievance and arbitration procedures.

A. Both parties reserve the right to revisit this process based on feedback they may receive from DESE.

<b>Timeline: Developing Educator Plans ***</b> (Revised August 2025) <b>PrePTS Educators in first three years of practice</b> <b>(and PTS Educators in new assignment, at discretion of Evaluator)</b>	
<b>Annual overview</b> Superintendent, Principal, or designee meets with all evaluators and educators to explain the evaluation process.	Third Friday in Sept.
<b>Goals and plan development</b> Evaluator meets with the educator to assist with self- assessment and goal setting. Educator submits self-assessment and proposed goals to the evaluator.  Alternative for PrePTS educator in second and third years of practice: Establish educator plan at Summative Evaluation meeting of prior school year.	First Friday in October
Educator completes and shares educator plan with evaluator.	First Friday in October
Educator signs the plan and adds a response, if any.	Within five school days of receipt
<b>Observations*</b> Evaluator completes first observation (announced or unannounced).	Second Friday in Nov.
<ul style="list-style-type: none"> <li>Evaluator or educator may establish a pre-conference to outline lesson plans prior to any announced observation.</li> </ul>	Up to five school days before announced observation

• Evaluator and educator meet for post-observation conference.	Within five school days of observation
• Evaluator provides written feedback to the educator.	Within five school days of post-observation meeting
Evaluator completes second observation (first unannounced, mini observation)	Third Friday in December
<b>Formative Assessment Report:</b> Educator submits evidence to the evaluator.	Mid-cycle: two weeks before due date established by evaluator in plan
<b>Formative Assessment Report:</b> Evaluator and educator hold Formative Assessment meeting.	Friday before February Vacation
<b>Formative Assessment Report:</b> Evaluator completes and shares Formative Assessment Report with educator.	Due date in plan
Evaluator completes third observation (second full-period observation, may be announced or unannounced).	Third Friday in March
Evaluator completes fourth (at a minimum) observation (second unannounced, mini observation)	Friday before April Vacation
<b>Summative Evaluation Report:</b> Educator submits evidence to evaluator.	Friday before April Vacation
<b>Summative Evaluation Report:</b> Evaluator and educator meet to discuss Summative Evaluation Report	First Friday in May
<b>Summative Evaluation Report:</b> Evaluator completes and shares Summative Evaluation Report with educator.	Third Friday in May
<b>Summative Evaluation Report:</b> Educator signs Summative Evaluation Report and adds response, if any.	Within five school days of receipt

*\*PrePTS in first year of practice or first year assigned to school will have at least one announced and four unannounced observations.*

*\*PrePTS in second or third years of practice or second or third years in school will have at least three unannounced observations.*

*\*\*\*Every effort will be made by administration to meet these deadlines and any extensions to deadlines will be subject to the approval of the CEA and the Superintendent or designee.*

**Timeline: Self-Directed Growth Plans: 1 Year \*\*\***

(Revised August 2025)

**PTS Educators with rating of Proficient or Exemplary**

**Annual overview**

Superintendent, Principal, or designee meets with all evaluators and educators to explain the evaluation process.

Years 1 & 2: Third Friday in Sept.

Educator submits self-assessment and proposed goals to evaluator.	First Friday in October
Evaluator meets with educator in teams or individually to establish draft educator plan. Alternative: Establish educator plan at Summative Evaluation meeting of prior school year.	First Friday in October
Educator completes and shares educator plan with evaluator.	First Friday in October
Educator signs the plan and adds a response, if any.	Within five school days of receipt
<b>Observations*</b> Evaluator completes unannounced observation.	Before first Friday in April
Evaluator provides written feedback to the educator.	Within five school days of post-observation meeting
<b>Formative Assessment Report:</b> Educator submits evidence to the evaluator.	Mid-cycle: two weeks before due date established by evaluator in plan
<b>Formative Assessment Report:</b> Evaluator and educator hold Formative Assessment meeting.	Friday before February Vacation
<b>Formative Assessment Report:</b> Evaluator completes and shares Formative Assessment Report with educator	Due date in plan
<b>Summative Evaluation Report:</b> Educator submits evidence to evaluator.	Friday before April Vacation
<b>Summative Evaluation Report:</b> Evaluator and educator meet to discuss Summative Evaluation Report	Third Friday in May
<b>Summative Evaluation Report:</b> Evaluator completes and shares Summative Evaluation Report with educator.	First Friday in June
<b>Summative Evaluation Report:</b> Educator signs Formative or Summative Evaluation Report and adds response, if any.	Years 1 & 2: Within five school days of receipt

*\*PTS educators on Self-Directed Growth Plans of one or two years must have at least one unannounced observation per cycle.*

*\*\*\*Every effort will be made by administration to meet these deadlines and any extensions to deadlines will be subject to the approval of the CEA and the Superintendent or designee.*

<b>Timeline: Self-Directed Growth Plans: 2 Years ****</b> (Revised August 2025) <b>PTS Educators with rating of Proficient or Exemplary</b>	
<b>Annual overview</b> Superintendent, Principal, or designee meets with all evaluators and	Years 1 & 2: Third Friday in Sept.

educators to explain the evaluation process.	
Educator submits self-assessment and proposed goals to evaluator.	First Friday in October
Evaluator meets with educator in teams or individually to establish draft educator plan. Alternative: Establish educator plan at Summative Evaluation meeting of prior school year.	First Friday in October
Educator completes and shares educator plan with evaluator.	First Friday in October
Educator signs the plan and adds a response, if any.	Within five school days of receipt
<b>Observations*</b> Evaluator completes unannounced observation.	Any time during cycle before fourth Friday in March of Year 2
Evaluator provides written feedback to the educator.	Within five school days of post-observation meeting
<b>Formative Assessment Report:</b> Educator submits evidence to the evaluator. <i>For educators in Year 1 of the 2-Year Plan</i>	Year 1: Friday before April Vacation
<b>Formative Assessment Report:</b> Evaluator and educator hold Formative Assessment meeting. <i>For educators in Year 1 of the 2-Year Plan</i>	Year 1: Fourth Friday in May
<b>Formative Assessment Report:</b> Evaluator completes and shares Formative Assessment Report with educator. <i>For educators in Year 1 of the 2-Year Plan</i>	Year 1: First Friday in June
<b>Summative Evaluation Report:</b> Educator submits evidence to evaluator. <i>For educators in Year 2 of the 2-Year Plan</i>	Year 2: Friday before April Vacation
<b>Summative Evaluation Report:</b> Evaluator and educator meet to discuss Summative Evaluation Report <i>For educators in Year 2 of the 2-Year Plan</i>	Year 2: First Friday in May
<b>Summative Evaluation Report:</b> Evaluator completes and shares Summative Evaluation Report with educator. <i>For educators in Year 2 of the 2-Year Plan</i>	Year 2: Third Friday in May
<b>Summative Evaluation Report:</b> Educator signs Formative or Summative Evaluation Report and adds response, if any.	Years 1 & 2: Within five school days of receipt

*\*PTS educators on Self-Directed Growth Plans of one or two years must have at least one unannounced observation per cycle.*

*\*\*\*Every effort will be made by administration to meet these deadlines and any extensions to deadlines will be subject to the approval of the CEA and the Superintendent or designee.*

**Timeline: Directed-Growth Plans and Improvement Plans**

**Directed-Growth: PTS educators with rating of Needs Improvement**

**Improvement: PTS educators with rating of Unsatisfactory**

The evaluator will establish the timeline for educators on Directed-Growth Plans, Improvement Plans, and any type of plan with a duration of less than one year. The educator plan will outline the timeline for all aspects of the plan.

<b>Observations: Minimum number, per evaluation cycle</b>		<b>Announced</b>	<b>Unannounced</b>
<b>PrePTS Educators</b>	In first year of practice, or first year assigned to school	1	4
	In second and third year of practice, or second and third year assigned to school	-	3
<b>PTS Educators</b>	Overall rating of Proficient or Exemplary	-	1
	Overall rating of Needs Improvement*	-	2
	Overall rating of Unsatisfactory, one-year Improv. Plan**	1	4
	Overall rating of Unsatisfactory and Improvement Plan of six months or fewer***	1	2

*\*Observations take place as outlined in Directed-Growth Plan, with minimum of two unannounced observations.*

*\*\*Observations take place as outlined in Improvement Plan, with minimum of one announced and four unannounced observations.*

*\*\*Observations take place as outlined in Improvement Plan, with minimum of one announced and two unannounced observations.*

Evaluators for Unit A Roles*													
Unit A Role	Princ.	Asst. Princ.	Team Chair/ Admin	Dir.** T&L	Dir. Stdt. Svcs.	Dir. Tech TBD	EC Coord. PreK-2	PreK-12 Coord.	MS Dept. Chair	HS Dept. Chair	Dir. Guid.	Nurse Leader	Dean of Stdts.
Classroom Teacher: Elementary (K-5)	x	x	x	x									
Classroom Teacher: Middle School	x	x		x					x				x
Classroom Teacher: High School	x	x								x			x
Teacher: Special Education	x	x	x		x								
Teacher: Early Childhood PreK-2			x	x	x		X						
Teacher: Performing Arts, Visual Arts, Wellness, World Language	x	x						x					
Teacher: English Language Learner (Elementary)	x	x	x		x								
Teacher: English Language Learner (MS and HS)	x	x			x								
Teacher: PACE	x	x		x									
Teacher: Tech. Integration (Elem) Computer (MS)	x	x		x		x		x					
Specialist: Reading and Math	x	x	x	x									
Specialist: Library/Media (MS and HS)	x	x				x							
Assistant Principal: Elementary	x			x									
Department Chair: MS	x	x		x									
Department Chair: HS	x	x											
PreK-12 Coordinator	x	x		x									
Community Service Learning/ Career Counselor	x	x									x		
Nurse	x	x			x							x	
Guidance Counselor: MS and HS	x	x									x		
Adjustment Counselor: MS and HS	x	x	x		x						x		
School Psychologist	x	x	x		x								
Speech & Language Pathologist	x	x	x		x		X						
Occupational Therapist	x	x	x		x		X						
Physical Therapist	x	x	x		x		X						

(\*Subject to change after consultation with CEA and Superintendent)

\*\*The Director for Teaching and Learning will evaluate classroom teachers only in specialized circumstances and only with the agreement of the CEA.



**Appendix J**

**DEPARTMENT COORDINATOR RUBRIC for EDUCATOR EVALUATION**

[Effective August 2025]

The updated Canton Public School developed Department Coordinator Evaluation rubric is grounded in DESE’s Educational Vision for effective teaching and leadership and reflects input from CPS Department Coordinators and Administrators.

The CPS Department Coordinator Rubric describes elements of effective practice across four Standards of Administrative Leadership:

- Standard I: Instructional Leadership
- Standard II: Management and Operations
- Standard III: Family and Community Engagement
- Standard IV: Professional Culture

These four Standards guide the development of Canton Department Coordinators and articulate the key knowledge, skills, and behaviors essential of all department leaders to disrupt patterns of inequity and well serve richly diverse student bodies with varied educational needs.

For each standard, there are Indicators that describe specific knowledge, skills, and performance at four levels.<sup>7</sup> Distinctions by performance level are determined based on variations in quality (the ability to perform the skill, action, or behavior), scope (the scale of impact), and consistency (the frequency that skill, action, or behavior is demonstrated with quality). Continued growth and reflection are expected across all levels of performance, as described below:

<b>Proficient</b>		
The educator’s performance fully meets the requirements. This is the expected, rigorous yet attainable level of performance for most educators.		
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Exemplary</b>
The educator’s performance is consistently below the requirements and has not shown improvement.	The educator’s performance is below the requirements but not considered to be Unsatisfactory at this time. Improvement is necessary and expected.	The educator’s performance exceeds requirements and consistently demonstrates high-quality practice with schoolwide impact.

*NOTE: In this rubric, “all students” represents each and every student, with particular focus on students who have been historically marginalized or underserved by our education systems, including but not limited to those who identify as Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, multilingual learners, LGBTQIA+ students, students experiencing homelessness and/or financial insecurity, and students who are undocumented.*

*Culturally and linguistically sustaining practices affirm and value students’ cultures, prior experiences, and linguistic resources to make learning more relevant and effective, promote academic achievement, cultural competence, and sociopolitical awareness, and value multilingualism as an asset. These practices are essential for all students in the classroom, regardless of their background, culture, or identity. All students benefit from an approach that is intended to meet the needs of diverse learners; from expanded cultural competence and sociopolitical consciousness; and from explicit instruction in the functions of language.*

<sup>7</sup> This rubric includes examples of ways that educators may demonstrate Exemplary, Needs Improvement, or Unsatisfactory performance of each Indicator (indicated after “e.g.”). This is meant to illustrate, not prescribe, evidence that an educator “exceeds Proficient expectations,” “demonstrates some progress towards meeting Proficient expectations,” or “demonstrates performance consistently below the standard.”

## Using the Rubric in the Educator Evaluation Process

Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what Proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about Formative and Summative Performance Ratings on each Standard and overall. As a result, rubrics play a part in all five components of the evaluation cycle.

1. **Self-Assessment:** Educators use the rubric to examine their own practice and to identify areas of strength as well as areas for further growth and development.
2. **Analysis, Goal Setting, and Plan Development:** Educators and evaluators together review the rubric and agree on Indicators that will be the focus of their attention during the evaluation cycle. In addition, educators and their evaluators develop goals for improving professional practice and student learning. The rubric helps to paint a clear picture of what it will look like to move practice from Proficient to Exemplary in one Indicator or from Needs Improvement to Proficient in another. These distinctions are the starting point for conversation about setting specific, measurable, actionable, equity-focused goals.
3. **Implementation of the Educator Plan:** Educators and evaluators use the rubric to ensure that they are gathering evidence from multiple sources that will support a fair and comprehensive assessment of the educator's practice on each Standard. The elements of effective practice defined in each Proficient descriptor can be used as a guide for feedback, professional learning, and the collection of evidence. Given the breadth and depth of practices represented, it is recommended that educators and evaluators prioritize certain Indicators aligned to educator, school and district goals for professional learning, feedback, support, and evidence collection.

*Note:* The rubrics are written to support educators and evaluators in making judgments about evidence gathered across multiple measures – not from a single observation. Observations are a valuable way to gather evidence on educators' performance against many, but not all, of the Standards and Indicators, and should be paired with other sources of evidence, such as artifacts of practice, student and family feedback, and evidence of student learning. The model rubrics were not designed to be observation tools and should not be used for that purpose.

1. **Formative Assessment/Evaluation and Summative Evaluation:** The rubric serves as the organizing framework for these conferences and reports as evaluators assess the educator's performance on the continuum of practice described by the rubric.

## Glossary

See the [Glossary](#) at the end of this document for definitions of terms used in the rubric.

**CPS Department Coordinator Rubric – At-a-Glance**

<p><b>A. Curriculum</b></p> <ol style="list-style-type: none"> <li>Curriculum Literacy</li> <li>Instructional Focus</li> </ol> <p><b>B. Instruction</b></p> <ol style="list-style-type: none"> <li>High Expectations and Support</li> <li>Engaging Instruction</li> <li>Inclusive Instruction</li> <li>Critical Thinking</li> </ol> <p><b>C. Assessment and Data-Informed Decision-Making</b></p> <ol style="list-style-type: none"> <li>Assessment</li> <li>Adjustments to Practice</li> <li>Data-Informed Decision-Making</li> <li>Sharing Progress with Students and Families</li> </ol> <p><b>D. Evaluation</b></p> <ol style="list-style-type: none"> <li>Evaluation Practices</li> </ol> <p><b>E. Student Learning</b></p> <ol style="list-style-type: none"> <li>Academic Student Outcomes</li> <li>Non-academic Student Outcomes</li> </ol>	<p><b>A. Environment</b></p> <ol style="list-style-type: none"> <li>Department Culture and Climate</li> </ol> <p><b>B. Human Resources Management and Development</b></p> <ol style="list-style-type: none"> <li>Recruitment and Hiring</li> <li>Induction, Professional Development, and Career Growth Strategies</li> </ol> <p><b>C. Scheduling and Management Information Systems</b></p> <ol style="list-style-type: none"> <li>Scheduling</li> <li>Professional Collaboration</li> </ol> <p><b>D. Law, Ethics, and Policies</b></p> <ol style="list-style-type: none"> <li>Laws and Policies</li> <li>Ethical Behavior</li> </ol> <p><b>E. Fiscal Systems</b></p> <ol style="list-style-type: none"> <li>Department Budget</li> <li>Access to Resources</li> </ol>	<p><b>A. Communication</b></p> <ol style="list-style-type: none"> <li>Communication with Families</li> </ol> <p><b>B. Engagement</b></p> <ol style="list-style-type: none"> <li>Family Engagement</li> <li>Community and Stakeholder Engagement</li> </ol> <p><b>C. Sharing Responsibility</b></p> <ol style="list-style-type: none"> <li>Collaboration on Student Learning and Well-Being</li> </ol> <p><b>D. Family Concerns</b></p> <ol style="list-style-type: none"> <li>Family Concerns</li> </ol>	<p><b>A. Shared Vision and Commitment to High Standards</b></p> <ol style="list-style-type: none"> <li>Department Goals</li> <li>Collaborative Decision-Making</li> </ol> <p><b>B. Communications</b></p> <ol style="list-style-type: none"> <li>Communication Skills</li> </ol> <p><b>C. Continuous Learning</b></p> <ol style="list-style-type: none"> <li>Reflective Practice</li> </ol> <p><b>D. Managing Conflict</b></p> <ol style="list-style-type: none"> <li>Consensus-Building</li> <li>Response to Disagreement and Conflict Resolution</li> </ol>
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NOTE: Some Indicators (such as Assessment and Data-Informed Decision-Making) have been grouped together where and when they represent similar or complementary practices. Practices associated with the Cultural Proficiency Indicator are represented throughout the rubric as integral to performance across the Standards.

**Proficient**

- 1. Curriculum Literacy:** Demonstrates understanding of the characteristics and value of high-quality instructional materials and the curricula taught by educators in the department by:
  - Advocating for all educators to have access to high-quality instructional materials through evidence-based, inclusive, and culturally and linguistically sustaining practices, including identifying opportunities to create meaningful, relevant connections rooted in the local context.
  - Support educators' skillful use of high-quality instructional materials through evidence-based, inclusive, and culturally and linguistically sustaining practices, including identifying opportunities to create meaningful, relevant connections rooted in the local context.
  - Providing teachers with professional learning, feedback, and resources (e.g., models) to support implementation.
  - Engaging with the school community and within the department to identify and interrupt racism and bias in curricular materials.
  - Monitoring implementation to ensure the enacted curriculum supports and engages all students to meet and exceed high expectations.
- 2. Instructional Focus:** Establishes and communicates a clear vision for curriculum and instruction that is aligned to school and district priorities and reflects high expectations for all students through the use of evidence-based, culturally and linguistically sustaining practices. Ensures that instructional materials and professional learning support this vision.

**Unsatisfactory**

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Does not provide access to or adequate resources or training to support skillful implementation of high-quality instructional materials based on a clear instructional vision
- Does not monitor implementation

**Needs Improvement**

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- May not consistently or effectively communicate an instructional vision or may provide limited support for skillful implementation of instructional materials in alignment with the vision
- Provides some educators or content areas with access to high-quality instructional materials or permits the use of lower quality materials in some classrooms

**Exemplary**

Exceeds *Proficient* expectations through consistent high-quality practice within the department to support schoolwide impact, e.g.,

- Collaborates within the department, the school and the district to develop, clearly communicate, effectively implement, and monitor the impact of an evidence-based instructional vision
- Provides regular, high-quality professional learning, feedback, and resources to support all educators to skillfully use high-quality instructional materials in alignment with the instructional vision
- Fosters coherence and alignment across grade-levels and content areas

**Proficient**

- 1 2. High Expectations and Support:** Upholds high expectations for all students to meet or exceed grade-level standards by ensuring that instructional practices within your own classroom and the classrooms within the department include:

**Proficient**

- 1. **Assessment:** Implements and monitors a balanced and coherent system for the use of a variety of formal and informal assessments, including those embedded in high-quality instructional materials, that:
  - Supports, scaffolds, and tools to meet students' needs.
  - Are used for specific instructional purposes, including to support teachers to understand all students' strengths and areas for growth.
  - Clear criteria for success (e.g., rubrics and exemplars).
  - Reinforcement of the value of mistakes, academic risk taking and productive struggle with challenging content and tasks.
  - Learning goals, and actively inform instructional decisions.
- Engaging Instruction:** Provides and models professional learning, feedback, and support for educators to engage all students as active participants in their own learning of meaningful, standards-aligned and grade-appropriate content by:
  - Providing opportunities for students to make choices, explore topics and apply learning in lived experiences, and ensuring that assessment methods and instruments do not perpetuate racial, cultural, or linguistic bias.
  - Culturally sustaining ways, and through real-world, interactive contexts.
- 2. **Adjustments to Practice:** Capitalizes on regular department collaboration time and effectively supports educators to analyze disaggregated data from a wide range of assessments, as well as feedback from colleagues, students, and families, to:
  - Building on students' strengths, interests, cultural and linguistic backgrounds, and prior knowledge to motivate learning and support students' information processing.
  - Facilitating cooperative learning with equitable student participation in discussion.
  - Gain information about students' progress towards grade-level standards and/or individual learning goals, including trends across students or student groups.
  - Integrating digital tools and educational technology that enhances learning experiences and promotes the development of digital literacy skills.
  - Reflect on instruction and identify actions to reduce disparate outcomes and improve learning for all students.
- Inclusive Instruction:** Provides and models professional learning, feedback, and resources for educators to accommodate and support individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant research, and best practices to EPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by:
  - Reflect on strengths and gaps in instructional systems and work to continuously improve instructional practice.
  - Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and use of students' native language to make grade-level content accessible and affirming for all students.
  - Support all students to meet or exceed grade-level standards and/or individual learning goals.
  - Providing students with multiple ways to learn content and demonstrate understanding.
- Critical Thinking:** Provides and models professional learning, feedback, and support to educators to develop students' abilities to think critically, ask questions, and analyze sources, perspectives, and biases in order to deepen learning and make connections between the content and real-world problems and events (e.g., collaborating with students and their families, in an accessible format and language, to:
  - Communicate specific, timely, and data-informed feedback on student progress towards grade-level standards and/or individual learning goals.
- 3. **Data-Informed Decision Making:** Monitors and uses school-level and disaggregated data (e.g., EPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by:
  - Reflect on strengths and gaps in instructional systems and work to continuously improve instructional practice.
  - Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and use of students' native language to make grade-level content accessible and affirming for all students.
  - Support all students to meet or exceed grade-level standards and/or individual learning goals.
  - Providing students with multiple ways to learn content and demonstrate understanding.
- 4. **Sharing Progress with Students and Families:** Supports educators and models best practices for developing students' abilities to think critically, ask questions, and analyze sources, perspectives, and biases in order to deepen learning and make connections between the content and real-world problems and events (e.g., collaborating with students and their families, in an accessible format and language, to:
  - Communicate specific, timely, and data-informed feedback on student progress towards grade-level standards and/or individual learning goals.

Insatisfactory	Needs Improvement	Exemplary
<p><b>Insatisfactory</b></p> <p>regress towards meeting <i>Proficient</i> expectations, or progress is consistently below the standard, e.g.,</p> <ul style="list-style-type: none"> <li>• Does not ensure that instructional practices within the department support and/or reflect high expectations or are inadequate use of bias-free, purposeful, and culturally and linguistically sustaining data-informed adjustments</li> </ul>	<p><b>Needs Improvement</b></p> <p>towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g.,</p> <ul style="list-style-type: none"> <li>• Provides inconsistent or limited professional learning, feedback, or support to ensure use of bias-free, purposeful instructional practices to monitor student progress and make data-informed adjustments, with culturally and linguistically inconsistent impact on improving instructional practice and advancing equity</li> </ul>	<p><b>Exemplary</b></p> <p>exceeds <i>Proficient</i> expectations consistently and significantly within the department to support schoolwide impact, e.g.,</p> <ul style="list-style-type: none"> <li>• Provides regular, high-quality professional learning, feedback, and purposeful assessment resources to support all educators to enact student progress and make engaging, inclusive, and data-informed adjustments that improve linguistically sustaining instructional practices for all students.</li> <li>• Models regular, transparent communication of data-informed decision-making</li> </ul>

**Proficient**

1. **Evaluation Practices:** Provides effective, timely, and meaningful supervision and evaluation in alignment with state regulations, contract provisions, and district/school improvement goals by:
- Collaborating with educators to develop, monitor, and reflect on challenging, measurable, and equity-centered goals.
  - Providing high-quality (specific, actionable, timely) feedback based on multiple sources of evidence, including regular observations, student feedback, and student learning measures.
  - Ensuring accuracy and consistency in performance ratings.
  - Continuously reflecting on and mitigating biases that may impact judgments.

**Unsatisfactory**

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Educators' goals are neither SMARTIE nor aligned to school and/or district goals
- Educators rarely receive high-quality feedback
- Supervision and evaluation are driven by bias

**Needs Improvement**

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Some educators' goals may not be SMARTIE or aligned to school and district priorities
- Educators inconsistently receive high-quality feedback
- Reflects on bias, but may not consistently mitigate its impact

**Exemplary**

Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g.,

- Collaborates with educators to implement effective, timely, high-quality supervision and evaluation that focuses on improving educator practice and student learning
- Creates structures to effectively and regularly reflect on and eliminate the impact of bias
- Centers student, family, community and educator voice in the evaluation process

1. **Academic Student Outcomes:** Demonstrates expected impact on academic student outcomes based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.
2. **Non-Academic Student Outcomes:** Demonstrates expected impact on non-academic student outcomes, such as student engagement and sense of belonging, based on student feedback and local measures of engagement where available.<sup>8</sup>

*The model rubrics describe educator practice and provide clear criteria across four performance levels that focus on the educator's actions and behaviors. The Student Learning Indicator is about the impact of those actions relative to student learning. Did students learn as much as educators set out to teach?*

*For administrators, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator when determining a performance rating for Standard I. An educator's impact on non-academic outcomes is also important to consider given the relationship between non-academic experiences and outcomes (e.g., student engagement, participation, and grade progression) and academic outcomes.*

*Because evaluators are not required to make a rating determination for any individual Indicator, this allows them to consider evidence of impact alongside evidence of practice when determining a rating for Standard I. There are no associated elements or performance descriptors for the Student Learning Indicator.*

*Evaluators and educators should identify the most appropriate measures and assessments of academic and non-academic outcomes and anticipated gains associated with those measures when developing the Educator Plan.*

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<sup>8</sup> This element is included based on a growing body of research that broadens the definition of teacher efficacy and educator impact beyond test outcomes. See Gershenson, S. (2016); Jackson, C. K. (2018); Kraft, M. A. (2019); Liu, J., & Loeb, S. (2021); Backes, B., Cowan, J., Goldhaber, D., & Theobald, R. (2022a and 2022b).

**Proficient**

- 1. Department Culture and Climate:** Fosters a positive, inclusive, and equitable department community by:
- Building positive, caring relationships with students, family members, and staff to ensure that department community members feel valued, respected, equitably supported, and a sense of belonging in the department.
  - Establishing transparent and consistent department-wide routines, policies, and systems that respect and affirm students' backgrounds, identities, and intellect.
  - Providing staff with relevant learning opportunities and resources to support them in developing culturally and linguistically sustaining practices and promoting a culture that affirms individual differences.
  - Consistently examining policies, procedures, and systems to identify and eliminate bias or systemic barriers to inclusive and culturally and linguistically sustaining practice, including policies and practices that reinforce systemic inequities and/or disproportionately impact student groups.

**Unsatisfactory**

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Does not establish operational systems that ensure an inclusive, equitable, and safe learning community for all

**Needs Improvement**

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Develops and executes operational systems, procedures and routines that attempt to foster an inclusive, equitable, and safe learning community, but implementation and supports to staff are inconsistent, ineffective, and/or not culturally sustaining

**Exemplary**

Consistently and significantly exceeds *Proficient* expectations with department-wide impact, e.g.,

- Collaborates with a diverse team to develop and execute effective and culturally responsive operational systems, procedures and routines that ensure an inclusive, equitable, and safe learning community that maximizes student learning
- Reflects on impact and adapts as necessary

**Proficient**

**1. Recruitment and Hiring:** Leads, in collaboration with stakeholders (including students, families, staff, and community members, and particularly those from historically marginalized communities), an inclusive process to:

- Hire diverse and effective educators.
- Implement hiring policies and procedures to identify and eliminate bias.

**1. Induction, Professional Development, and Career Growth Strategies:** Provides educators with access to, and monitors the impact of, high quality and differentiated professional learning opportunities, including:

- Professional learning differentiated by educators' goals, strengths, and areas for growth.
- Teacher-led professional learning and distributed leadership for effective educators.

**Unsatisfactory**

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Does not implement formal processes for the recruitment and hiring of faculty and staff
- Provides insufficient induction, development, or career growth supports to educators, as evidenced by an inability to reliably hire and retain diverse and effective educators

**Needs Improvement**

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Recruitment, hiring, induction, development, and career growth systems are inadequately or inconsistently implemented and/or do not consistently promote the hiring, retention, and support of a diverse and effective educator workforce

**Exemplary**

Consistently and significantly exceeds *Proficient* expectations with department-wide impact, e.g.,

- Implements comprehensive and cohesive systems for recruitment, hiring, induction, development, and career growth systems that consistently promote the hiring, retention, and support of a diverse, effective educator workforce
- Monitors impact and adapts as necessary

**Proficient**

- 1. **Scheduling:** Contributes to the development of the school schedule and related systems and practices that:
  - Advocates for equitable access to effective educators, grade-level learning, advanced coursework and elective opportunities, and tiered supports.
  - Maximize inclusive opportunities for all students
  - Assigning staff to educator schedules according to their certifications that also capitalizes on their expertise and provide equitable access for all students
  - Allow for effective implementation of high-quality instructional materials
- 1. **Professional Collaboration:** Supports systems and structures, including common planning time, to foster effective communication and collaboration among educators, including general education, special education, paraeducators, English learner education, and support staff, in support of shared goals for student learning.

**Unsatisfactory**

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Does not support the creation of a school schedule and/or related systems that ensure equitable access to learning opportunities for all students or enable adequate professional collaboration

**Needs Improvement**

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Supports the creation of a school schedule and related systems that prioritize instructional time but inequitably impacts access to learning opportunities for some students
- Sets inconsistent expectations for professional collaboration that limits effective communication and collaboration among educators

**Exemplary**

Consistently and significantly exceeds *Proficient* expectations with wide impact, e.g.,

- Collaborates with staff to create and maintain a school schedule and related systems that ensure equitable access to learning opportunities for all students and maximize time for all educators to collaborate in support of shared goals for student learning
- Monitors the impact of scheduling decisions and recommends adjustments based on data to meet the needs of all students

**Proficient**

1. **Laws and Policies:** Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Identifies and advocates for changes to laws, mandates, policies, and guidelines that inhibit equity.
2. **Ethical Behavior:** Adheres to the school and/or district's existing code of ethics; protects student, family, and staff confidentiality; and expects staff to do all as well.

**Unsatisfactory**

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Demonstrates lack of awareness or consistent non-compliance with laws and policies
- Fails to adhere to ethical guidelines

**Needs Improvement**

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Demonstrates some understanding of laws and policies and ethical guidelines
- Demonstrates inconsistency in compliance

**Exemplary**

Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g.,

- Empowers staff to understand and consistently comply with laws, policies, and ethical guidelines
- Models' effective advocacy for changes to inequitable systems and policies, and empowers staff to do the same

**Proficient**

1. **Department Budget:** Advocates for an equity-centered department budget that:

- Reflects data-informed decision-making for improved and more equitable learning outcomes for all students.
- Is informed by input from a diverse range of stakeholders that may include students, families, staff, and community members, and particularly those from historically marginalized communities.
- Aligns with the district's vision, mission, and goals.

1. **Access to Resources:** Allocates and manages expenditures aligned with district/school goals and available resources to promote an equitable and culturally responsive school community and ensure equitable access to resources for staff and students, including access to high-quality instructional materials and aligned professional learning.

**Unsatisfactory**

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Develops a budget that does not align with the district's vision, mission, and goals
- Inconsistently or inequitably manages expenditures and available resources

**Needs Improvement**

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Develops a budget that loosely aligns with the district's vision, mission, and goals, and/or inconsistently manages expenditures and available resources in an equitable manner

**Exemplary**

Consistently and significantly exceeds *Proficient* expectations with department wide impact, e.g.,

- Collaborates with a diverse team to develop a budget and allocate resources in a manner that addresses the needs of all students
- Seeks alternate funding sources as needed
- Reflects on impact and adapts as necessary

**Proficient**

- 1. Communication With Families:** Models, sets clear expectations for, and provides appropriate supports to educators regarding partnering with families through regular, two-way communication in a manner that is culturally and linguistically sustaining, aligned with family preferences, in language(s) that families understand, and in approachable language and formats. Ensures access to high-quality translation and interpretation as needed.

**Unsatisfactory**

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Does not set clear expectations or provide support for regular, two-way, culturally and linguistically sustaining communication with families
- Allows for culturally insensitive or inappropriate communications to occur
- School-wide communicates are one-way or infrequent

**Needs Improvement**

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Provides inconsistent or limited supports for regular, two-way, culturally and linguistically sustaining communication with families
- School-wide communications are primarily through one-way or inflexible formats

**Exemplary**

Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g.,

- Empowers all staff to engage in regular, two-way, culturally and linguistically sustaining communication
- School-wide communications are consistently provided in multiple formats and respect and affirm different families' home languages, culture, and values.
- Frequently reflects on communication and makes modifications as necessary

**Proficient**

- 1. Family Engagement:** Engages with families in an equitable and collaborative manner by:
- Working with staff and families to identify and remove barriers to all families' involvement and to build positive relationships characterized by mutual trust and respect.
  - Providing a variety of frequent, inclusive, and culturally and linguistically sustaining opportunities for all families to engage as partners in the school community.
  - Clearly communicating information about family engagement opportunities in ways that are accessible to all members of the community.

**I. Community and Stakeholder Engagement:** Establishes strategic relationships with community organizations, community members, and businesses either individually or through district initiatives and partnerships. Engages them to maximize community involvement in the school and family access to community resources.

**Unsatisfactory**

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Does little to engage families as partners in the school community or support staff to do so
- Tolerates an environment that is unwelcoming to some families

**Needs Improvement**

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Demonstrates limited or inconsistent efforts to engage families as partners in the school community or support staff to do so
- Does not consistently identify or remove barriers to families' involvement

**Exemplary**

Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g.,

- Empowers all staff to engage with families as partners
- Actively engages stakeholders from the community in furthering the school's mission and goals.
- Analyzes and mitigates inequitable engagement patterns (e.g., through relationships with cultural brokers)
- Reflects on impact and adapts as necessary

**Proficient**

1. **Collaboration on Student Learning and Well-Being:** Models for and provides educators with professional learning, feedback, and support to partner with families on students' learning and well-being by:
  - Leveraging families' cultural and linguistic knowledge and expertise as assets
  - Engaging families in dialogue about what students are learning in the classroom and expectations for student success.
  - Collaboratively identifying, and seeking feedback on, strategies and resources for supporting student learning and growth in and out of school.

**Unsatisfactory**

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Does not collaborate with families in culturally and linguistically responsive ways

or ensure that all staff do so as well

**Needs Improvement**

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Does not consistently monitor processes for collaboration with families to ensure all student needs are being met
- May not effectively or equitably share resources and opportunities to support teachers and families

**Exemplary**

Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g.,

- Empowers all staff to regularly collaborate with families to holistically address students' needs and access supports and services as needed
- Monitors these processes to ensure all student needs are being met

**Proficient**

1. **Family Concerns:** Approaches concerns raised by family members in a timely, effective, and transparent manner by:
- Ensuring accessible communication channels for families to raise concerns or advocate for change, including concerns about curriculum and/or staff within the department.
  - Proactively seeking out family feedback on initiatives and decisions, particularly families from historically marginalized communities.
  - Including all appropriate stakeholders as part of the conversation.
  - Working to ensure accountability and reach equitable solutions in the best interest of students, including taking responsibility for their own mistakes and escalating concerns as needed.
  - Following up with stakeholders to articulate rationale for decisions and monitor how solutions are working for all parties.

**Unsatisfactory**

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Does not address most family concerns in a timely or effective manner
- Fails to provide systems or supports for staff to do the same
- Allows responses to be inconsistent or insufficient
- Resolutions are often not in the best interest of students

**Needs Improvement**

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Ensures most family concerns are addressed in a timely manner but demonstrates inconsistency in responsiveness
- Does not regularly and proactively seek out family feedback or ensure accessible communication channels
- May not reach equitable resolutions that are in the best interest of students

**Exemplary**

Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g.,

- Ensures all family concerns are addressed in a timely and effective manner
- Empowers staff to proactively seek out family feedback and respond as concerns arise
- Promotes collaborative problem-solving inclusive of all appropriate stakeholders that result in equitable solutions in the best interest of students
- Builds trust between stakeholders when concerns arise

**Proficient**

1. **Department Goals:** Creates, monitors, and shares progress on focused, measurable, and equity-centered department goals aligned to the District's and/or school's mission, vision, and goals by partnering with teachers within the department and conducting close analyses of disaggregated data from multiple sources of evidence, including:
  - Measures of student learning.
  - Feedback from staff, students, and families.
  - School culture and climate data.
  - Classroom observation and educator evaluation data.
1. **Collaborative Decision-Making:** Plans and executes accessible, engaging, ongoing opportunities for collaboration with educators, staff, and students to engage participants in thoughtful and meaningful conversations about topics pertinent to the department. Intentionally seeks out viewpoints from educators, staff and students represented in the school, particularly members of historically marginalized communities.

**Unsatisfactory**

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Does not engage educators, staff, and/or students in the development or implementation of a shared equity-centered department goals grounded in high expectations for all students

**Needs Improvement**

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Provides limited or irregular opportunities for educator, staff and student engagement in the development and implementation of equity-centered department goals

**Exemplary**

Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g.,

- Routinely collaborates with educators, staff, and students, to develop, implement, and internalize shared, equity-oriented department goals
- Actively seeks out and centers perspectives from historically marginalized communities within the school

**Proficient**

1. **Communication Skills:** Uses two-way channels to communicate frequently and effectively with faculty, staff members, students, families, and community members in a manner that is culturally and linguistically responsive with a student-centered, asset-based focus.

<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Exemplary</b>
<p>Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g.,</p> <ul style="list-style-type: none"><li>• Demonstrates ineffectual or culturally or linguistically unresponsive interpersonal, written, or verbal communication skills</li></ul>	<p>Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g.,</p> <ul style="list-style-type: none"><li>• Inconsistently demonstrates adequate interpersonal, written, and verbal communication skills</li><li>• Communicates frequently and responsively with some, but not all, members of the school community</li></ul>	<p>Consistently and significantly exceeds <i>Proficient</i> expectations with department-wide impact, e.g.,</p> <ul style="list-style-type: none"><li>• Utilizes and models strong context and audience-specific interpersonal, written, and verbal communication skills.</li><li>• Is able to effectively convey rationale and/or connections to school and district goals when communicating with others</li></ul>

**Proficient**

1. **Reflective Practice:** Develops a culture of continuous, data-focused, growth-oriented reflection and adjustments to practice by:
  - Setting expectations for educators to reflect on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being.
  - Modeling this practice relative to their own leadership.

**Unsatisfactory**

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Does not provide adequate systems or supports for educators to reflect on their effectiveness and impact on student learning and well-being
- Does not use data to reflect on or make adjustments to their leadership practice

**Needs Improvement**

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Sets expectation for staff to use data to reflect on and make adjustments to practice but does not consistently monitor practices to ensure efficacy
- Provides inconsistent or limited supports to promote meaningful reflection or adjustments to practice
- Occasionally uses data to reflect on and makes adjustments to their own leadership practice

**Exemplary**

Consistently and significantly exceeds *Proficient* expectations with department-wide impact, e.g.,

- Develops a department-wide culture of continuous, data-focused, growth-oriented reflection and adjustments to practice
- Empowers all staff to collaborate and share knowledge and skills to improve student learning and well-being
- Reflects on impact and adapts as necessary

**Proficient**

1. **Consensus Building:** Employs a variety of strategies to build consensus within the department around critical decisions.
2. **Response to Disagreement and Conflict Resolution:** Responds to disagreement and dissent in ways that build trust, mitigate power dynamics, and repair harm, while maintaining a commitment to decisions that are in the best interest of promoting equity and advancing student and staff well-being.

**Unsatisfactory**

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Does not respond to disagreement or dissent
- Does not address conflict in a solutions-oriented or culturally responsive manner
- Does not attempt or fails to build consensus within the school community
- May be driven by bias

**Needs Improvement**

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Employs a limited range of strategies to resolve conflict and build consensus within the department community, with varying degrees of success

**Exemplary**

Consistently and significantly exceeds *Proficient* expectations with department-wide impact, e.g.,

- Models a variety of strategies to regularly achieve consensus within the department around critical decisions while encouraging dialogue and different points of view and maintaining a commitment to decisions in the best interest of all students

## Glossary of Terms

**Academic Achievement:** Attainment of academic skills and knowledge to meet or exceed grade-level standards in a comprehensive and diverse range of subjects with ability to apply competencies in relevant, real world contexts.

**All Students:** This rubric frequently references “all students,” which represents *each and every student*, with particular focus on students who have been historically marginalized or underserved by our education systems, including but not limited to, those who identify as Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, English learners, LGBTQIA+ students, students experiencing homelessness and/or financial insecurity, and students who are undocumented.

**Anti-racist Teacher and Leader:** Believes racial groups are equals in all their differences and continually engages in self-reflective work that leads to educational policies, practices, conditions, and cultures that resist and dismantle inequities due to individual and systemic racism to advance racial equity. (Guidelines for the Preparation of Administrative Leaders)

**Asset-Based:** Asset-based approaches intentionally build on the strengths and capacities that learners bring to school, including their languages, cultures and experiences versus deficit-based thinking that views differences as weaknesses.

**Bias:** A disproportionate weight that may be created intentionally or unintentionally in favor of or against an idea, thing, individual, or group. (Guidelines for the Preparation of Administrative Leaders)

**Cultural Broker:** Individuals who act as bridges between schools and diverse families and collaborate with families to support the school’s goals to improve student achievement (Massachusetts Family, School, and Community Partnership Fundamentals 2.0).

**Cultural Competence:** Individuals’ affirmation in their own culture and identity and respect and understanding for different cultures and identities.

**Culturally Responsive Practice:** Cultural responsiveness is an approach to viewing students' culture and identity (including race, ethnicity, multilingualism, and other characteristics) as assets, and creating learning experiences and environments that value and empower them. (Supporting Culturally and Linguistically Sustaining Practices)

**Culturally Relevant:** Aligned with and affirming to students’ cultures, backgrounds, and identities. Culturally relevant pedagogy promotes students’ academic achievement, cultural competence, and sociopolitical awareness. (Supporting Culturally and Linguistically Sustaining Practices)

**Culturally and Linguistically Sustaining:** Affirming and valuing of students' cultures, prior experiences, and linguistic resources to make learning more relevant and effective, promote academic achievement, cultural competence, and sociopolitical awareness; valuing multilingualism as an asset. (Supporting Culturally and Linguistically Sustaining Practices)

**Curricular materials** are resources teachers use to facilitate sequences of learning experiences (e.g., lesson and unit plans, texts); also called adopted or written curriculum, or instructional materials. (Curriculum Matters)

**Curriculum:** a sequence of student learning experiences teachers facilitate, may use curricular materials as a foundation; also called enacted or taught curriculum. (Curriculum Matters)

**Digital Literacy:** The ability to use digital technology, communication tools or networks to locate, evaluate, use, and create information; the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers; and the ability to perform tasks effectively in a digital environment. Literacy includes the ability to read and interpret media, reproduce data and images through digital manipulation, and evaluate and apply new knowledge gained from digital environments (Digital Literacy and Computer Science Framework).

**Equity:** Placing a heightened focus on groups, particularly racial groups, experiencing disproportionate impact through the development of systems to remediate disparities in their experiences and outcomes.

**Evidence-based:** Practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented as supported by valid and reliable research. (US Department of Education, Every Student Succeeds Act)

**Historically Marginalized Groups:** Groups and communities that systematically experience discrimination and exclusion (social, political, economic and financial) because of unequal power relationships across economic, political, social, and cultural dimensions. These groups include but are not limited to race, culture, language, LGBTQ+, gender, and ability. Significant disparities exist for marginalized people.

**High-quality Instructional Materials:** High-quality materials exhibit a coherent sequence of target skills and knowledge, empirical evidence of efficacy, and other characteristics such as engaging content and inclusive design. Some factors in quality are nonnegotiable, while others vary by context: for example, compatibility with a school's technology infrastructure or cultural relevance to its student population. (Curriculum Matters)

**Inclusive Practices:** Pursuing deliberate actions to create welcoming environments and ensure differences are actively sought and heard, and that every individual feels a sense of belonging and a role in impacting decision-making, practices, and policies.

**Linguistically Responsive:** Aligned with and affirming to students' and families' linguistic backgrounds and skills. This includes use of high-quality translation and interpretation, as well as translanguaging (see below). (The Massachusetts Blueprint for English Learner Success)

**Non-Academic Student Outcomes:** Outcomes associated with students' capacity to understand and value self (know their own strengths, interests, and areas of growth, be self-aware, be a self-advocate, and make responsible decisions), understand and value others (understand differences and multiple perspectives, empathize with others, and build connections with peers and adults), and engage with the world (understand and think critically about local, national, and world events and societal systems; and create positive change through civic action).

**Restorative Practice:** A framework of processes that schools can use to prevent and address conflict and poor behavior, including, but not limited to, restorative circles, family group conferences, social and emotional learning, and informal practices such as affective questioning. Rather than implementing a program, restorative practices focus on building and maintaining healthy relationships among individuals and maintaining a sense of

community. In the case of a disciplinary infraction, restorative practices allow individuals to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Through these practices, individuals come to understand how their behavior affected others, recognize that their behavior was harmful to others, move toward repairing the harm, and work on not repeating that behavior again. (National Center on Safe and Supportive Learning Environments)

**Sociopolitical Awareness:** The ability to identify, analyze, and work to solve real-world problems by thinking critically and drawing conclusions about complex issues related to equity, identity, power, or bias.

**Translanguaging:** The process whereby multilingual speakers utilize all of their languages as an integrated communication system to learn. (The Massachusetts Blueprint for English Learner Success)

**Universal Design for Learning (UDL)** is intended to increase access and engagement in learning by reducing physical, cognitive, intellectual, and organizational barriers, and other obstacles. It includes providing learners with multiple means of engagement, representation, action and expression. (Multi-Tiered System of Support)