

AGREEMENT

between the

CANTON SCHOOL COMMITTEE

and the

**CANTON EDUCATORS ASSOCIATION
UNIT E**

SEPTEMBER 1, 2025 - AUGUST 31, 2028

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Pursuant to the provisions of Chapter 150E of the Massachusetts General Laws, this Agreement is made and entered into by and between the Canton School Committee, hereinafter referred to as the "Committee, School District or District" 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 Education Support Professionals unit 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 Education Support Professionals of the public schools of Canton have the responsibility for providing high quality support for instruction and for students, consistent with their roles;
- 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 Education Support Professionals in the formulation and application of policies relating to hours, wages, and other conditions of employment for education support professionals; and so
- e. To give effect to these declarations, the following principles and procedures are hereby adopted.

ARTICLE 1 **RECOGNITION**

The Committee recognizes the Association as the exclusive representative of the bargaining unit for the purposes of collective bargaining with respect to wages, hours, and other conditions of employment and the negotiation of any collective bargaining agreements. The unit consists of the following employees: all full-time and part-time Educational Assistants, Certified Occupational Therapist Assistants (COTAs), School Aides, Speech and Language Assistants, Applied Behavioral Analysis Tutors (ABA Tutors) and Athletic Trainer, but excluding all managerial, confidential and casual employees and all other persons employed by the Committee. All employees within the unit are hereinafter referred to as "Unit Employees" or "Employees."

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.

ARTICLE 2 **MANAGEMENT RIGHTS**

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.

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

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. In lieu of providing the Association the opportunity to meet with unit members hired midyear for 30 minutes within 10 calendar days of hire (as provided by M.G.L. c. 150E, Sec. 5), the District will schedule a time for such a meeting at least quarterly. The Superintendent or designee will notify the Association president by August 15 of the quarterly meeting dates, with the understanding that a scheduled meeting will be cancelled in the event there have been no new hires since the preceding meeting.
- 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. 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 4

NO STRIKES OR LOCKOUTS

- A. Neither the Association, nor any Association officer, representative or employee shall engage in, induce, support, encourage, or condone a strike, work stoppage, slowdown, withholding of services by Employees, or any other direct or indirect interference with the operation of the District during the life of this Agreement.
- B. Should any of its members engage in any of the practices set forth above, the Association shall immediately in writing order such members to return to work and immediately cease such practices. The School District shall receive a copy of this written notice. The Association agrees to use its best efforts to ensure that any such violation cease and that work be fully resumed.
- C. The District agrees that it will not conduct a lockout of Employees.
- D. Employees who participate in any such acts may be disciplined or discharged without recourse to arbitration, provided, however, that only the question of their participation shall itself be subject to the grievance and arbitration procedure.

ARTICLE 5

GRIEVANCE 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. An employee with a grievance may first discuss it with his/her principal or immediate supervisor, either directly or through the Association's School 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 employee 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 employee 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 employee 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 employee 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 Association 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 employees, 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 employees without continuing employment 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 employees 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 6

GROUP INSURANCE

The Town will provide 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 employee will pay 25% of the premium for the indemnity plan and for all HMO's. Dental insurance shall also be paid 75% by the Committee and 25% by the employee.

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 7

REGULAR WORK YEAR/PAYMENT METHOD

- A. Employees will have the option of having their pay earned during the regular school year/day (including orientation if applicable) distributed over twenty-one (21) or twenty-six (26) substantially equal pay checks beginning with the first regular payroll in September. In either case, employees 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. Approved mileage will be paid at the IRS rate as determined by the Town.

- B. The regular work year for Educational Assistants, ABA Tutors, COTAs, and Speech and Language Assistants, will consist of 180 student days and two professional days prior to the start of the student school year, for a total of 182 days. The regular work year for School Aides shall be the 180 days during which students attend school. At the start of the school year, all employees shall be provided with an adequate amount of time, as determined by the District, during the work day to complete mandatory trainings. They shall not be expected to supervise students or complete any other tasks during this time.
- C. The school year for bargaining unit members, other than new personnel who may be required to attend additional orientation sessions, will begin no earlier than September 1 (unless there is mutual agreement to begin earlier) and terminate no later than June 30, provided that, in the event the Committee proposes an earlier start date, the Association shall include Unit E members in any vote to address such proposal.
- D. The Athletic Trainer will be paid at an annual rate set forth in Appendix A. Such rate is based upon an expectation of approximately 1300 hours to be worked per year. The Athletic Director will assign work days and work hours, which will typically take place outside of the student school day and/or school year and may include weekends and holidays when necessary for coverage of athletic practices or events. The Athletic Director will endeavor to arrange hours to accommodate the need of the Athletic Trainer for personal time off for reasons such as illness so long as consistent with workload and district needs, provided that the Athletic Trainer's pay will be reduced in the event the need for time off exceeds that which can reasonably be accommodated in the schedule based upon workload and district needs.

On occasion, with authorization from the Athletic Director, the Athletic Trainer may be required to work over forty (40) hours during a particular week in order to cover athletic practices or events. In such circumstances the Athletic Trainer will receive overtime pay (at time and one half) for time worked over forty (40) hours during that week.

ARTICLE 8 **WORK DAY**

- A. Full-time Educational Assistants and School Aides shall work six and a half (6.5) hour days. Full-time Speech and Language Assistants and COTAs shall work seven (7) hour days, with the last 30 minutes of the day to be used for preparation, consultation with other staff, and at the option of the COTA/SLPA attendance at faculty meetings.
- B. ABA Tutors: Full-time ABA Tutors shall work six and a half (6.5) hours per day. All ABA Tutor hours are subject to adjustment due to changes in student needs. Any reduction in weekly/daily hours resulting from such adjustments will be subject to the layoff provisions in Article 12 (Reduction in Force).

ABA Tutors assigned to work with a particular student during the regular school day are expected to report for work even when the student is absent. In doing so, the ABA Tutor will report to the Board Certified Behavior Analyst (BCBA) or the Team Chair, who will consult with the Building Principal if deemed appropriate, to determine the Tutor's alternative assignment. Such assignment may include serving as an ABA tutor, educational assistant or school aide, or substituting for a teacher. If an ABA Tutor is working with a student with whom they deem they are not familiar, they shall be provided with adequate information to be able to support the student safely and effectively at the start of their workday. If the ABA Tutor is assigned to substitute for a teacher, the provisions of Article 23 (Substitute Pay) of this Agreement will apply.

- C. The rate of compensation for any extra time beyond the work day set forth above shall be based on the employee's hourly rate. All Educational Assistants, ABA Tutors and COTA/SLPAs are authorized to remain beyond their regular work day for the purpose of attending the first faculty meeting of each month, provided that such attendance is at the option of the employee. If a Unit E employee is approved to design and lead a course or workshop, they shall be paid the rates in Unit A Article XXII Section H for such work.
- D. 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. If said professional development is held at another building, affected staff shall be afforded no fewer than fifteen (15) minutes of travel time in addition to the thirty (30) minutes above.
- E. Employees will have a duty-free lunch period as determined by the respective principals of at least the following lengths:
1. Elementary School 25 minutes
 2. William H. Galvin Middle School 23 minutes
 3. Senior High School 23 minutes
 4. Preschool 30 minutes

All employee 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.

ARTICLE 9

SALARY

See attached restructured Salary Schedule in Appendix A, which includes the components listed below. The following increases shall be applied to the salary scales in Appendix A over the course of the contract:

- Effective September 1, 2025:
 - Apply 2.5% to all cells in salary grid and all appendix stipends
 - School Aides minimum hourly wage becomes \$20 with the same percentages between steps as exist in 24-25
 - Add \$500 to step 10
 - Create new step 15 at 2.5% higher than step 10
- Effective September 1, 2026:
 - Apply 3.25% to salary grid and all appendix stipends
 - Add \$500 for Step 10
 - Add \$1000 to step 15
- Effective September 1, 2027:
 - Apply 3.25% to salary grid and all appendix stipends
 - Add \$500 for Step 10
 - Add \$1000 to step 15

See Appendix A for wage rates for each occupational title.

ARTICLE 10

EXTENDED DAY/YEAR FOR ABA TUTORS

Extended Day Services: Hours beyond the regular school day to provide for home-based services will be assigned to ABA Tutors based upon student participation and needs. It is anticipated that each ABA Tutor will be required to provide approximately three (3) hours of home-based services per week. ABA Tutors will receive time and one-half his/her regularly hourly rate for all hours worked over forty (40) during any week.

- A. Payment. Each ABA Tutor will be paid for hours worked beyond the regular school day (e.g., in providing home-based services) based upon the ABA Tutor's submission of time sheets. The amount in each paycheck attributable to such time sheets will be reflected in an itemized line. It is understood that when making a home visit, the ABA Tutor will submit the time spent in providing the scheduled service, plus one-half (0.5) hour designated as travel and preparation time. In addition, the ABA Tutor will receive reimbursement for mileage submitted if the ABA Tutor is required to travel outside of Canton.
- B. Scheduling of Home-Based Services. ABA-Tutors will generally be responsible for scheduling appointments with parents to provide home-based services for the students assigned to them and for recording such appointments on a master schedule. The ABA-Tutor is responsible for keeping the master schedule updated, including recording any changes in appointment times as soon as is practical. Any schedule established and/or changed is subject to the review and approval of the Director of Student Services or his/her designee.

In event the student becomes unavailable at the scheduled time, the following will apply:

1. If a student is absent during the regular school day due to illness or the ABA Tutor otherwise receives notice on the day of a scheduled appointment that the student will be unavailable for home services that day, the ABA Tutor will have the option of seeking and performing an alternative assignment during the previously scheduled period and thus receiving pay for that time.
2. If a parent contacts the ABA Tutor at least one day in advance to change a scheduled appointment, the Tutor will make a reasonable effort to reschedule. If the Tutor is unable to reschedule within a reasonable time frame, the Tutor will have the option of seeking and performing an alternative assignment during the originally scheduled period and thus receiving pay for that time.
3. If an ABA Tutor has no reasonable basis for knowing that the student will be unavailable for a previously scheduled appointment and travels to the student's home only to find the student unavailable, the ABA Tutor is permitted to record on his/her time sheet the length of the scheduled visit (along with the one-half (0.5) hour travel/preparation time) and will receive pay therefore without seeking an alternative assignment for that time period.

Adjustments to Hours for Extended Day Services: All ABA Tutor hours for extended day or extended year services are subject to adjustment due to students entering and leaving the program and/or adjustments to Individual Educational Plans throughout the year. Any reduction in hours resulting from such adjustments will not be subject to the layoff provisions in Article 11 (Reduction in Force).

Extended Year Services: Hours beyond the regular school year may be assigned to ABA tutors to provide services during summer or school breaks, based upon student participation and needs. ABA Tutors will be notified of anticipated hours to be assigned for the summer as soon as possible following the determination of student participation and needs and in most circumstances no later than May 1. All ABA Tutor hours are subject to adjustment due to students entering and leaving the program and changes to Student Individual Education Plans. Payment for hours worked during the summer or school

breaks will be based upon the ABA Tutor's submission of time sheets. The amount in each paycheck attributable to such time sheets will be reflected in an itemized line.

Adjustments to Summer Hours: All ABA Tutor hours for extended year services are subject to adjustment due to students entering and leaving the program and/or adjustments to Individual Educational Plans. In the event of a reduction of hours following a summer assignment, the employer will first seek volunteers for such reduction. Absent volunteers, the reduction will be made based upon the factors set forth in the layoff provisions in Article 11 (Reduction in Force).

ARTICLE 11 **LONGEVITY**

The following longevity payments will be made annually to employees:

After 5 years of continuous service \$ 1,550
After 10 years of continuous service \$ 1,700
After 15 years of continuous service \$1,850
After 20 years of continuous service \$2,000

Longevity payments will be prorated for those who work less than full-time. Longevity payments will be made in a lump sum no later than November 30. This lump sum payment shall be a separate check from the regular biweekly paycheck.

For the purposes of longevity "years of continuous service" shall be defined as any or all continuous service within the bargaining unit, provided that the Superintendent shall have the discretion to grant credit for other service within the District that the Superintendent deems relevant. All leaves during otherwise continuous service shall not be considered a break in service. However, employees on unpaid leave for more than 45 days during any school year will not receive credit for the purpose of accruing longevity.

The Superintendent or designee is responsible for tracking longevity eligibility for members of the bargaining unit. On or before the first workday for 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 12 **REDUCTION IN FORCE**

- A. **Layoff.** Subject to the provisions of this Agreement, the Committee retains the right to determine the number of bargaining unit positions which are needed in the school system. In the event of a layoff within a classification that may affect an Employee who has attained the status of completing three (3) consecutive years of employment as set forth in Article 12, the Superintendent or designee shall consider professional training, experience, performance of each Employee within the classification as applied to the needs of the system. If these factors are substantially equal, seniority shall control, i.e., the last person hired within classification would be the first person laid off. Classification is defined as educational assistant, school aide, COTA, speech and language assistant, ABA Tutor, and Athletic Trainer. Seniority is defined as the length of continuous, full-time service in the Canton Public Schools from the first day of the Employee's appointment by the Superintendent, provided that part time Employees shall be given credit for service for the purpose of seniority on a pro rata basis (i.e., a .5 FTE Employee will earn .5 years of seniority for each year of employment).

- B. Recall. Employees who have attained the status of completing three (3) consecutive years of employment as set forth in Article 12 and who are on layoff because of Reduction in Force shall be on a recall list for the first sixteen (16) months of layoff and shall, if qualified, have preference over new applicants for any new position or 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 Employees on the recall list will be first recalled, the Superintendent will recall Employees within classification in the inverse order of layoff. Employees shall receive notice of recall via certified mail at their last address of record. The failure of an Employee to accept the assignment within 15 school days of the postmark of notification thereof shall automatically remove that Employee from the recall list and terminate all recall rights, provided that the Employee has the option of declining a position that represents a reduction in hours and/or pay without forfeiting his/her place on the recall list, so long as submitted in writing within the 15 school day period.

ARTICLE 13 **YEARLY NOTIFICATION**

- A. All Employees will serve an initial 90-day probationary period during which they may be dismissed with or without good cause. Subsequently, during periods of any annual appointment, the Employee may be dismissed only for good cause or layoff, provided that such actions are subject to the grievance process through Level III, but not Arbitration. Employees are subject to annual appointment for the first three (3) years of their employment, with notice to be provided in writing by June 15 whenever the Employee is not to be employed for the next school year. After completing three (3) consecutive years of employment, the Employee's appointment will continue, subject only to dismissal for good cause or layoff pursuant to Article 11.
- B. By August 15 prior to any school year, Employees shall receive written notification of any change in assignment and/or work location effective for the following school year with the understanding that the assignment is subject to change at any time to meet the needs of the district.
- C. Upon employment, an Employee will be informed of his/her assignment, work location and rate of pay in writing, a copy of which will be provided to the Association.

ARTICLE 14 **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.
- D. The opportunity to attend applicable Professional Development programs shall be determined by the respective Building Principal. Employees with at least three (3) years of service in the Canton Public

Schools shall be furnished with one (1) full day's professional development, which shall be provided at the Committee's expense. Employees shall receive their regular hourly pay while attending the professional development. It shall be relevant to the Employee's position. Nothing in this paragraph shall prohibit the Superintendent from providing an Employee with fewer than three (3) years of experience a day of professional development at the Committee's expense. Any decision to provide for such participation shall be at the sole discretion of the Superintendent.

The Committee will provide up to \$350 per year for each Employee to an aggregate cap for the entire bargaining unit of \$5,000 to be used for courses, conferences, workshops, or seminars that have been preapproved by the Assistant Superintendent for Student Services. The Employee shall furnish the Committee with proof of completion.

ARTICLE 15 **SICK LEAVE POLICY**

- A. Sick leave with pay shall be granted and taken when an Employee is absent from work for reasons including but not limited to (i) personal illness/injury or health appointments, or up to fifteen days per year for (ii) the illness/injury or health appointments of a family member. However, a member will be eligible to utilize more than fifteen days of their accrued sick time for (ii) if they are on an approved FMLA-like leave. All regularly appointed employees shall receive 15 sick days per year. The days will accrue at the start of the school year, provided that such days will be accrued on a prorated, monthly basis during the initial probation period and, further, shall be prorated for Employees who begin work after the first day of the school year. Family member is defined as partner, parent, child, or relative living with the Employee.
- B. The number of sick days that may be accrued is unlimited.
- C. 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 ill health makes extended absence necessary.
- D. As the Athletic Trainer's schedule fluctuates on any given week, sick leave will be provided on those days that the Athletic Trainer is scheduled. The amount of sick leave will be proportionate to the scheduled work hours. The Athletic Trainer shall provide notice to the Athletic Director of any such leave.

ARTICLE 16 **SICK LEAVE BUY-BACK**

If an employee who has completed ten (10) years of service retires from the Canton Public Schools and is accepted into the Norfolk County Retirement Plan, he/she may buy back his/her unused accumulated sick leave at the rate of \$ 60 per day for every unused sick day above eighty (80) to a maximum of \$ 5,500. If an employee 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.

ARTICLE 17 **SICK LEAVE BANK**

- A. Introductory Statement

The Sick Leave Bank shall include 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.

B. Eligibility for Membership

1. All members of the bargaining unit who have gained continuing employment rights under Article 12 are eligible to participate in the Sick Leave Bank.
2. Each eligible employee 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 1, 2025 or if the successor contract is not ratified by that date, no later than 30 calendar days following ratification. Only those employees who so contribute shall be eligible for a grant from the Sick Leave Bank.
3. As employees become eligible to participate in the Sick Leave Bank (i.e., by attaining continuing employment rights under Article 12), the employee shall receive written notification of this eligibility via email and may join the sick leave bank by submitting the signed form within ten (10) school days after starting their fourth year of employment with the District or after receiving said written notification.

C. Replenishing the Bank

Following the initial commencement and support of the bank (see Section 2b and 2c 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 employees that they must contribute one day of sick leave to the bank to maintain membership. In addition, employees 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.

D. Administration of the Bank

1. The Sick Leave Bank shall be administered by the Sick Leave Bank Committee.
2. 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.
3. 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.

E. Provisions for Benefit Payment

1. The Sick Leave Bank will be used only when the employee is prevented from working because of a serious sickness or injury of the employee 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 employee since the commencement of

his/her employment. The Bank Committee may consider exceptions to this requirement under unusual circumstances.

2. 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.
3. 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.
4. Applications for benefits must be accompanied by certification of illness or injury from a physician.
5. 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.
6. The maximum number of days a member may use from the Sick Leave Bank annually are:

4-10 years' service	60 days
over 10 years' service	90 days
7. Approval by a majority of the Sick Leave Bank Committee is necessary for any grant.

ARTICLE 18

LEAVES

A. PERSONAL BUSINESS DAYS

Three (3) days per year for all bargaining unit members may be used for personal matters requiring absence during regular school hours. These days are not cumulative. Application for these days must be made in writing to the respective Building Principal at least three (3) days before the taking of such leave, except in case of emergency. At the close of each school year, the unused personal days shall be added to that Employee's sick leave accumulation. The building administrator shall have the right to limit the number of requests granted for a particular date.

As the Athletic Trainer does not receive paid time off, the Athletic Trainer is excluded from the definition of "Employee" in this article.

B. BEREAVEMENT

Unit Employees shall receive bereavement leave as follows: In case of death during the work year of an Employee's partner, parent, child, sibling, or relative living with the family, no reduction of salary or reduction in accumulated sick leave shall be made for an absence not exceeding five (5) work days. In case of death during the work 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 an absence not exceeding three (3) work days. In case of death during the work year of an Employee's other relative not mentioned elsewhere in this Article, 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 bereavement leave for family members not identified above based upon individual relationships and circumstances. A request shall not be unreasonably denied.

As the Athletic Trainer's schedule fluctuates on any given week, bereavement leave will be provided on those days that the Athletic Trainer is scheduled. The amount of bereavement leave will be proportionate to the scheduled work hours. The Athletic Trainer shall provide notice to the Athletic Director of any such leave.

C. RELIGIOUS LEAVE

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.

D. 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 inform the Superintendent in writing on a 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 the employee may have under the Massachusetts Parental Leave Act at M.G.L. 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. An employee who is 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 her own accumulated sick time to cover days during the school year when she is medically incapacitated from working in her position. An employee who gives birth is presumed to be medically incapacitated from working for twelve (12) 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 paid 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 twenty-four (24) workweeks following the birth/adoption to use their leave under this section.

Option B – Extended Leave for employees who have gained continuing employment rights under Article 12. 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 employees assigned to the elementary level may choose to return the day after the winter break and employees assigned to the middle and high school level may choose to return the day after the semester break within such school year.

Option C – Super Extended leave for Employees who have gained continuing employment rights under Article 12. 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 employee returning from parental 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 employee does not accrue sick time, longevity credit, credit for placement on the salary schedule for any period during which the employee 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 (or 12 as applicable) days of annual paid sick time

under Article 14 on a prorated basis, calculated using a 180-day school year. (For example, if an employee is on unpaid leave for the whole school year, no paid sick days will be accrued during that year. If the employee takes 45 days of unpaid leave during a school year, the accrual will be reduced by 25%.)

- b. Longevity: Employees on unpaid leave for more than 45 days during any school year will not receive credit for that year for the purpose of accruing longevity under Article 10.
 - c. Steps on Salary Schedule: Employees 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. Continuing Status/seniority: In the event an employee misses more than 20 days of work in a school year (whether paid or unpaid) the year shall not count for the purposes of earning continuing employment rights under Article 12. Further, the year shall not count for the purpose of earning seniority.
4. Nothing in this section prevents the employer's non-reappointment of an employee who has not gained continuing employment rights under Article 12 or dismissal or lay off of an employee with or without continuing employment rights to the extent such nonappointment, dismissal, or lay off is otherwise applicable.

E. MILITARY LEAVE

- 1. 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.
- 2. 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.
- 3. The sole forum for review of this provision shall be an administrative agency or court with proper jurisdiction.

F. FMLA Equivalent Leave

Employees shall be eligible for unpaid, job protected leave under the same terms and conditions as if the employee had not taken leave, including the continuation of employer contributions to group health insurance coverage, of up to 12 work weeks per 12 month period for the following purposes:

- to care for the employee's partner, child, or parent who has a serious health condition;
- a serious health condition that makes the employee unable to perform the essential functions of his or her job
- any qualifying exigency arising out of the fact that the employee's partner, son, daughter, or parent is a covered military member on "covered active duty"
- any other qualifying event under FMLA or under this contract which is tied to FMLA eligibility

Such leave shall not be contingent upon the annual hour requirements present in the Family Medical Leave Act (FMLA). Upon request, the employee shall provide appropriate documentation substantiating the need for leave. All reasonable requests shall be granted.

ARTICLE 19

EVALUATION INSTRUMENT AND PROCEDURES

- A. The Evaluation Instrument is attached to this Agreement as Appendix B. The building principal or his/her designee is the primary evaluator for the Educational Assistants and School Aides assigned to his/her building. The principal or designee shall have a mid-year conference with each Employee in his/her building. The principal shall also provide a final written evaluation to each Employee by June 1 of the school year.
- B. The Athletic Director will evaluate the Athletic Trainer using a mutually agreed upon evaluation instrument.
- C. If as a result of a member's evaluation the administration determines that the Employee's performance is less than satisfactory, the Employee shall be given assistance by the Administrator to improve his/her performance to a satisfactory level. If the Employee's performance has not improved within a reasonable amount of time, the principal, at his/her own discretion, may terminate or transfer the Employee, with the approval of the Superintendent.
- D. Salary increases will be based upon an annual evaluation rating of "Exemplary," "Proficient," or "Developing."

ARTICLE 20

VACANCIES

All bargaining unit vacancies shall be emailed to all employees no less than five (5) business days prior to any appointment unless mutually agreed otherwise between the Superintendent and the Association President.

ARTICLE 21

DEDUCTION OF DUES OR AGENCY SERVICE FEE

- A. The Committee agrees to deduct from employees' salaries money for NEA and/or MTA services and programs or Agency Service Fee as said employees individually and voluntarily authorize the Committee to deduct and to transmit the monies in biweekly installments prior to March 15 to the Treasurer of the Association. It is expressly understood that any deduction which a teacher 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 employee 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 employee's name, and amount deducted. An appropriate deduction form shall be supplied by the Association.

- B. The Association shall indemnify and hold the Committee harmless from any claims, damages or liability whatsoever arising out of or with respect to the implementation of this Article.

ARTICLE 22

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

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 will:
 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. 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.
 6. 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).
 7. 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 23 **MEMBERS RIGHTS**

- A. There shall be no discrimination, interference, restraint or coercion by the Committee, the Association, or their respective agents against any Employee 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 employee by reason of his/her membership in the Association or participation in its activities.

- C. Employees will be entitled to full rights of citizenship, and no religious or political activities of any employee or lack thereof will be grounds for any discipline or discrimination with respect to the professional employment of such employee.
- D. 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.
- E. 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.
- F. 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.
- G. 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.
- H. 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.
- I. 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.

ARTICLE 24

SUBSTITUTE PAY

At any given time, an employee may only be assigned to cover one job assignment. An employee who is assigned to substitute for a teacher for more than 30 consecutive minutes shall receive, in addition to the employee's regular compensation, "substitute pay" of \$15 per hour. Effective September 1, 2027, an employee who is assigned to substitute for a teacher for more than 30 consecutive minutes shall receive, in addition to the employee's regular compensation, "substitute pay" of \$20 per hour. An Educational Assistant who is assigned to substitute for an ABA Tutor for more than 30 consecutive minutes shall receive, in addition to the employee's regular compensation, "substitute pay" of \$10 per hour. *[For example, an employee who is assigned to substitute for a teacher for 30 minutes will receive no extra sub pay, for just over 30 minutes will receive \$10, and for 45 minutes will receive \$15.]* Before being assigned to substitute for an ABA Tutor, Educational Assistants will be given the option to complete the physical component of de-escalation training during work hours at their discretion.

When an employee is substituting, they shall not be required to complete the tasks and duties usually assigned to them. They shall complete only the tasks and duties of one person for whom they are substituting.

If an employee applies and is selected to serve as a long-term substitute ("LTS") teacher during any school year, they will be compensated at the rate established by the School Committee for long term substitutes, effective the first day of such assignment. During assignment as a long-term substitute teacher, the employee

shall continue to be entitled to all rights, privileges and benefits of this Collective Bargaining Agreement. They shall continue to receive benefits and accrue seniority during an LTS assignment and shall be entitled to return to the position they held prior to the LTS assignment once the LTS assignment is complete.

ARTICLE 25

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 employees' 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 bargaining unit positions, unless otherwise provided by the agreement or past practice, 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 26

DIVERSITY, EQUITY AND INCLUSION

The CEA shall have the opportunity to appoint a member of Unit E to serve on the Hiring Subcommittee of the District's Core Equity Team.

ARTICLE 27

ENTIRE AGREEMENT

This Agreement, upon ratification, constitutes the complete and entire agreement between the parties and concludes collective bargaining for its term. No amendment to this Agreement shall be effective unless in writing, ratified, and executed by the parties. The parties acknowledge that during the negotiations which resulted in this Agreement, the Association had the unlimited right and opportunity to make demands and proposals with respect to any subject or matter not removed by law from the areas of collective bargaining and that the understandings and agreements arrived at by the parties after the exercise of that right and opportunity are set forth in this Agreement.

ARTICLE 28

STABILITY OF AGREEMENT

- A. No amendment of this Agreement shall bind the parties hereto unless executed in writing and signed by both parties.

- B. The failure of the Committee or the Association to insist, in any one or more instances, upon performance of any term or condition of this Agreement shall not be considered as a waiver or relinquishment of the rights of the Committee or of the Association to future performance of any such term or condition, and the obligations of the Association or of the Committee to such future performance shall continue in full force and effect.
- C. Should any provision of this Agreement be rendered or declared invalid by reason of existing or subsequently enacted legislation or by any decree of a court of competent jurisdiction, such invalidation of such portion of this Agreement shall not invalidate the remaining portions hereof.

ARTICLE 29

PERSONNEL FILES

- A. Unit Employees will have the right, upon request, to view the contents of their personnel files accompanied by an Association representative at the Employee's option and by another staff member at the option of the administration.
- B. An Employee will have the right to notice of any disciplinary letters or written complaints regarding performance or conduct which will be placed in his/her personnel file and shall have the right to submit, for inclusion in the file, a written answer to such letter or complaint. The answer shall be reviewed by the Superintendent and attached to the file copy.

ARTICLE 30

SENIORITY LIST

Seniority is defined as the length of continuous, full-time service in the Canton Public Schools from the first day of the Employee's appointment by the Superintendent, provided that part time Employees shall be given credit for service for the purpose of seniority on a pro rata basis (i.e., a .5 FTE Employee will earn .5 years of seniority for each year of employment).

Not later than the last business day of September of each school year, the employer shall electronically send an updated copy of the seniority list to the President of the Canton Educators Association for distribution to unit members. The seniority list shall include the name, job title, assigned building, and date of hire for each Employee.

If an Employee thinks there is an error in the list, the Employee shall have until the last business day of October to report the error in writing to the Assistant Superintendent of Finance and Operations. If the employer makes changes to the list following consideration of such input, it shall be resent to the CEA President not later than the last business day of November.

ARTICLE 31

CLASS SIZE & CASE LOAD

- A. 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.
- B. The Superintendent will meet with the CEA at least once a year to review class size and case load data.
- C. 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.

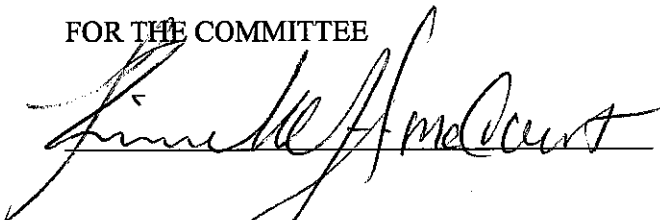
ARTICLE 32 **MENTORING**

Newly hired employees will be paired with a mentor in a similar assignment at the same school. Mentors will be assigned on a voluntary, equitable, rotating basis, and will receive a \$600 stipend. There will be no more than twelve (12) mentors per school year. Mentors will be capped at 4 Mentees per year.

ARTICLE 33 **DURATION**

- A. This Agreement shall become effective as of the date of ratification unless otherwise noted by both parties and shall expire on 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.
- C. 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 25 of this Agreement.

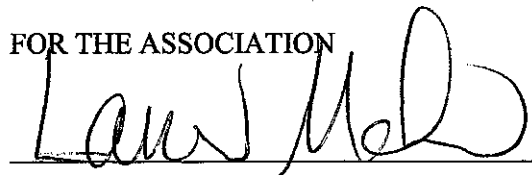
FOR THE COMMITTEE



Date:

10/15/25

FOR THE ASSOCIATION



Date:

10/15/25

APPENDIX A

Effective September 1, 2025– Apply 2.5% to all cells in salary grid and all appendix stipends; School Aides minimum hourly wage becomes \$20 with the same percentages between steps as exist in 24-25; Add \$500 to step 10; Create new step 15 at 2.5% higher than step 10

Step	EA	School Aide	COTA/SLPA	ABA B	ABA M	AT
1	\$31,858.19	\$23,400.00	\$54,399.80	\$38,222.73	\$41,535.13	\$70,689.13
2	\$32,485.18	\$24,511.50	\$55,380.78	\$38,873.38	\$42,244.93	
3	\$33,124.00	\$25,728.30	\$56,374.50	\$39,547.69	\$42,978.39	
4	\$33,798.31	\$27,015.30	\$57,380.96	\$40,233.83	\$43,735.51	
5	\$34,472.62	\$28,372.50	\$58,425.64	\$40,931.80	\$44,516.29	
10	\$36,353.59	\$30,010.50	\$61,266.66	\$43,073.03	\$46,799.48	
15	\$37,264.50	\$30,771.00	\$62,795.46	\$44,149.56	\$47,970.65	

Effective September 1, 2026– Apply 3.25% to salary grid and all appendix stipends; Add \$500 for Step 10; Add \$1000 to step 15

Step	EA	School Aide	COTA/SLPA	ABA B	ABA M	AT
1	\$32,887.40	\$24,160.50	\$56,170.66	\$39,464.88	\$42,883.75	\$72,986.52
2	\$33,538.05	\$25,307.10	\$57,177.12	\$40,139.19	\$43,617.21	
3	\$34,200.53	\$26,559.00	\$58,209.06	\$40,825.33	\$44,374.33	
4	\$34,898.50	\$27,892.80	\$59,241.00	\$41,535.13	\$45,155.11	
5	\$35,596.47	\$29,296.80	\$60,323.90	\$42,268.59	\$45,959.55	
10	\$38,033.45	\$31,496.40	\$63,750.96	\$44,977.66	\$48,822.41	
15	\$39,476.71	\$32,760.00	\$65,827.58	\$46,586.54	\$50,525.93	

Effective September 1, 2027– Apply 3.25% to salary grid and all appendix stipends; Add \$500 for Step 10; Add \$1000 to step 15

Step	EA	School Aide	COTA/SLPA	ABA B	ABA M	AT
1	\$33,963.93	\$24,944.40	\$57,992.48	\$40,742.52	\$44,279.69	\$75,358.58
2	\$34,626.41	\$26,137.80	\$59,037.16	\$41,440.49	\$45,036.81	
3	\$35,312.55	\$27,424.80	\$60,094.58	\$42,150.29	\$45,817.59	
4	\$36,022.35	\$28,805.40	\$61,164.74	\$42,895.58	\$46,622.03	
5	\$36,755.81	\$30,244.50	\$62,285.86	\$43,640.87	\$47,450.13	
10	\$39,772.46	\$33,017.40	\$66,324.44	\$46,929.61	\$50,904.49	
15	\$41,759.90	\$34,830.90	\$68,974.36	\$49,094.50	\$53,164.02	

Unit E Hourly Salary Schedules:

Effective September 1, 2025– Apply 2.5% to all cells in salary grid and all appendix stipends; School Aides minimum hourly wage becomes \$20 with the same percentages between steps as exist in 24-25; Add \$500 to step 10; Create new step 15 at 2.5% higher than step 10

Step	EA	School Aide	COTA/SLPA	ABA B	ABA M	AT
1	\$26.93	\$20.00	\$42.70	\$32.31	\$35.11	\$54.38
2	\$27.46	\$20.95	\$43.47	\$32.86	\$35.71	
3	\$28.00	\$21.99	\$44.25	\$33.43	\$36.33	
4	\$28.57	\$23.09	\$45.04	\$34.01	\$36.97	
5	\$29.14	\$24.25	\$45.86	\$34.60	\$37.63	
10	\$30.73	\$25.65	\$48.09	\$36.41	\$39.56	
15	\$31.50	\$26.30	\$49.29	\$37.32	\$40.55	

Effective September 1, 2026– Apply 3.25% to salary grid and all appendix stipends; Add \$500 for Step 10; Add \$1000 to step 15

Step	EA	School Aide	COTA/SLPA	ABA B	ABA M	AT
1	\$27.80	\$20.65	\$44.09	\$33.36	\$36.25	\$56.14
2	\$28.35	\$21.63	\$44.88	\$33.93	\$36.87	
3	\$28.91	\$22.70	\$45.69	\$34.51	\$37.51	
4	\$29.50	\$23.84	\$46.50	\$35.11	\$38.17	
5	\$30.09	\$25.04	\$47.35	\$35.73	\$38.85	
10	\$32.15	\$26.92	\$50.04	\$38.02	\$41.27	
15	\$33.37	\$28.00	\$51.67	\$39.38	\$42.71	

Effective September 1, 2027– Apply 3.25% to salary grid and all appendix stipends; Add \$500 for Step 10; Add \$1000 to step 15

Step	EA	School Aide	COTA/SLPA	ABA B	ABA M	AT
1	\$28.71	\$21.32	\$45.52	\$34.44	\$37.43	\$57.97
2	\$29.27	\$22.34	\$46.34	\$35.03	\$38.07	
3	\$29.85	\$23.44	\$47.17	\$35.63	\$38.73	
4	\$30.45	\$24.62	\$48.01	\$36.26	\$39.41	
5	\$31.07	\$25.85	\$48.89	\$36.89	\$40.11	
10	\$33.62	\$28.22	\$52.06	\$39.67	\$43.03	
15	\$35.30	\$29.77	\$54.14	\$41.50	\$44.94	

Athletic Trainer

FY 2025 annual rate of \$70,689 (based upon an hourly rate of \$54.38 , with expectation of approximately 1300 hours to be worked during the fiscal year)

FY 2026 (3%) annual rate of \$72,987 (based upon an hourly rate of \$ 56.14, with expectation of approximately 1300 hours to be worked during the fiscal year)

FY 2027 (3%) annual rate of \$75,359 (based upon an hourly rate of \$ 57.97, with expectation of approximately 1300 hours to be worked during the fiscal year)

APPENDIX B

Unit E

Performance Evaluation

Canton Public Schools, 2018-2021

Unit E Performance Evaluation

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Unit E: Performance Evaluation

I. Introduction

The Canton Teachers Association and the Canton Public Schools are committed to a Unit E performance evaluation that supports the professional practice of Unit E members in multiple ways:

- structured opportunities for communication between members and their evaluators;
- acknowledgement and celebration of their areas of strength;
- timely feedback that enables Unit E members to improve their performance; and,
- development of an individualized performance improvement plan when necessary.

The Unit E performance evaluation applies to members in the following categories: Educational Assistants, ABA Tutors, Certified Occupational Therapy Assistants, and Speech/Language Pathology Assistants. The only category of Unit E not included in this evaluation is School Aides.

II. Performance Evaluation Components

The Unit E performance evaluation includes the following eight components:

- 1) Performance Rubric:** The rubric describes performance standards across four domains, with three to five indicators in each domain:
 1. Assistance in Planning and Preparation;
 2. Supporting the Classroom Environment;
 3. Delivery of Services; and,
 4. Professional Responsibilities.
- 2) Self-reflection:** At the beginning of each school year, Unit E members will self-reflect on their practice. To do so, they will review the performance rubric and highlight the descriptors that best describe their practice within each domain. Later in the year, Unit E members will revisit this self-reflection and reevaluate their own practice to identify areas of growth.

Unit E members in their 90-day probationary period will not complete the self-assessment. They will, however, review the rubric so that they are familiar with expectations for practice.
- 3) Goal Setting:** Unit E members will set a goal for improvement at the beginning of each school year. They use the results of their self-reflection, along with prior feedback from evaluators, to develop the goal.

Unit E members within the 90-day probationary period are not required to set a goal at the beginning of the school year.

Unit E members who earn a rating of Unsatisfactory at the mid-year evaluation may be required to revise and/or set a new goal at that time.
- 4) Mid-Year Observation and Feedback:** The purpose of feedback is to acknowledge effort and performance and to provide useful insight that will help improve practice.

One or more evaluators will provide the Unit E member with feedback about their practice in relation to the four domains. While Unit E members may request additional feedback from the educator with whom they work, this feedback is not a requirement of the evaluation.

- 5) **Reflection on Progress:** Thoughtful self-reflection is key to improving one's practice. For that reason, Unit E members use the bottom half of the "Goal-Setting and Reflection on Progress" form to consider their progress towards meeting their professional goal.
- 6) **Summative Evaluation:** Evaluators will evaluate and provide Unit E members with a summative performance rating each year.

Evaluators will gather documentation of their educators' practice in relation to the performance standards. This documentation may include, but is not limited to, observation notes, feedback from teachers, artifacts of classroom practice, and feedback from administrators. The evaluator will use this documentation, along with information from other components of the evaluation, to determine an overall summative rating.

Unit E members will sign the evaluation as acknowledgement of receipt. If a Unit E member disagrees with any portion of the evaluation, they may submit a written statement to their evaluator outlining specific areas of concern. This statement will be attached to the summative evaluation within two weeks.

- 7) **Rating Scale:** The Unit E evaluation uses a four-point rating scale:

1. Unsatisfactory
2. Developing
3. Proficient
4. Exemplary.

Evaluators use these ratings for all of the indicators, the four domains, and the overall summative rating. The four ratings are defined as follows:

1. **Unsatisfactory:** Used when a Unit E member's practice rarely, if ever, meets standards outlined in the rubric. If a Unit E member who is not in their probationary period earns "Unsatisfactory" in one or more domains, and if there is no evidence of improvement, the evaluator may require development of a Performance Improvement Plan.
2. **Developing:** Used when practice sometimes or inconsistently meets standards outlined in the rubric. Unit E members who earn a rating of "Developing" will usually require additional supervision and support.
3. **Proficient:** Used when practice consistently meets standards outlined in the performance rubric.
4. **Exemplary:** Used when practice consistently exceeds standards outlined in the performance rubric. Descriptors of this Unit E member's practice are most frequently found in the "Exemplary" column.

If a Unit E member's job responsibilities do not correlate to specific domains or indicators in the rubric, the evaluator may enter "NA" for that indicator or domain.

See page 19 for a flow chart that can help guide the decision-making process when determining a rating for each of the four domains, as well as for the overall summative.

- 8) **Performance Improvement Plan:** Unit E members who receive an “Unsatisfactory” rating in any domain and who are retained as employees shall work collaboratively with their evaluators to establish a Performance Improvement Plan for implementation the following school year. Staff who receive an overall rating of “Developing” in any domain may be required, at the discretion of the evaluator, to develop a Performance Improvement Plan. This plan will include the corrective action(s) that must be taken, the specific evidence required to demonstrate proficiency in the relevant standard(s), and the timeline by which the corrective action(s) must be initiated and completed.

III. Administration of Process

By Friday of the first week of school, administrators will distribute a list of evaluator assignments and a link to the full evaluation document to all Unit E members. By Monday of the third week of school, evaluators will meet with all Unit E members to explain the evaluation process and timeline.

Task	Due date	Form
Administrators share list of evaluator assignments and link to complete evaluation document with Unit E members.	Friday of 1 st week of school	Unit E: Performance Evaluation
Evaluator meets with Unit E member to review evaluation process.	Monday of 3 rd week of school	Unit E: Performance Evaluation
Unit E member: <ul style="list-style-type: none"> • completes self-assessment by highlighting relevant indicators within Performance Rubric; • sets practice goal by completing top half of Goal-Setting sheet; • shares results of both self-assessment and goal-setting with evaluator. 	Friday of 2 nd week in Oct.	Performance Rubric Goal-Setting & Reflection on Progress (top ½)
Unit E member who received “Unsatisfactory” rating in prior summative evaluation: Develop Performance Improvement Plan in collaboration with evaluator.	Friday of 2 nd week in Oct.	Performance Improvement Plan
Evaluator conducts direct observations and invites licensed educator working with Unit E member to provide feedback on practice.	January 15	Feedback Form Mid-Year Observation
Unit E member meets with evaluator to review results from self-assessment, teacher feedback, and direct observations.	January 31	Feedback Form Mid-Year Observation
Unit E member completes: <ul style="list-style-type: none"> • Self-assessment by highlighting relevant indicators in Performance Rubric. • Reflects on practice by completing bottom half of Goal-Setting and Reflection on Progress form • Shares both with evaluator. 	May 1	Goal-Setting and Reflection on Progress (bottom ½)
Evaluator completes Summative Evaluation and meets with Unit E member to review results.	May 15	Summative Evaluation

Unit E Performance Rubric
CANTON PUBLIC SCHOOLS, 2018-2021

DOMAIN 1: Assistance in Planning and Preparation				
	Unsatisfactory	Developing (1-5) (6-10)	Proficient	Exemplary
1A <i>Demonstrates knowledge of content</i>	Displays little understanding of subject or basic skill areas taught.	Knowledge of content area represents basic understanding, but does not extend to connections with basic skill areas or to possible student misconceptions.	Demonstrates solid understanding of content and its connections to basic skill areas.	Knowledge of content is extensive, showing evidence of continuing search for improved practice. Actively builds on knowledge of basic skill areas and their relationship to content and any student misconceptions.
1B <i>Demonstrates knowledge of the students</i>	Makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests; does not use such knowledge when working with students.	Demonstrates partial knowledge of students' backgrounds, skills, and interests; may attempt to use this knowledge when working with students.	Demonstrates thorough knowledge of students' backgrounds, skills, and interests; uses this knowledge to work with groups of students.	Demonstrates thorough knowledge of students' backgrounds, skills, and interests; uses this knowledge to work with individual students and groups of students.
1C <i>Understands instructional goals</i>	Has limited knowledge and understanding of roles and responsibilities of preparing, implementing, and evaluating the instructional plan	Has knowledge and understanding of roles and responsibilities of preparing, implementing, and evaluating the instructional plan	Has limited knowledge and understanding of roles and responsibilities of preparing, implementing, and evaluating the instructional plan; can monitor and adjust instructional plan based on student needs	Seeks out additional information and resources to provide training and support to others as they relate to instructional process

**Unit E Performance Rubric
CANTON PUBLIC SCHOOLS, 2018-2021**

DOMAIN 2 Supports the Learning Environment				
	Unsatisfactory	Developing (1-5) (6-10)	Proficient	Exemplary
2A <i>Creates an environment of trust and respect</i>	Interactions between the employee and students or among class members are negative, inappropriate, and/or characterized by sarcasm, put-downs, or conflict.	Interactions are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity.	Interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Interactions are highly respectful, and reflect genuine warmth/caring toward individuals. As a result of direct support from the Educational Assistant or ABA Tutor, students maintain high levels of civility.
2B <i>Understands strategies to assist in the inclusion of students in various settings</i>	Has no understanding of inclusion as it relates to students in various educational settings.	Knows and identifies what is meant by inclusion, laws and purpose, best practices, and strategies to facilitate the inclusion of disabled students.	Implements best practices and strategies to facilitate inclusion of students with disabilities.	Can serve as a resource and model that encourages collaboration when including students in a variety of educational settings.
2C <i>Able to use strategies to promote student independence</i>	Is unable to use inclusive strategies that promote student independence.	Under the direction of a licensed educator can implement some strategies to promote student independence.	Knows and implements strategies to promote student independence.	Implements and encourages collaboration of educational team on promoting students' independence.
2D <i>For ABA Tutors only: Able to effectively employ a variety of strategies that reinforce positive behavior</i>	Has limited knowledge and is unable to demonstrate a variety of strategies that reinforce positive behavior.	Has some knowledge and with support, is able to implement some strategies that reinforce positive behavior.	Has an understanding and is able to demonstrate a variety of strategies that reinforce positive behavior.	Demonstrates variety of strategies that reinforce positive behavior using student's behavior plan. Identifies what occurs before, during, and after behavior. Uses positive strategies to change behavior. Appropriately collects objective, accurate information on student's behavior.
2E <i>For Ed. Assistants only: Classroom procedures</i>	Falls to assist teacher and students in implementation of classroom routines and procedures.	Occasionally assists the teacher and students with implementing classroom routines and procedures.	Assists teacher and students with implementing classroom routines and procedures so that little instructional time is lost	Assists teacher and students with seamless operation of classroom routines and procedures.

Evaluation Rubric: Unit E, 2018-2021
Canton Public Schools, 10/2/18

**Unit E Performance Rubric
CANTON PUBLIC SCHOOLS, 2018-2021**

DOMAIN 3 Delivery of Services				
		Unsatisfactory	Developing (1-5) (6-10)	Proficient
		Written or oral communications are absent, poorly organized, vague, or incomplete, causing mistakes or misunderstandings. Limited understanding of the importance of, or does not apply constructive communication strategies with, students, families, staff, and where applicable, community partners.	Written and oral communications are generally clear, concise, and well organized. Usually attempts to hear and understand other points of view. Communicates messages appropriately and respectfully.	Ideas, opinions, and instructions are clearly and concisely communicated. Continuously seeks input from others and is sensitive to the information needs of others. Understands and demonstrates constructive communication strategies with, students, families, staff, and where applicable, community partners.
3A	<i>Able to employ constructive communication strategies and approaches in working with students, staff and greater school community</i>			Demonstrates a strong ability to communicate ideas, opinions, and instructions to others. Accomplished in the preparation/understanding of written documents, where applicable. Recognized by others as being concerned and effective in communicating with others and assimilating other points of view.
3B	<i>Utilizes strategies, techniques, and general knowledge to implement suitable supports for students in the learning environment.</i>	Support is ineffective and does not follow directives. Support provided is not conducive to meeting educational goals and does not lead to improved student outcomes. Behavioral challenges are not addressed or are addressed in an ineffective manner.	Attempts to follow and implement the instructional plan. Needs reminders or redirection regarding effective levels and methods of support. Addresses behavioral challenges with only minimal success.	Possesses thorough knowledge of methods and techniques for providing effective levels of support to individual students or groups of students. Collaborates with staff to facilitate improved student outcomes. Behavioral challenges are addressed immediately with success.
3C	<i>Engages students in the learning process</i>	In unable to effectively support staff members in achieving the desired student outcomes for improvement.	Requires direction from staff members to acquire and maintain student involvement in the learning process. Desired student outcomes for learning are achieved on an inconsistent basis only.	Successfully assists in motivating and engaging individual students or groups of students in the learning process. Effectively assists in engaging students with various disabilities and ability levels in the learning process. Effectively implements methods that support the achievement of outcomes for learning.
3D	<i>Ed. Assistants only: Instructional techniques</i>	Does not vary instructional techniques to accommodate variety of student learning styles.	Offers minimal variation in instructional techniques to accommodate variety of student learning styles.	Varies instructional techniques, materials, and/or resources to best meet student learning styles. Instructional delivery is differentiated for students; uses an extensive repertoire of strategies and seeks additional resources within the school.

Evaluation Rubric: Unit E, 2018-2021
Canton Public Schools, 10/2/18

**Unit E Performance Rubric
CANTON PUBLIC SCHOOLS, 2018-2021**

DOMAIN 4				
Professional Responsibilities				
	Unsatisfactory	Developing (1-5) (6-10)	Proficient	Exemplary
4A <i>Exhibits flexibility with schedule/assignment changes and working with administrators</i>	Unwilling and/or unable to change tasks and/or assignment; rarely initiates communication with administrators	At times willing and able to change tasks and/or assignment; sometimes initiates communication with administrators	Willing and able to change tasks and/or assignment in order to meet student needs; initiates communication with administrators when needed	Consistently willing and able to change tasks and/or assignment in order to meet student needs; collaborates with administrators in mutually-respectful manner with transparent, productive communication
4B <i>Builds and maintains positive professional relationships with colleagues</i>	Relationships with colleagues are negative or self-serving	Maintains cordial relationships with colleagues to fulfill a minimal number of position responsibilities	Builds and maintains collegial relationships with all levels of staff.	Builds and maintains collegial relationships with all levels of staff. Takes initiative in assuming leadership opportunities among peers.
4C <i>Demonstrates integrity, professionalism, and confidentiality</i>	Has not maintained confidentiality in more than one instance and/or has made errors in judgment related to professional integrity on more than one occasion	Has not maintained confidentiality in one instance and/or has made an error in judgment related to professional integrity	Maintains confidentiality and demonstrates professionally-sound judgment	Maintains highest level of confidentiality in all environments; professional judgement is consistently sound and can be relied upon in challenging and/or complex situations
4D <i>Displays positive work ethic through consistent attendance and punctuality</i>	Has a pattern of failing to be punctual or prepared to start work on time, or has been absent without prior notification on multiple occasions	Has not been punctual or ready to start work on time, or has been absent without acceptable explanation, several times	Consistently punctual, present, and prepared to start work primarily in regards to the beginning of the day and reporting for assignments.	In addition to punctuality and readiness to start work on time, displays willingness to go above and beyond typically-assigned tasks to ensure that student learning and classroom environment are optimal
4E <i>For ABA Tutors only: Assists with documentation of student learning and behavior management</i>	Does not follow the protocols set in place for documenting student learning or functional behavioral data. Documentation is not relevant to the goals.	Documentation of student learning or functional behavioral data is partially aligned with the protocols set in place and only marginally aligned with the goals.	Documentation of student learning or functional behavioral data is predominantly aligned with the protocols set in place and is at least aligned with the goals.	Documentation of student learning or functional behavioral data is fully aligned with the protocols set in place and the goals.

Goal-Setting and Reflection on Progress Form

Unit E Member: _____ Evaluator: _____

Part 1: Identification of Goal (to be completed by Friday of second week in October)

Domain: _____

Date: _____

Goal: _____

Part 2: Reflection of Progress Toward Achieving Goal (to be completed by May 1)

Summarize the progress you have made toward this goal.

What challenges did you face in meeting your goal? How did you address these challenges?

Signatures

Unit E Member: _____

Role: _____

Evaluator: _____

Date: _____

If additional space is needed, please insert extra page.

Unit E Performance Evaluation

p. 1 of 1

Guidance: Providing Voluntary Feedback

Unit E Member: _____

Role: _____

Educator sharing feedback: _____

Date: _____

Educators providing voluntary feedback may use the four domains and their indicators (below) to guide their comments. Feedback may be provided either through a conversation or in writing (email, for instance).

DOMAIN 1: Assistance in Planning and Preparation

1A	Assists classroom teacher or other immediate evaluator with the provision of instructional activities at the appropriate level for all students
1B	Works with teacher to maintain a positive and engaging learning environment through consistency and organization
1C	When appropriate assists the classroom teacher in the preparation of instructional materials
1D	Supports the classroom teacher in implementing the curriculum
1E	Follows planned lessons for small group instruction at direction of teacher or immediate evaluator to achieve short- and long-term classroom objectives
DOMAIN 2: Supports the Learning Environment	
2A	Appropriately assists students to develop self-help skills
2B	Supervises students on field trip activities and when instruction occurs in non-classroom learning environments
2C	Treats students with fairness, respect and consistency
2D	Assists teacher in maintaining physical environment to ensure safety, maximize learning, and facilitate student independence
2E	Assists classroom teacher or other immediate evaluator with creation of an environment in which students work with a sense of purpose and understand what is expected of them
2F	Manages individual and classroom behavior using prescribed approaches
2G	Supports students to have central roles in holding self and others accountable for behavioral expectations, including roles in resolving conflict and eliminating bullying and harassment
DOMAIN 3: Delivery of Services	
3A	Demonstrates respect through language and behavior in interactions with students and staff. Interacts with students appropriately to engage them in learning process
3B	Implements techniques to accommodate students' best modes for learning
DOMAIN 4: Professional Responsibilities	
4A	Performs routine duties of the job in a professional manner
4B	Works cooperatively with supervising teacher
4C	Respects and maintains confidentiality

Unit E Performance Evaluation p. 1 of 3
Mid-Year Observation Form

Unit E Member: _____ Role: _____

Evaluator completing form: _____ Year: _____

DOMAIN 1: Assistance in Planning and Preparation	
INDICATOR	OBSERVATIONS OF PRACTICE
1A <i>Demonstrates knowledge of content</i>	
1B <i>Demonstrates knowledge of the students</i>	
1C <i>Understands instructional goals</i>	
DOMAIN 2: Supports the Learning Environment	
2A <i>Creates an environment of trust and respect</i>	
2B <i>Understands strategies to assist in the inclusion of students in various settings</i>	
2C <i>Able to use strategies to promote student independence</i>	
2D <i>For ABA Tutors only: Able to effectively employ a variety of strategies that reinforce positive behavior</i>	
2E <i>For Ed. Assistants only: Classroom procedures</i>	

Domain 3: Delivery of Services	
3A	<i>Able to employ constructive communication strategies and approaches in working with students, staff and greater school community</i>
3B	<i>Utilizes strategies, techniques, and general knowledge to implement suitable supports for students in the learning environment.</i>
3C	<i>Engages students in the learning process</i>
3D	<i>Ed. Assistants only: Instructional techniques</i>
Domain 4: Professional Responsibilities	
4A	<i>Exhibits flexibility with schedule/assignment changes and working with administrators</i>
4B	<i>Builds and maintains positive professional relationships with colleagues</i>
4C	<i>Demonstrates integrity, professionalism, and confidentiality</i>
4D	<i>Displays a positive work ethic</i>
4E	<i>For ABA Tutors only: Assists with documentation of student learning and behavior management</i>

GENERAL OBSERVATIONS

<p><i>Areas of demonstrated strengths</i></p>	
<p><i>Areas in which to focus on growth and improvement</i></p>	
<p><i>Suggested resources to assist with growth and development</i></p>	

Evaluator signature: _____ Date completed: _____

Unit E Member signature: _____ Date received: _____

Summative Evaluation Form p. 1 of 2

Role: _____

Year: _____

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DOMAIN 3: Delivery of Services		E	P	D	U
3A	<i>Able to employ constructive communication strategies and approaches in working with students, staff and greater school community</i>				
3B	<i>Utilizes strategies, techniques, and general knowledge to implement suitable supports for students in the learning environment</i>				
3C	<i>Engages students in the learning process</i>				
3D	<i>Ed. Assistants only: Instructional techniques</i>				
Comments:		Overall rating for Domain 3			
DOMAIN 4: Professional Responsibilities		E	P	D	U
4A	<i>Exhibits flexibility with schedule/assignment changes and working with administrators</i>				
4B	<i>Builds and maintains positive professional relationships with colleagues</i>				
4C	<i>Demonstrates integrity, professionalism, and confidentiality</i>				
4D	<i>Displays a positive work ethic</i>				
4E	<i>For ABA Tutors only: Assists with documentation of student learning and behavior management</i>				
Comments:		Overall rating for Domain 4			
Overall Summative Rating					

I have read and received a copy of this evaluation and understand I may attach my own written comments to this evaluation.

Unit E Member signature: _____ Date received: _____

Evaluator signature: _____ Date completed: _____

Unit E Performance Evaluation
Performance Improvement Plan

p. 1 of 1

Unit E Member: _____

Role: _____

Evaluator: _____

Date: _____

On separate pages, please complete each of the sections below. Attach this cover sheet with date and signatures.

Part 1: Domain and Component

Identify the domains and indicators in which the employee's performance needs to improve.

Part 2: Observations

Provide examples from the employee's performance that illustrate the need for improvement.

Part 3: Performance Expectations

Set specific goals for performance improvement.

Part 5: Action steps and timeline

Identify action steps, along with a timeline, that the employee will take to reach their performance goal.

Part 4: Resources for Improvement

List suggested resources, i.e., professional literature, personnel, professional development, available to support the employee's efforts.

Part 6: Repercussions

Advise the employee of repercussions they fail to attain and maintain the goals outlined above.

Unit E Member signature: _____

Date received: _____

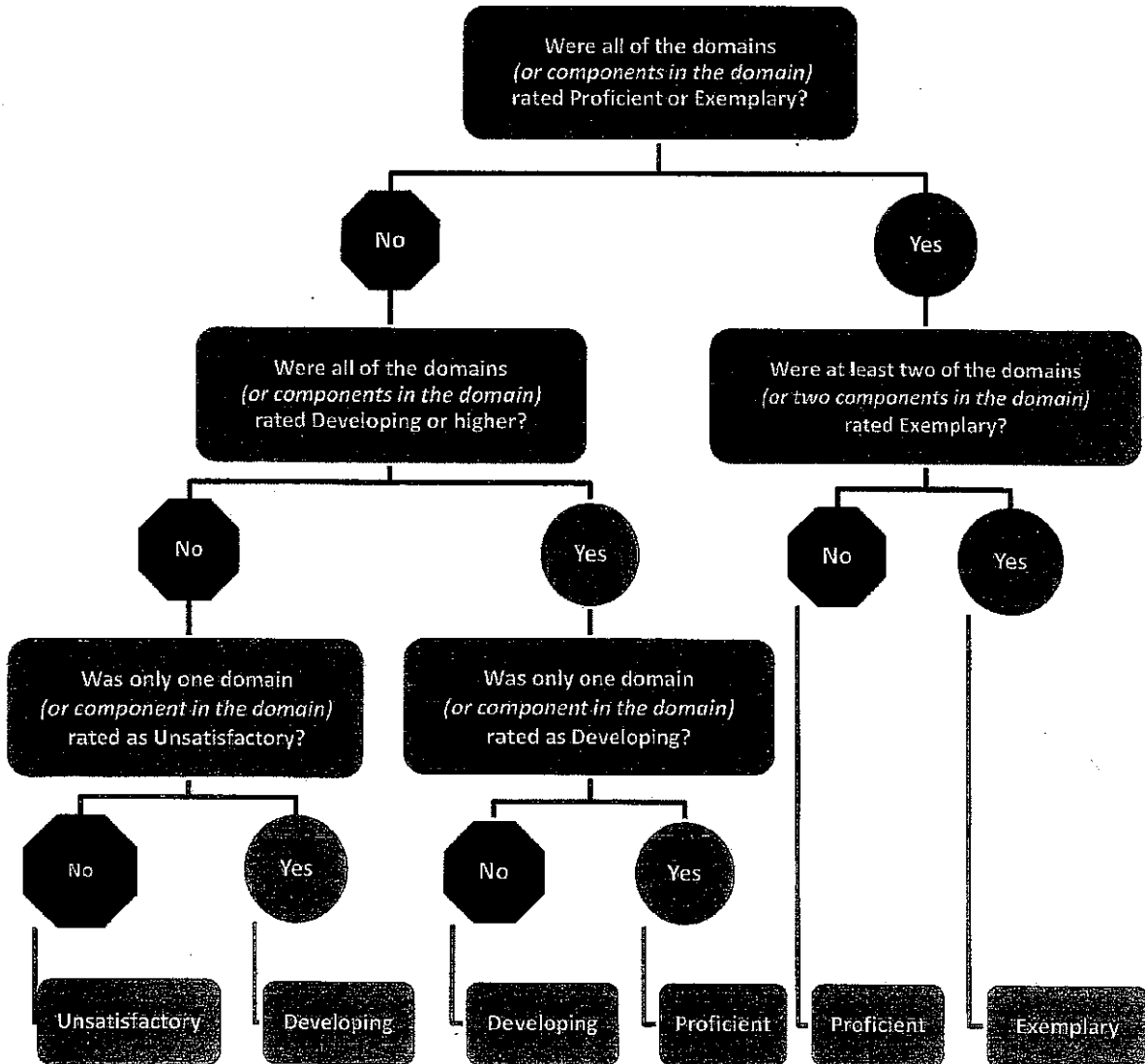
Evaluator signature: _____

Date completed: _____

Unit E Performance Evaluation

Determining the Overall Summative Rating (and the Rating of Individual Domains)

The flowchart below will assist in the determination of both a summative rating and the rating for each of the four domains. The process is the same for both the summative and the four domains: For the summative, use the regular text; for the individual domains, use the italicized text in parentheses.



APPENDIX C

MENTOR SYSTEM

Mission:

The purpose of the Mentor System is to enhance the professional development and retention of new and experienced employees, promote collegiality, and socialize new staff into the school culture. The mentor program shall not be a replacement for the requirement of the District to properly train all employees.

Goal:

Mentors will help to integrate new employees into the school, district, and community.

Objectives:

Beginning employees will acquire the knowledge of:

- Community and school history
- Community and school resources
- School policies, procedures, routines, norms, and traditions

Assignment of Mentors:

Principals will assign new employees to a Mentor. A mentor shall be an employee who has worked in the district for at least three years who volunteers to act as a Mentor to a new hire. Qualified volunteers will be selected on a rotating, equitable basis.

Expectation of Mentors:

Mentors are expected to spend time in the first 4 months of the new employee's employment welcoming the new employee and assisting with questions related to building operations, school resources, and job-related responsibilities. All new employees will be given the opportunity to shadow their Mentor for one day as soon as practicable but no later than the end of their first month of employment. In collaboration with the Mentor's supervisor, Mentors shall be granted duty-free time, as requested, to observe their mentees (up to 1 hour for the first three months).

Confidentiality:

The issue of confidentiality in the Mentor/new hire relationship is as sensitive as it is important. Since Canton seeks to create helpful Mentor relationships, we agree that mentors will respect the new employee's need to grow and to learn in a professional environment which will remain private. Administrators shall not ask mentors questions relating to the job performance of their mentee nor shall they otherwise interfere with the mentor/mentee relationship.

Mentors will not discuss the new employee's performance with school and district administrators except under the following conditions:

- A Mentor, with the new employee's knowledge, may discuss the new employee's performance with appropriate administrators, if, in the Mentor's professional judgment, the emotional or physical safety of the students or other members of the school community are at risk.

APPENDIX D

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 E

TITLE:

ABA Tutor

QUALIFICATIONS:

1. Bachelor's degree required; Relevant work experience may be accepted in lieu of a Bachelor's degree
2. Willingness to be safety Care trained
3. Demonstrate an unwavering commitment to educational equity and instructional excellence
4. Provide a safe, inclusive, and welcoming learning environment for all learners
5. Communicate effectively with students, colleagues, and administrators
6. Possess a growth mindset
7. Outstanding written and verbal communication skills
8. Well-organized
9. Exceptional interpersonal skills
10. Employment-based on successful completion of CORI and fingerprinting background
11. Such alternatives to the above qualifications as the school department may find appropriate and acceptable

REPORTS TO:

BCBA; Building Principal, and/or Director of Student Services and/or Superintendent

TERMS OF EMPLOYMENT:

School year, 182 days; per Unit E contract

JOB SUMMARY

Provide direct implementation of behavior-analytic services to identified students. Provide a safe and supportive educational environment for all students and staff.

PERFORMANCE RESPONSIBILITIES

1. Collect and maintain data about the performance and behavior of individual students and confers with the BCBA and special and general education teachers about student progress and performance
2. Implement behavior-analytic tasks as outlined by the supervising BCBA
3. Assist the classroom/specialist teacher as needed
4. Work on educational tasks with one or more students as designated by the BCBA or teacher
5. Assist in the supervision of students during instructional activities and transitional periods.
6. Maintain confidentiality of student records and respects the confidential nature of the classroom and will refer to the classroom teacher if a problem arises
7. Accept work assignments with any student(s) in the classroom as designated
8. Assist the supervising teacher in the setting and maintaining reasonable standards of behavior and performance
9. Escort children to and from transportation in a safe and responsible manner as directed by the BCBA or teacher during work hours
10. Assist the BCBA or teacher in collecting data on student performance, goals and behavior
11. Communicate all student accidents and/or incidents to the BCBA or teacher and administrator as appropriate immediately or as soon as possible
12. Assist with the completion of mandated reporting for behavioral incidents (time-outs, restraints, etc.)
13. Follow individual student safety plans, IEPs, 504s, behavior plans, health care plans, attend TEAM meetings when requested, etc.
14. Work with students in a variety of school/classroom settings (small group, classroom, recess, lunch, transitions, field trips, assemblies, specialists, etc.)

15. Ability to work independently and make good judgments "in the moment"
16. Participate during contractual hours in regular professional development including de-escalation training, offered both in and out of the district as requested.
17. Exposure to physical contact and/or bodily fluids.
18. Assist students with activities of daily living as needed (feeding, toileting, etc.)
19. Perform other duties or tasks specifically articulated within the collective bargaining agreement

PHYSICAL WORKING CONDITIONS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

While performing the duties of this job, the employee is frequently required to sit and/or stand, communicate, or hear; will be required to walk and/or run, must be able to handle, or feel objects; and reach with hands and arms. The employee must occasionally lift and/or move objects weighing up to 25 pounds (if engaged in an instance of physical management this amount may be increased). Vision and hearing at or correctable to normal ranges.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Canton School Committee

Discussion: _____

TITLE:**Athletic Trainer****QUALIFICATIONS:**

1. The Athletic Trainer must be certified by the National Athletic Association Board of Certification (NATA BOC) and maintain the standards established by the NATA's role delineation study
2. The Athletic Trainer must be a member in good standing of NATA and NATA district
3. The Athletic Trainer must be a member in good standing of the Massachusetts Athletic Trainers Association
4. Work is performed in a school/classroom environment and on athletic fields and athletic facilities
5. Proven ability to work in a polite and friendly manner with many different publics
6. Demonstrated aptitude or competence for assigned responsibilities
7. Outstanding written and verbal communication skills
8. Well-organized with excellent leadership abilities
9. Exceptional interpersonal and presentation skills
10. Working knowledge of relevant technologies: internet and email systems; word processing, presentation, and spreadsheet software; and educational software
11. Employment-based on successful completion of CORI and fingerprinting background
12. Such alternatives to the above qualifications as the school department may find appropriate and acceptable

REPORTS TO:

Athletic Director

TERMS OF EMPLOYMENT:

Unit E; Approximately 1300 hours per Unit E contract as assigned by the Athletic Director

JOB SUMMARY

The duties include but are not limited to prevention of athletic injuries; recognition, evaluation, and immediate care of athletic injuries; rehabilitation and reconditioning of athletic injuries; health care administration; and professional development and responsibility as specified in the Domains of the NATA Certified Athletic Trainer.

PERFORMANCE RESPONSIBILITIES

1. Serve as the liaison between physicians, coaches, athletes, and parents
2. Coordinate with the Athletic Director to ensure that the athletic trainer attends the athletic training room and all required events
3. Develop plans to provide Athletic Trainer coverage for all home athletic events and for away Football games
4. Establish daily hours of operation for the athletic training room, providing coverage for practice and athletes' rehabilitation
5. Oversee concussion testing and return to play protocol
6. Act as liaison between family physicians and specialists, the school district, the school nurses, athletes, and parents/caregivers
7. Maintain adequate and accurate medical quality records on all injuries and rehabilitation procedures; comply with any and all policies regarding health care delivery as indicated by the school system regulations as described in the Athletic Training emergency and care plan
8. Provide coaches and athletic director with a list of athletes medically eligible to compete under district, and state rules and regulations
9. Develop and maintain a budget for the athletic training program
10. Consistent and on-time attendance is required for supervision and instruction of the students

11. Perform other duties or tasks specifically articulated within the collective bargaining agreement as assigned by the Athletic Director and/or Principal

PHYSICAL WORKING CONDITIONS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

While performing the duties of this job, the employee is frequently required to sit, communicate, or hear; will be required to walk, must be able to handle, or feel objects; and reach with hands and arms. The employee must occasionally lift and/or move objects weighing up to 25 pounds. The Athletic Trainer is regularly required to bend, stoop, crouch and/or kneel. Vision and hearing at or correctable to normal ranges.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Canton School Committee

Discussion: _____

TITLE:**Certified Occupational Therapy Assistant****QUALIFICATIONS:**

1. Bachelor's degree required;
 2. Hold a valid MA license as a COTA issued by the Board of Allied Health Professionals
 3. Excellent listening and communication skills
 4. Strong ability to recognize nuances in speech
 5. Basic understanding of concepts of Occupational Therapist
 6. Posses a growth mindset
 7. Employment-based on successful completion of CORI and fingerprinting background
 8. Such alternatives to the above qualifications as the school department may find appropriate and acceptable
- Supervising Occupational Therapist; Team Chair; Building Principal

REPORTS TO:

TERMS OF EMPLOYMENT: School year, 182 days; per Unit E contract

JOB SUMMARY

The Certified Occupational Therapist Assistant (COTA) works with an interdisciplinary team of professionals in implementing services found eligible for special education occupational therapy services. The COTA provides these services under the supervision of a licensed occupational therapist. The interventions address students' fine and gross motor skills and functional abilities.

PERFORMANCE RESPONSIBILITIES

1. Assist in implementing Occupational Therapy services for an assigned caseload of students
2. Participate as a member of the educational team by performing assessments, writing progress reports, and attending Team meetings.
3. As appropriate, share knowledge and information related to Occupational Therapy Services with staff and parents/guardians, noting that issues or concerns requiring the expertise of a licensed occupational therapist should be directed to the appropriate staff member.
4. Keep thorough and ongoing records for individual students receiving occupational therapy.
5. Maintain ongoing communication with supervising occupational therapists regarding the status of students on caseload and any other related information or issues.
6. Perform other duties or tasks specifically articulated within the collective bargaining agreement as assigned

PHYSICAL WORKING CONDITIONS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

While performing the duties of this job, the employee is frequently required to sit and/or stand, communicate, or hear; will be required to walk and/or run, must be able to handle, or feel objects; and reach with hands and arms. The employee must occasionally lift and/or move objects weighing up to 25 pounds (if engaged in an instance of physical management this amount may be increased). Vision and hearing at or correctable to normal ranges.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Canton School Committee

Discussion:

Approved:

TITLE: Educational Assistant

QUALIFICATIONS:

1. Bachelor's Degree preferred
2. Teaching degree preferred
3. Recent experience working with school-age children
4. Alternatives to the above qualifications as the Superintendent may find appropriate and acceptable
5. Other requirements as deemed necessary by the Superintendent of Schools

REPORTS TO: Team Chair; Building Principal, and/or Assistant Director of Student Services

TERMS OF EMPLOYMENT: School year, 182 Days; per Unit E contract

JOB SUMMARY

To provide instructional and supervisory support to students. When applicable, provide support to students following Individual Education Plan (IEP) accommodations and modifications as specified by the supervising teacher, Team Chair and Building Principal.

PERFORMANCE RESPONSIBILITIES

1. Work with individual or small groups of students in work assigned by the teacher.
2. Guide independent study, enrichment, and remedial work prepared and assigned by the teacher.
3. Alert the teacher to any problems or special information about the individual student.
4. Assist the teacher in developing strategies for reinforcing or skill development based upon an understanding of individual student needs, abilities, and interests.
5. Collect informal academic, behavioral, and social information as requested by the teacher.
6. Collaborate with colleagues.
7. Participate in professional development opportunities and in-service training as required within the work day.
8. Support students in developing life and social skills
9. Perform other duties or tasks specifically articulated within the collective bargaining agreement

PHYSICAL WORKING CONDITIONS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

While performing the duties of this job, the employee is frequently required to sit and/or stand, communicate, or hear; will be required to walk and/or run, must be able to handle, or feel objects; and reach with hands and arms. The employee must occasionally lift and/or move objects weighing up to 25 pounds (if engaged in an instance of physical management this amount may be increased). Vision and hearing at or correctable to normal ranges.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Canton School Committee

Discussion: _____

Approved: _____

TITLE: School Based Office Aide

QUALIFICATIONS:

1. High School Diploma
2. Possess a combination of clerical skills to include typing, filing, record keeping, booking, a willingness to learn word and data processing, and other related clerical skills as the position demands
3. Proven ability to work in a polite and friendly manner with many different groups
4. Demonstrated aptitude or competence for assigned responsibilities
5. Outstanding written and verbal communication skills
6. Well-organized
7. Exceptional interpersonal and presentation skills
8. Working knowledge of relevant technologies: internet and email systems; word processing, presentation, and spreadsheet software; and educational software
9. Employment-based on successful completion of CORI and fingerprinting background
10. Such alternatives to the above qualifications as the school department may find appropriate and acceptable

REPORTS TO: Building Principal or appropriate supervisor

TERMS OF EMPLOYMENT: Full time, School Year, 180 days; per Unit E contract

JOB SUMMARY

Supports the Administrative Assistant in providing a wide variety of complex secretarial and administrative support in the major functional area of the school under the direction of an administrator; organizing and coordinating office activities and communications; providing assistance and information to building/district staff, state officials, parents/guardians, and vendors.

PERFORMANCE RESPONSIBILITIES

1. Provide strong administrative support for the efficient operation of the school's main office
2. Establish and maintain effective and positive relationships with students, families, staff members, and the general public
3. Access the school's information in the District Student Information System, including maintaining student demographic information
4. Serve as an office receptionist, screening calls, warmly greeting and directing visitors, and referring inquiries as appropriate
5. Ability to work under pressure expediently in completing and managing multiple tasks at one time
6. Demonstrate proficiency in written and oral communication, including demonstrated knowledge of proper use of spelling, capitalization, word usage, punctuation, and sentence construction, required to compose mid-level correspondence and reports
7. Monitor a variety of processes (e.g. budget, expenditures, program activities, etc.) for the purpose of adhering to legal and/or administrative requirements
8. Prepare various reports and related documents for the purpose of providing documentation and information to others
9. Process documentation (e.g. mail, correspondence, work requests, information and programming needs, etc.) for the purpose of disseminating information to appropriate parties.
10. Respond to inquiries from visitors and answer telephones for the purpose of providing information regarding District programs, policies, procedures, and regulations and/or providing direction.
11. Schedule various activities (e.g. appointments, meetings) for the purpose of making necessary arrangements for administration as needed
12. Support administration for the purpose of providing assistance with their administrative functions
13. Assist other personnel for the purpose of supporting them in the completion of their work activities.
14. Perform other duties or tasks specifically articulated within the collective bargaining agreement

PHYSICAL WORKING CONDITIONS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

While performing the duties of this job, the employee is frequently required to sit and/or stand, communicate, or hear; will be required to walk and/or run, must be able to handle, or feel objects; and reach with hands and arms. The employee must occasionally lift and/or move objects weighing up to 25 pounds (if engaged in an instance of physical management this amount may be increased). Vision and hearing at or correctable to normal ranges.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER**Canton School Committee****Discussion:****Approved:**

TITLE:**Speech/Language Pathology Assistant****QUALIFICATIONS:**

1. Associate's Degree Required, Bachelor's Degree Preferred
2. Licensed through the Board of Registration for Speech-Language Pathology and Audiology
3. Excellent listening and communication skills
4. Strong ability to recognize nuances in speech
5. Basic understanding of concepts of Speech Pathology
6. Posses a growth mindset
7. Employment-based on successful completion of CORI and fingerprinting background
8. Such alternatives to the above qualifications as the school department may find appropriate and acceptable

REPORTS TO:

Supervising SLP; Team Chair; Building Principal

TERMS OF EMPLOYMENT:

School year, 182 days; per Unit E contract

JOB SUMMARY

The Speech/Language Pathologist Assistant will assist Speech/Language Pathologists in the assessment and treatment of speech, language, voice, and fluency disorders, implement speech and language programs or activities as planned and directed by the speech language pathologist, and monitor the use of alternative communication devices and systems.

PERFORMANCE RESPONSIBILITIES:

1. Implement treatment plans or protocols as directed by the speech-language pathologist.
2. Document students' progress toward meeting established treatment objectives.
3. Assist the speech-language pathologist in the remediation or development of speech and language skills
4. Perform support duties such as preparing materials, keeping records, maintaining supplies, and scheduling activities
5. Collect and compile data to document students' performance and to assess program quality.
6. Select and/or prepare speech-language instructional materials.
7. Assist speech-language pathologists in the conduct of student screenings and assessments of language, voice, fluency, and articulation..
8. Test and maintain equipment to ensure performance.
9. Prepare charts, graphs, and other visual displays to communicate students' performance information.
10. Perform other duties or tasks specifically articulated within the collective bargaining agreement as assigned

PHYSICAL WORKING CONDITIONS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

While performing the duties of this job, the employee is frequently required to sit and/or stand, communicate, or hear; will be required to walk and/or run, must be able to handle, or feel objects; and reach with hands and arms. The employee must occasionally lift and/or move objects weighing up to 25 pounds (if engaged in an instance of physical management this amount may be increased). Vision and hearing at or correctable to normal ranges.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Canton School Committee

Discussion: _____
Approved: _____