

COLLECTIVE BARGAINING AGREEMENT

Between

THE GREATER LAWRENCE REGIONAL TECHNICAL HIGH SCHOOL DISTRICT
COMMITTEE

and

THE GREATER LAWRENCE REGIONAL TEACHERS FEDERATION LOCAL 1707,
AMERICAN FEDERATION OF TEACHERS (AFT) AFT MASSACHUSETTS, AFL-CIO

July 1, 2025 to June 30, 2028

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ARTICLE 1 - RECOGNITION

- 1.1 The Greater Lawrence Regional Technical High School District Committee recognizes the Regional Teachers' Federation, Local 1707, American Federation of Teachers, AFL-CIO as the exclusive bargaining representative for all classroom teachers, career area instructors, department lead teachers, school nurses, librarians, and guidance counselors working 20 (twenty) or more hours per week.

ARTICLE 2 - ADMINISTRATION OF THE SCHOOL DISTRICT

- 2.1 The right to administer the affairs of the Regional School District, subject to the limitations of this agreement, is exclusively vested in, and retained by, the Greater Lawrence Regional High School District Committee.

ARTICLE 3 - COLLECTIVE BARGAINING PROCEDURE

- 3.1 Collective bargaining shall be conducted by the duly authorized bargaining representatives of the School Committee and the Teachers' Federation. Each party to such bargaining shall notify the other in writing of the names of its representatives and of any changes which may occur.
- 3.2 Meetings for the purpose of collective bargaining shall be held at mutually convenient times and places on request of either of the parties to such bargaining.
- 3.3 Definitions:
- A. CAMPUS: Any site or location of the facilities or properties of the Greater Lawrence Regional Vocational Technical High School.
 - B. COMMITTEE: Greater Lawrence Regional Technical High School District Committee.
 - C. PARTIES: Local 1707, American Federation of Teachers and the Greater Lawrence Regional Technical High School District Committee as participants in this Agreement.
 - D. SCHOOL: Any work location or functional division maintained by the School District Committee.
 - E. SUPERINTENDENT/DIRECTOR: The responsible administrative head of the Regional School District.
 - F. FEDERATION: Local 1707, American Federation of Teachers.

G. FEDERATION REPRESENTATIVE: Any qualified designee of the Federation.

- 3.4 Whenever one gender is used in this Agreement, it shall be deemed to include any other gender wherever the context so requires; and wherever the context so requires, the singular shall be deemed to include the plural thereof.

ARTICLE 4 - METHOD AND TIME OF SALARY PAYMENT COMPENSATION

- 4.1 All employees covered hereunder shall have the option of being paid in twenty-two (22) installments. If this option is not exercised, payments will be made in twenty-six (26) installments. Written notice of the exercise of said option must be given to the Superintendent/Director by June 1st of the year proceeding. For those employees being paid in either 22 or 26 installments, there shall be a minimum of two (2) paychecks per month starting in September, during the school year. In the last payment in June a lump sum payment consisting of the balance due will be made to employees who have selected the 26 installment option. A schedule of the bi-weekly pay days will be furnished to each employee covered by this Agreement.
- 4.2 A day's pay shall be computed at 1/183rd of a teacher's salary.
- 4.3 All weeks during which school is in session shall be considered as containing five (5) days each, notwithstanding holidays or no-school days.
- 4.4 If a teacher leaves or dies during the school year, he/she or his/her estate shall be entitled to a pro-rated share based on his period of service in relation to the number of days school is in session during the school year, minus compensation already paid.
- 4.5 It is agreed that all members of Local 1707 hired on or before June 30, 2008 have been appropriately placed on the salary schedule attached hereto as Appendix A. Except for members on Step 13 all members of 1707 who were on the payroll as of June 30 of a given year and had been on said payroll prior to February 1 of said year shall move down one step on the vertical scale each succeeding year of the contract.
- 4.6 All members of 1707 have been placed on the horizontal scale in the appropriate column. Said placement is final. Each member will move across on the horizontal scale if, as and when they meet the education requirement for the applicable column in the schedule. Each member of 1707 desiring to move on the horizontal scale must present the Superintendent/Director with appropriate documentation on or before September 1, in order to receive remuneration for the entire year, or on or before February 1, in order to receive remuneration for one-half of the year.
- 4.7 All members of 1707 hired after the execution date of this contract shall be placed on the salary schedule in an existing step and column commensurate with his or her academic

or vocational qualifications. In any event, said placement will not affect any other member's placement.

- 4.8 The parties to this Agreement have placed the nurses in the bargaining unit hired on or before June 30, 2008 on the Schedule attached hereto as Appendix B. Movement and placement on the schedule, both horizontally and vertically, will be as set out in paragraphs 4 and 5 above.

ARTICLE 5 - PROFESSIONAL DEVELOPMENT

- 5.1 All academic teachers will fulfill the certification and licensing requirements outlined in the Educational Reform Act of 1993, as amended from time to time and in accordance with Massachusetts Department of Elementary & Secondary Education regulations. Vocational teachers will maintain certification/licensing approval as outlined in Chapter 74 of the Massachusetts General Laws.
- 5.2 The aforementioned certification/licensing requirements for the academic teachers will be met by the offering of a five (5) day course at the school or 30 hours of professional development at the school, both at no cost to the teacher.
- 5.3 Any teacher seeking reimbursement for the taking of any training program or college course must obtain the prior approval of the Superintendent/Director or his or her designee. In making his or her decision, the Superintendent/Director will review the applicability of the program or course to the teacher's area of specialty at the School and its potential benefit to the School and its students. Further, in making a program or course selection, the teacher is encouraged to see that a given program or course is consistent with the teacher's Individual Professional Development Plan, the District's School Improvement Plan and Strategic Plan and the Massachusetts Department of Elementary & Secondary Education Curriculum Frameworks.
- 5.4 Teachers will be limited to three (3) training programs or courses in a given fiscal year. It is further agreed that the School will set aside fifty thousand dollars (\$50,000.00) for this purpose. At the end of a school year, the School, upon request, will report the status of expenditures under this Article to 1707.
- 5.5 If approved, in the case of college courses, the amount of reimbursement shall be limited to the cost of the same or the most similar course offered in the State University system. In the case of a training program, the amount of reimbursement shall not exceed the cost for the course in the State university system. In any event, in the case of a college course, reimbursement shall always be conditioned on the teacher receiving a grade of at least 2.7 B or higher. In the case of a training program or a pass/fail college course, reimbursement shall be conditioned on a certificate of satisfactory completion of the training program or pass/fail course.

- 5.6 Newly hired non-professional status teachers shall enroll and participate in the Skillful Teacher course once during their first four (4) years at the school's expense. Newly hired teachers who have taken the course in another school district within the past three years and can provide documentation shall be exempted from taking the course.

ARTICLE 6 - PAYROLL STATEMENT

- 6.1 Every two weeks an itemized payroll deduction statement will be enclosed in an envelope available to all teaching personnel, showing gross earnings, itemized deductions, total of deductions, and net earnings. The School and the Union agree that teachers 'summer checks' shall be dated and mailed June 30th of each respective year. So long as state funding (Chapter 70 funds) are received in a timely manner, effective with the start of the 2014-2015 school year and no later than June 30th, the Committee shall deposit summer pay checks directly into the designated bank account of any teacher who participates in Direct Deposit, otherwise teachers shall receive their summer pay checks on the last day of school.

ARTICLE 7 - TRAVEL

- 7.1 Personnel who are covered by this Agreement and who are authorized by the Superintendent/Director or his or her designee to use private automobiles for school business shall be reimbursed at a rate equal to the Internal Revenue Service standard mileage rate. Said personnel shall provide the Superintendent/Director or his or her designee with documentation of said use.

ARTICLE 8 - SUBSTITUTE TEACHERS

- 8.1 The School Administration shall try to provide substitute coverage at all times where needed. In addition, when it is clear that a unit member is not returning to their position then, in that event, and upon proper notification, the School agrees to commence a search in a timely manner and to make a good faith effort to replace the unit member with a certified or certifiable, competent and qualified full-time replacement.
- 8.2 If a bargaining unit employee is assigned during their preparation period to do substitution teacher duties or a bargaining unit employee is required to have additional students in their class to cover a co-worker's absence, the EMPLOYER shall pay twenty-five dollars (\$25.00) per hour differential. Academic and CTE teachers who give up a preparation period at the request of an administrator shall receive fifty-dollars (\$50.00) per period.

ARTICLE 9 - HOURLY RATES OF PAY

- 9.1 A minimum fee of fifty dollars (\$50.00) per hour will be paid to those teaching regular summer school and/or evening school.

- 9.2 The foregoing rates apply only to teaching duties and educational activities that pertain to teaching.
- 9.3 The above listed minimum fees shall apply to all employees including those employees in federally funded positions.
- 9.4 Bargaining unit members may, with the prior written approval of the Superintendent or their designee, volunteer to perform additional duties outside of their usual role in the District. Such work will be considered a temporary expansion of the bargaining unit member's existing duties and will be performed outside the bargaining unit member's existing work schedule (i.e., after the employee's regularly scheduled work day or outside the employee's regularly scheduled work year). Such additional duties and associated compensation are outlined in Appendix F of this Agreement. Appointment to such positions shall be in the sole discretion of the Employer and shall not be subject to grievance and/or arbitration.

NOTE: Should night school be canceled for emergency reasons after school has started, the instructor will be paid two (2) hours pay. Should an instructor elect to remain at school over two (2) hours on such an instance, they will be paid for that whole evening session.

ARTICLE 10 - LEAD TEACHERS

- 10.1 The School Committee, in consultation with the Superintendent and Principal, shall determine the number of Lead Teachers required and will appoint them in September of each year. Lead Teachers and Lead Nurse start time shall be 7:20 AM, shall work 183 days and be compensated as follows for each member of the faculty assigned to that particular department, excluding the Lead Teacher: For school year 2013-2014: \$1,700.00 and \$250.00 per department member.
- 10.2 Lead Teachers may be relieved of that position by the Principal once the school year commences only for just cause.
- 10.3 Whenever desirable, Lead Teachers shall make written recommendations to the Superintendent/Director or Principal regarding teaching assignments or teaching loads. In order to assist Lead Teachers with the duties of their position, the Superintendent/Director or Principal shall make a good faith effort to limit department Lead Teachers' schedules to four periods of teaching or other duties each day and to exempt them from teaching or other duties during the first period each day in order that the Lead Teachers may better perform their duties associated with their departments.

ARTICLE 11 - CREDITS

- 11.1 The following requirements will apply to the earnings of educational credits:
- A. Carrying in excess of eight (8) credits at any one time during the school year will not be permitted.
 - B. College credits must be earned at an accredited institution.
 - C. Trade or vocational experience credits must bear validation through attested written forms, describing the new or different knowledge and experience gained.
 - D. The School Administration may credit unusual or highly specialized areas up to ten (10) credits for each year of such experience.
 - E. Subject to the prior approval of the Superintendent/Director, any employee obtaining any new licensure or certification can earn an appropriate number of credits. In examining all approval requests, the Superintendent/Director shall review the applicability of the certification or licensure to the employee's area of specialty at the school and its benefit to the school and its students.

ARTICLE 12 - JOINT LABOR-MANAGEMENT COMMITTEE

- 12.1 The parties shall form a Joint Labor-Management Committee to discuss changes to the educator evaluation system.
- 12.2 The parties shall form a Joint Labor-Management Committee to discuss strategies to increase worker diversity.
- 12.3 The parties shall form a Joint Labor-Management Committee to discuss how to protect teacher academic freedom concerns.
- 12.4 The parties shall form a Joint Labor-Management Committee to discuss the "After Dark" program.
- 12.5 The parties shall form a Joint Labor-Management Committee to discuss adjustments to specific Appendix B stipends.

ARTICLE 13 - HEALTH AND GROUP LIFE INSURANCE

- 13.1 Effective September 1, 2014, the School Committee will provide 80% of the premium cost of the present Blue Cross/Blue Shield HMO Network Blue New England plan. The School will contribute a dollar amount to Master Medical enrollees equal to the current

cost of the individual and family plans respectively. The health insurance plan design is outlined in the Public Employee Committee (PEC) agreement.

- 13.2 The School District shall provide 99% of the premium cost of a life insurance policy in the amount of \$20,000 for each employee covered by this Agreement. In addition, each employee will have the option of purchasing additional insurance through payroll deduction with the adoption of Section 11A of the General Laws of Massachusetts.
- 13.3 The School District will maintain the current employee funded Section 125 plans relating to pre-tax health and dental coverage.
- 13.4 The parties agree that there shall be no change in premium contribution (premium split) or plan design (co-payments and out-of-pocket expenses) for the current Network Blue New England plan for the duration of this agreement.
- 13.5 Bargaining unit employees who are on an approved medical leave of absence (FMLA, approved sick leave, extended parental leave, etc.) and have exhausted their accumulated sick leave shall be required to pay their portion of the health insurance cost. The EMPLOYER shall pay their portion of the health insurance premium cost shares for a period of no shorter than twelve (12) weeks. The EMPLOYER may continue to pay their portion of the health insurance cost shares beyond twelve (12) weeks at their sole discretion.

ARTICLE 14 - TAX SHELTERED ACCOUNTS/ANNUITIES

- 14.1 The School District Committee agrees that it is desirable to allow teachers to take advantage of the federal law concerning tax sheltered accounts/annuities and shall take such steps as necessary to implement a tax sheltered account/annuity program as long as there is no cost to the School District Committee. Changes in an account/annuity program will be processed within a thirty day period from receipt of all required documentation.

ARTICLE 15 - WORKER'S COMPENSATION

- 15.1 The School District Committee will continue to provide Worker's Compensation for employees covered by this agreement.
- 15.2 The School District Committee will compensate employees on Worker's Compensation an amount equal to the difference between the Worker's Compensation rate and his or her gross salary for a period of up to sixty (60) days. Sick leave as set forth in Article 33 shall not be utilized during this period.

ARTICLE 16 - WORKING CONDITIONS SCHOOL FACILITIES

- 16.1 With regard to both existing and future buildings and facilities, the School District Committee agrees to make a good faith effort to take steps to provide the following:
- A. Parking Facilities.
 - B. Storage space in each classroom.
 - C. An adequately equipped workroom to be used by teachers in preparing instructional materials.
 - D. An appropriately furnished room to be used as a faculty lounge.
 - E. Well-lighted and clean teachers' rest room.
 - F. Mailbox for each teacher.
 - G. Consultation rooms for testing purposes and teacher/parent interviews.
 - H. Bulletin boards for general building use.
 - I. Bulletin boards for the exclusive use of the Union for purposes of posting material dealing with proper and legitimate union business.
 - J. Properly heated and ventilated classrooms with temperatures maintained between a high of 70 degrees to 72 degrees and low of 66 degrees to 68 degrees.

ARTICLE 17 - LENGTH OF SCHOOL YEAR & SCHOOL DAY

- 17.1 The contractual work year for returning employees shall be one hundred eighty-three (183) days. The contractual work year for new employees shall be one hundred eighty-seven (187) days.
- 17.2 The first instructional day shall be based on when Labor Day falls on the calendar as outlined below.

Calendar date of Labor Day:	First instructional date:
September 1	September 2
September 2	September 3
September 3	September 4
September 4	September 5

September 5	August 29
September 6	August 30
September 7	August 31

- 17.3 It is understood that there may be up to three (3) professional development days scheduled prior to the start of the academic year.
- 17.4 The school sessions shall be suspended on Saturdays, Sundays and the following named holidays and vacations: Friday before Labor Day, Labor Day, Columbus Day; Martin Luther King Day; Veterans Day; from Thanksgiving Day until the following Monday; from the first calendar day preceding Christmas to and including January 1; the week in which Washington's birthday falls; Good Friday; the week in which Patriot's Day falls; the half-day on Friday before Memorial Day, Memorial Day; and Juneteenth. Whenever the aforesaid holidays fall on Sunday, the school shall not be in session on the following Monday.
- 17.5 The regular school day shall be established by the School Committee with the employees to arrive at their assigned area at 7:30 a.m. to remain until 2:40 PM Monday through Thursday and 7:30 AM to remain until 2:30 PM on Fridays. As a professional courtesy, it is understood that bargaining unit employees shall not be leaving in a manner to interfere with buses or dismissal. Teachers shall be dismissed thirty (30) minutes following the first dismissal of students on early dismissal days which are reflected in the official school calendar.
- 17.6 Bargaining unit employees are required to stay the first Wednesday of each month until 2:55 PM for departmental or colleague collaboration time.
- 17.7 Academics teachers and support staff will choose one day to stay after school each week until 3:05 p.m., to provide extra support for students. This designated day will remain consistent throughout the school year and will be communicated in the teacher's syllabus and/or shared with supervisors or students.
- A. If the designated day falls on a holiday or day off, the teacher or staff member will choose an alternate day that week.
- B. If no students arrive for extra help by 2:50 p.m., the teacher or staff member may leave at that time.
- 17.8 Any employee required to work beyond the normal school year will be paid their regular daily rate.

- 17.9 School Counselors are required to work up to eight (8) days, five (5) days at the beginning of the school year, and three (3) at the end of the school year. They shall be compensated at their per diem rate.

ARTICLE 18 - NOTICES AND ANNOUNCEMENTS

- 18.1 All official circulars shall be posted on the school intranet for the inspection of teachers and shall be made available to teachers on request.
- 18.2 Each teacher shall have a copy of rules and regulations of the School Committee when such document is published.
- 18.3 A Directory of Personnel in the school shall be made available to all personnel.
- 18.4 Information on accumulated sick leave for each teacher shall be maintained and printed on the itemized payroll deduction statement sent to each teacher with their bi weekly paycheck. The information should be transmitted to all teachers via e-mail.
- 18.5 A copy of school programs should be accessible to the entire faculty via intranet and on the GLTS website.
- 18.6 All in-house postings shall be posted for ten (10) days.

ARTICLE 19 - TEACHER PROGRAMS

- 19.1 The Principal will try to provide teachers with their teaching schedule ten (10) days before the start of school.

ARTICLE 20 - CONFERENCES

- 20.1 With prior approval of the Principal teachers may attend professional conferences or conventions.

ARTICLE 21 - VISITING OTHER SCHOOLS

- 21.1 Teachers may be allowed to observe in another classroom on "visiting days" subject to prior approval of the Principal.

ARTICLE 22 - CURRICULUM STANDARDS

- 22.1 The Principal will receive and consider suggestions on course content from the faculty.

ARTICLE 23 - [INTENTIONALLY OMITTED]

ARTICLE 24 - PROFESSIONAL STANDARDS

- 24.1 Academic and Support Staff bargaining unit employees are required to attend one (1) "Back to School Night" and "Open House". Open house has to have a minimum of thirty-five (35) academic/support staff. All CTE teachers are mandated to attend "Open House" and one (1) instructor from each career area must be scheduled for "Back To School Night".

Academic Teachers	Vocational Teachers	Guidance Counselors
Back to School Night		
Open House		
Add two (2) of the following: • Shop Selection Night • Scholarship Awards Night • SEPAC-ELPAC • Other management approved school-sponsored events	Two (2) Program Advisory Night	Add two (2) of the following: • Shop Selection Night • Scholarship Awards Night • SEPAC-ELPAC • Other management approved school-sponsored events

ARTICLE 25 - TEACHER EVALUATION

- 25.1 The Greater Lawrence Technical High School District Committee and the Greater Lawrence Regional Teachers Federation, Local 1707, AFT Massachusetts, AFT, AFL-CIO agree to adopt and implement an Educator Evaluation System consistent with M.G.L. c. 71, §38 and the Educator Evaluation Regulations, 603 CMR 35.00 et seq. incorporated herein by reference in Appendix D , Educator Evaluation System, Appendix G – Educator Evaluation System (Forms), Appendix H – ESE Model Rubric for Teachers, Appendix I – ESE Model Rubric for SIS, Appendix J – ESE Setting SMART Goals, and Appendix K – District Determined Measures. The parties agree to utilize an Evaluation Oversight Committee, composed of an equal number of members with a minimum of four (4) from management and the Federation, to review the evaluation process annually, and to recommend adjustments and changes to the Educator Evaluation System, subject to negotiation and ratification by the parties. The Superintendent-Director shall appoint the management committee members and the Federation President shall appoint the Federation committee members. The parties

agree to reopen this agreement for the limited purpose of negotiating over adjustments to the Educator Evaluation System required by M.G.L. c. 71, §38, or the Educator Evaluation Regulations, 603 CMR 35.00 et seq., or to implement changes mutually agreed to by the parties which are necessary for efficient operation of the Educator Evaluation System.

ARTICLE 26 - PERSONNEL PRACTICES

- 26.1 Any employee of the School District has the right to examine upon request any "personnel folder files, cards and records" concerning them self/herself and his/her work as set forth in Chapter 71, Section 42C of the General Laws of the Commonwealth of Massachusetts.
- 26.2 Before any derogatory material is put in a teacher's folder, a copy of such material shall be given to the teacher.
- 26.3 The teacher shall have the right to submit a response to the statement. The teacher's answer shall also be included in the file.

ARTICLE 27 - TEACHING LOAD

- 27.1 The Principal will try to maintain six (6)/five (5) day weekly schedule for all teachers. Likewise, the Principal will try to maintain a schedule of forty-five (45) teaching periods and fifteen (15) preparation periods over a ten (10) day cycle for academic teachers and a schedule of fifty (50) teaching periods and ten (10) preparation periods over a ten (10) day cycle for Career and Technical Education Teachers (CTE). Further, the Principal shall try to schedule no more than five (5) teaching periods and no more than three (3) preparations in any one day for academic instructors.
- 27.2 The Principal shall try to maintain class size in conformity with state requirements.
- 27.3 Local 1707 recognizes the importance of common preparation time ("CPT") to the success of the school and hereby pledges to work with the administration and School Committee to implement CPT within the present schedule structure. CPT is intended: (1) to use data to drive instruction to ensure a standards based curriculum; (2) to provide a common language to talk about learning; (3) to give groups of teachers the opportunity to look at student work together and adapt instruction based on how well students do on assignments and assessments.
- 27.4 CPT will be implemented as follows: CPT will involve one (1) period per week for academic teachers, and one 35- minute block on Wednesdays from 2:40 P.M. to 3:15 P.M. for all faculty. The focus of CPT will be the development of curriculum, review of student work, and the analysis of data. Administrators may visit CPT meetings, but will not run CPT. Meetings will be teacher led, and Administrators will not manage or run

these meetings. Starting in the 2014-2015 school year the Administration will solicit feedback on CPT from teachers on an ongoing basis consistent with current practice, and evidence documented and gathered by a teacher from CPT may be used as part of their Educator Evaluation.

- 27.5 The School agrees to strike any negative language from faculty evaluations pertaining to C.P.T. The parties recognize that the administration has inadvertently used CPT to evaluate some teachers during the 2012-2013 school year and both parties agree that this situation shall be rectified as follows by adding the following language: "The administration and the union agree to make every effort to identify any/all teachers who's Formative Assessment/Evaluation or Summative Evaluation, completed during the 2012-2013 school year contain evidence gathered/documented from observations of CPT. The evaluation process, including but not limited to announced and unannounced observations, which contain a reference to CPT or to work performed as part of CPT shall be permanently modified by the administration to reflect: 'This evidence/observation shall not be used for evaluative purposes, and no reference to this evidence/observation shall be used or considered when completing the Formative Assessment/Evaluation or the Summative Evaluation for this teacher.' The parties further agree that all evidence gathered /documented as part of the evaluation process which negatively impacts a teacher's Formative Assessment/Evaluation or Summative Evaluation ratings shall be removed from said assessment/evaluation and any/all affected ratings shall be adjusted accordingly."
- 27.6 Teachers will not be assigned additional work related to CPT outside of CPT periods.
- 27.7 The administration will solicit feedback from teachers regarding CPT on an ongoing basis.
- 27.8 Local 1707 recognizes the importance of maintaining and establishing sufficient teacher presence in the school's corridors during passing times and after school passing time and agrees that teachers will be outside their classroom doors during these times.
- 27.9 The District will make every effort so that all workloads are distributed equitably.
- 27.10 The District will make every effort so class sizes are distributed equitably.
- 27.11 The District will review the Department of Elementary and Secondary (DESE) recommendations and make every effort to adhere to them.
- 27.12 CTE Teachers will stay until 3:05 p.m. for Common Planning Time (CPT), or meet prior to the start of the school day. The specific day and time for CPT will be determined by mutual agreement among all CTE teachers in each department. If no consensus is reached, the supervising administrator will set the schedule.

ARTICLE 28 - LUNCH PERIOD

- 28.1 School employees covered by this agreement will be provided a thirty (30) minute duty free lunch period. It is further agreed that, subject to the prior approval of the Director of Career and Technical Programs, career area instructors who are supervising students on an off-campus job site and who, as a result of said duties of supervision, are unable to have a duty free lunch, shall be compensated for one-half hour at the teacher's rate. The instructor must apply for the Principal's approval 72 hours in advance. The Principal, in granting said approval, shall examine, among other criteria, the location of the job site in relation to the school and the number of hours required to complete the job. The instructor shall make every reasonable effort to schedule his or her jobs in such a manner that the provisions of this paragraph will not have to be implemented. In any event, and notwithstanding the foregoing, the coordinator, before granting approval, must assure himself or herself that the foregoing compensation will be charged to the person or entity who has retained the services of the School's instructors and students.

ARTICLE 29 - [INTENTIONALLY OMITTED]

ARTICLE 30 - SUMMER SCHOOL AND EVENING SCHOOL

- 30.1 Positions in the summer and evening school will be filled first by qualified, regularly appointed teachers of the Greater Lawrence Regional Technical High School. The Principal will make seniority a consideration in formulating her recommendation for the filling of said positions to the Superintendent/Director. The parties, having agreed that in-house candidates have first priority, further agree that if no qualified or regularly appointed teacher applies for a given position, the Principal may fill the position from outside the school.
- 30.2 The Union agrees that by May 1 teachers will submit a list of students who may potentially fail their courses. Based on this list and based on prior experience, the Superintendent/Director shall, prior to May 15, post a tentative list of summer school positions. Tentative appointments to these positions will be made by June 1. Final appointment shall be conditional on the number of enrolled students.

ARTICLE 31 - SENIORITY/PROGRAM REDUCTION

- 31.1 Effective September 1, 2016, no teacher with professional status shall be displaced by a more senior teacher unless the more senior teacher is currently certified pursuant to M.G.L. c. 71, s. 38G and is at least as qualified for the position as the junior teacher holding the position. The criteria for determining a qualified teacher under this provision shall include, as the primary factors, indicators of job performance, including overall ratings resulting from the comprehensive evaluation conducted pursuant to the Greater Lawrence Regional Technical High School Educator Evaluation System (Appendix D)

and the best interests of the students in the school or District. For the purposes of this Article an overall rating of "proficient" or higher shall be considered equivalent. Where qualifications are determined to be equal, seniority shall be the determining factor.

- 31.2 Seniority will be defined as total years of uninterrupted service at the Greater Lawrence Regional Technical High School. The time of service will be based upon the date that the teacher assumes full time teaching duties.
- 31.3 Teachers transferred from one department to another will maintain seniority rights in their previously assigned department. Example: A duly appointed teacher teaches for ten (10) years in the Metal Fabrication Department. The teacher transfers to the Machine Shop Department where they teach for ten (10) years. In the case of a reduction in Machine Shop personnel, the teacher can return to Metal Fabrication applying an accumulated seniority of twenty (20) years in Metal Fabrication.
- 31.4 In the event of a reduction of teachers within a department (or the discontinuance of a department) teachers will be terminated in the inverse order of their department seniority in that department; that is, the last teacher hired for that department or assigned through a transfer to that department shall be first teacher terminated.
- 31.5 Should the terminated teacher have maintained seniority rights under Paragraph 2 above in another school department, the terminated teacher shall be eligible to return to the former department and replace teachers within that department having less seniority provided that the teacher is qualified to do so through certification status and previous teaching in that department.
- 31.6 Teachers displaced under Paragraph 4 above will be eligible to replace other teachers if the displaced teacher qualifies under Paragraph 2 above and is qualified to do so through certification/licensure status and previous teaching in that department.
- 31.7 Teachers that are displaced and do not have seniority rights under Paragraph 3, 4, 5, and 6 above will be terminated.

ARTICLE 32 - PEER MENTORING

- 32.1 A formal mentoring program will be offered in accordance with the requirements of the Massachusetts Department of Elementary and Secondary Education.

ARTICLE 33 - SICK LEAVE AND REDEMPTION OF SICK LEAVE

- 33.1 Employees covered by this Agreement shall be allowed thirteen (13) days per year as sick leave with pay which will be cumulative to 260 days.

- 33.2 Teachers must use Aesop for sick, personal and bereavement leave absences, whether or not a substitute is required. All requests for School Business Leave must receive prior, written approval from administration.
- 33.3 Any bargaining unit employee who has accumulated one hundred forty-five 145 sick days, may annually at the close of school elect to redeem fifteen (15) sick days at the rate of \$75.00 per day provided that such employee has not used more than five (5) sick days during the current school year. A minimum of one hundred thirty 130 days accumulated sick leave must remain on record following redemption.
- 33.4 Applications of redemption of sick leave must be made within five (5) working days following the official close of school in June.

ARTICLE 34 - PERSONAL LEAVE

- 34.1 An employee will be granted three (3) days of personal leave in any school year with pay to attend to personal business that cannot be conducted outside of school hours.
- 34.2 Personal leave shall be cumulative and be considered sick leave if not taken during the school year.
- 34.3 Employees are required to give reasonable prior notice to the Principal before taking personal leave. The requirements of reasonable prior notices shall not apply to emergency situations.
- 34.4 The prior approval of the Principal or her designee will be required only on those occasions when personal leave is requested for the last school day prior to school vacations or for the first school day immediately after school vacations or M.C.A.S. days, unless said request is necessary for emergency reasons, in which case said prior approval will not be required.
- 34.5 Employees shall be presented with a written reason or reasons if they are denied personal leave on the above mentioned days. In no event, however, shall a personal day be used to start a vacation period early or to extend a vacation period and holiday weekends without prior consent from management.

ARTICLE 35 - ABSENCE DUE TO DEATH IN IMMEDIATE FAMILY

- 35.1 An employee shall be granted absence because of a death in the immediate family and to either parent in the event of miscarriage with pay for a period not to exceed (4) days. In determining reasonable absence, consideration shall be given to the relationship of the employee to the deceased and the responsibility of the employee for making funeral arrangements. An employee's immediate family shall be considered as husband, wife, son, daughter, mother, father, stepmother, stepfather, mother-in-law, father-in-law, sister,

brother, grandparent, grandchild or any relative residing with the employee or any person for whom the employee is solely responsible for all funeral arrangements.

- 35.2 An employee shall be granted reasonable absence up to two (2) days for the death of a grandparent-in-law, sister-in-law or brother-in-law.

ARTICLE 36 - DEATH OF RETIRED FACULTY MEMBERS

- 36.1 The School will provide time and classroom coverage for one teacher to attend the funerals of retirees in order to represent the faculty.

ARTICLE 37 - MILITARY LEAVE

- 37.1 Military Leave of Absence without pay may be granted to a permanent teacher inducted into the armed forces for the required length of service, according to the terms of the Selective Service and Training Act of 1940 and subsequent amendments by Congress.

ARTICLE 38 - ORGANIZED RESERVE FORCES

- 38.1 Every person who is a member of a reserve component of the Armed Forces of the United States shall be granted such leave without loss of pay in accordance with Section 59 of Chapter 33 of the General laws after furnishing official evidence that they had been ordered to duty.
- 38.2 It is agreed, however, that in the interest of minimizing the interruption of class instruction, the employee, the Union and Superintendent/Director will exhaust every effort to attempt to schedule the Reserve Training during July and August where possible.

ARTICLE 39 - SABBATICAL LEAVES OF ABSENCE

- 39.1 The School District Committee may grant to employees who have completed seven (7) years of permanent service and complete formal application, a Sabbatical Leave of Absence to be used for study and professional improvement. Such leaves of absence shall be for a period not exceeding one (1) year. The School District Committee, at its discretion, may grant such leave with full or partial pay provided, that prior to the granting of such leave, said employee shall enter into a written agreement with the School District Committee that upon termination of such leave they will return to service in the School District for a period equal to twice the length of such leave that, in default of completing such service, they will refund to the School District Committee an amount equal to such proportion of salary received by them while on leave, as the amount of service not actually agreed bears to the whole amount of service agreed to be rendered.

ARTICLE 40 - PARENTAL LEAVES OF ABSENCE

- 40.1 Every bargaining unit employee shall be entitled to a twelve (12) week parental leave if the employee complies with the following conditions:
- A. The employee provides a doctor's statement attesting to the pregnancy and expected delivery date or comparable adoption documentation; and
 - B. The employee has been employed for three (3) consecutive months; and
 - C. The employee gives at least two (2) weeks' notice of the expected departure date and intended date of return.
- 40.2 The EMPLOYER shall provide all bargaining unit employees six (6) weeks of paid leave during a parental leave of absence. The six (6) weeks of paid leave shall be taken consecutively and shall not be divided into separate periods. An employee has the option of using current or accumulated sick leave to the extent available for a period of up to six (6) months after the initial six (6) week paid period.
- 40.3 Extended absence in excess of available sick leave time will be treated as leave without pay.
- 40.4 If an employee fails to return from parental leave by the expiration of the six (6) month period, their employment shall be terminated.
- 40.5 An employee returning from parental leave will be reinstated to their previous position or to another comparable position.
- 40.6 An employee returning from a parental leave will retain all her previous rights. Salary placement will be at the next step of the salary schedule if the employee served one-half (1/2) or more of the work year in which the leave was granted.

This change shall not apply to employees who have already submitted a parental leave request or are actively in the process of planning leave as of the effective date of this agreement. Those employees shall continue to be covered by the leave provisions that were in place at the time their leave was requested or planned.

ARTICLE 41 - FEDERATION LEAVE

- 41.1 An employee who is an officer of the Federation or who is appointed to a Federation position shall, upon proper application in May of the previous year be given a Leave of Absence for up to one (1) year without pay for the purpose of performing Federation duties. Such leave may be extended by the District Committee but in no case shall the total leave exceed two (2) years.

ARTICLE 42 - SICK LEAVE BUY BACK PLAN

- 42.1 Effective July 1, 2017 all full time employees covered by this Agreement who have completed fifteen (15) years of service with the Greater Lawrence Regional Technical High School, shall be eligible to participate in a Sick Leave Buy Back Plan. An employee who has accumulated more than 210 days of Sick Leave as of July 1, 1999 shall be entitled to apply all of his/her accumulated days of Sick Leave to the Sick Leave Buy Back Plan, however the amount paid to an employee under the said plan will be limited to the number of days of accumulated Sick Leave as of July 1, 1999 or 210 days (whichever is greater). Upon retirement, an employee shall be eligible to receive payment for 33 1/3% of his/her accumulated Sick Leave, based upon the employee's base salary at his/her date of retirement. Effective July 1, 1999, payment for each day of accumulated Sick Leave shall be computed at 1/181 of a teacher's salary, and effective July 1, 2000, said payment shall be computed at 1/183 of a teacher's salary.
- 42.2 Eligible employees who desire to participate in the Sick Leave Buy Back Plan shall notify the Superintendent/Director of their intention to retire, in writing, by December 15th of the calendar year prior to the school year in which they intend to retire. If such notice is received by December 15th, then in the month of June at the conclusion of the employee's final year of employment all accumulated Sick Leave shall be eliminated, and in lieu thereof the employee shall receive a lump sum payment as provided in paragraph one (1) above.
- 42.3 It is understood that the giving of a notice of intent to retire pursuant to this provision is irrevocable, and that an employee giving such notice shall be required to retire at the conclusion of the next school year following the school year in which the notice of intent to retire is given, except where significant changes in the employee's family or personal life require the employee to continue his/her employment with the Greater Lawrence Regional Technical High School, subject to the approval of the Superintendent/Director.
- 42.4 In case of the death of an employee payment pursuant to paragraph 1 above made to the estate of the employee upon presentation of legal notification to the District Committee.
- 42.5 Nothing contained in this Article is intended to change the provisions of Article 33 hereunder which allows an employee to accumulate 260 days for Sick Leave purposes.

ARTICLE 43 - SICK BANK PARTICIPATION

- 43.1 Effective October 1983, a Sick Bank was established. Teacher Sick Leave Bank Participation Eligibility: Participation in the Teacher Sick Leave Bank (SLB) is voluntary and open to all full time staff represented by Local 1707.

- 43.2 Enrollment: Teachers may enroll in the Sick Leave Bank during the annual open enrollment period or within thirty (30) days of initial employment. Enrollment requires a signed authorization form agreeing to the terms and conditions of the Sick Leave Bank.
- 43.3 Initial Contribution: Upon enrollment, each participating teacher must contribute one (1) day of accrued sick leave to the Sick Leave Bank. These contributions are non-refundable.
- 43.4 Ongoing Contributions: Additional contributions may be required if the Sick Leave Bank falls below 100 days. All employees that have three or more consecutive years of employment agree to donate an additional one (1) day as needed to maintain the fund. Teachers hired during the school year have 30 days from employment to join the sick bank. Existing teachers have the month of September to join the sick bank and contribute a day if they previously declined enrolling upon employment.
- 43.5 Access to Benefits: A teacher is eligible for the sick day six months after employment. A teacher may request days from the Sick Leave Bank after exhausting all personal, sick leave, providing medical documentation of a qualifying illness or disability, and meeting any waiting period requirements. A Sick Leave Committee will review all requests.
- 43.6 Governance: The Sick Leave Bank shall be administered by a committee composed of representatives from the administration and teacher representatives, as outlined in the Sick Leave Bank Policy.
- 43.7 Withdrawal from Participation: A teacher may withdraw from the Sick Leave Bank at any time; however, previously donated sick leave days remain in the bank and are not refundable.
- 43.8 Amendments & Policy Changes: The Sick Leave Bank Committee reserves the right to modify the terms of the Sick Leave Bank with prior notice to participants.

ARTICLE 44 - APPLICATION FOR PROMOTION

- 44.1 When vacancies occur in higher positions or in more desirable positions or when new positions of comparable status are to be established, notice of such circumstance shall be posted on the appropriate school bulletin board with as much pertinent information (qualifications, requirements, duties, salary, etc.) as is available. All positions in addition to regular teaching positions for which there is remuneration shall be posted.

ARTICLE 45 - GRIEVANCE PROCEDURE

- 45.1 To provide for the expeditious and mutually satisfactory settlement of questions arising with respect to wages and other conditions of employment or out of this interpretation or application of any terms of this Agreement, the procedures hereinafter set forth shall be followed:
- A. Step 1: An aggrieved teacher shall first discuss the complaint with his Academy Supervisor directly with the objective of resolving the matter informally. The Academy Supervisor shall convey his decision to the teacher within forty-eight (48) hours after receiving the complaint.
 - B. Step 2: The teacher or Union may then initiate a grievance either orally or in writing to the Principal within thirty (30) school days after knowledge by the teacher or Union giving rise to the act or condition which is the basis for the complaint. The Union Representative and/or the aggrieved shall meet with the Principal at a time mutually convenient to discuss the grievance. Within the ten (10) days after discussing the grievance the Principal will either orally or in writing communicate his or her answer to the Union Representative and/or the aggrieved.
 - C. Step 3: If the grievance is not resolved in Step 2, the Union may appeal within ten (10) school days in writing to the Superintendent/Director. The Union Representative and/or aggrieved shall meet with the Superintendent/Director at a time mutually convenient to discuss the grievance. Within ten (10) days after discussing the grievance the Superintendent will either orally or in writing communicate her or his answer to the Union Representative and/or the aggrieved.
 - D. Step 4: If the grievance is not resolved in Step 3, the Union may appeal within ten (10) school days in writing to the full School District Committee. The School District Committee shall meet with the Union Representative, National Union Representative and the aggrieved at a time mutually convenient to discuss the grievance. The School District Committee within ten (10) school days following the discussion will forward their answer in writing to the Union Representative.
 - E. Step 5: A grievance dispute which was not resolved at the level of the School Committee, under the grievance procedure may be submitted by the Federation to arbitration. The proceeding may be initiated by written notice to the School Committee and the American Arbitration Association postmarked within thirty (30) school days after receipt of the decision of the School Committee at Step 4.
- 45.2 The Arbitrator shall issue his/her decision not later than 30 days from the date of the close of the hearings or, if oral hearings have been waived, then from the date of transmitting the final statements and proofs to the Arbitrator. The decision shall be in writing and shall set forth the Arbitrator's opinion and conclusion on the issue submitted.

The decision of the Arbitrator, if made in accordance with his/her jurisdiction and authority under this Agreement, will be accepted as final by the parties to the dispute and both will abide by it. The Arbitrator's fee will be shared equally by the parties to the dispute.

- 45.3 Where it is evident that the time intervals set forth for answering or appealing a grievance cannot be met, they may be extended as mutually agreed upon.
- 45.4 Should the Union fail to process a grievance through a next higher step, the grievance shall be considered closed.
- 45.5 An employee may review his own "Personnel Record" and upon his specific request such "Personnel Record" may be reviewed by the Union Representative.
- 45.6 Nothing contained in this Agreement shall deprive any individual employee of the right to discuss with the Superintendent/Director or School Committee matters in his own interest.

ARTICLE 46 - PAYROLL DEDUCTION OF UNION DUES

- 46.1 An employee who wishes to have the School District Committee deduct the regularly monthly Union dues from his/her pay for transmittal to the Union shall execute an authorization card (Application for Membership) to be furnished by the Union.
- 46.2 The amount of dues will be certified to the School District Committee from time to time by the Treasurer of the American Federation of Teachers or by his duly authorized agent and the amount of dues will be uniform for all members of the Union. A certification of a change in Union dues shall become effective after the receipt by the School District Committee of such certification in writing from the Union at least fifteen (15) days prior to the start of the month in which the Union seeks to make such change effective.
- 46.3 Union dues deducted by the School District Committee shall be forwarded no later than thirty (30) days after such deduction was made.
- 46.4 An authorization by an employee for deduction of Union dues shall be canceled automatically whenever such employee is removed from the School District payroll or goes on leave of absence for more than one month and there shall be no obligation on the part of the School District Committee to continue authorization in effect in the absence of an applicable collective bargaining agreement.
- 46.5 Authorization for deduction of Union dues may be revocable as provided by law.

ARTICLE 47 - DISTRIBUTION OF MATERIALS

- 47.1 The Union shall have the right to place material in the mail boxes of teachers and other professional employees.

ARTICLE 48 - SCHOOL MEETINGS

- 48.1 The authorized representative of the Union shall have the right to schedule Union meetings in the building before or after regular class hours and during lunch time of the employees as long as no cost is involved.

ARTICLE 49 - INFORMATION

- 49.1 The School District Committee shall make available to the Union upon its reasonable request any and all available information, statistics and records relevant to negotiations, or necessary for the proper enforcement of the terms of this Agreement.

ARTICLE 50 - GRIEVANCE TIME FOR UNION BUILDING REPRESENTATIVE

- 50.1 The Principal will allow the Union Building Representative reasonable time for meetings to discuss problems or grievances with the Superintendent/Director provided they have obtained a prior appointment.

ARTICLE 51 - JOB DESCRIPTIONS

- 51.1 The Superintendent/Director will furnish upon request job descriptions of administrators and an organizational chart on a current basis. Nothing in this section precludes the District School Committee from changing job descriptions or school organization status during the life of the Agreement.

ARTICLE 52 - TEACHER CONDUCT

- 52.1 All employees represented under the terms of this Agreement will be disciplined pursuant to the provisions of the Education Reform Act of 1993.

ARTICLE 53 - UNAUTHORIZED INTERRUPTIONS OF SCHOOL OPERATIONS

- 53.1 There shall be no strike, work stoppage or other interferences or interruptions of school operation, including absences from assigned school duties to attend Union meetings during the period of this Agreement. No officer or representative of the Union shall authorize, instigate or condone any such activity. By way of penalty for any violation of

the foregoing the Principal or Superintendent/Director shall have the right to take disciplinary action against any employee participating in the violation.

ARTICLE 54 - FEDERAL AND STATE LAWS

- 54.1 In the event any valid federal or state laws or any order or state executive or administrative office having the authority, or the final determination of any board or court of competent jurisdiction affects any provision of this Agreement, the provision or provisions so affected shall conform thereto. Except as modified the Agreement shall continue in full force and effect. Nothing contained in this article shall preclude the Union from obtaining an interpretation of the Law or Directive acted upon by the School District Committee from the pertinent law making body.

ARTICLE 55 - PROCEDURE IN ASSAULT CASES

- 55.1 The Superintendent/Director shall report all cases of assault suffered by teachers in connection with their employment to the School District Committee.
- 55.2 Whenever it is alleged that a teacher has assaulted a person or that a person has assaulted a teacher, the Superintendent/Director shall conduct an investigation of the incident and report to the School District Committee. The Superintendent/Director shall comply with any reasonable request from the teacher for relevant information in the Committee's possession not privileged under law concerning the person or persons involved.
- 55.3 The following procedure is intended to govern the reporting of an alleged assault on a student by a staff member and shall be placed in the Student Handbook:
- 55.4 Any student complaining of an alleged assault or of other behavior by a staff member should report the alleged incident to a Guidance Counselor. The Guidance Counselor shall in turn report the incident to the Supervisor of Admissions and Counseling, if available, or to another Administrator if the Supervisor is not available. The Supervisor or the Administrator will report the incident to the Principal. The Guidance Counselor, the Supervisor/Administrator and the Principal will first make every reasonable effort to stabilize the situation. Each person involved in the reporting chain will file a written report on the incident as soon as it is practicable to do so. Each person involved will do their best to maintain and preserve the confidentiality and safety of the student as well as that of the staff member.

ARTICLE 56 - FEDERATION RIGHTS

- 56.1 PRESIDENT ASSIGNMENT. The President of the Federation, or his/her designee, shall teach one (1) fewer class and shall not be assigned to non-teaching duties with no loss of pay.

56.2 UNION BUSINESS LEAVE. The FEDERATION may ask the Superintendent-Director to release a reasonable amount of bargaining unit employees with no loss of pay to attend local, state, or national conventions, conferences, and/or training. The Superintendent-Director shall not unreasonably deny requests.

56.3 FEDERATION OFFICE. The EMPLOYER shall provide locked office space for the FEDERATION in the building at no cost to the FEDERATION.

56.4 The FEDERATION shall provide a copy of the membership and dues authorization card to the EMPLOYER to include in new hire packets.

ARTICLE 57 - DISCRIMINATION AND COERCION

- 57.1 Neither the School District Committee or its agents outside the bargaining unit nor the Union, its agents or members shall:
- A. Discriminate against any employee because of his being or not being a member of the Union, or
 - B. Discriminate against any employee because of action taken by either party in processing grievances instituted in good faith under the provisions of this Agreement, or
 - C. Discriminate against any employee or applicant for employment because of race, creed, color, sex, handicap, disability or national origin, or
 - D. Intimidate or coerce any employee into joining or continuing his membership in the Union.

ARTICLE 58 - DAMAGE OR LOSS OF PROPERTY

- 58.1 Teachers covered by this Agreement shall not be held responsible for loss, damage, or destruction of school property or student property if such loss, damage or destruction is not the fault of the teacher.
- 58.2 Teachers shall report in writing any loss, damage, or destruction to the Superintendent/Director or his designee immediately upon becoming aware of such loss, damage or destruction.
- 58.3 The Committee may reimburse teachers for loss, damage, or destruction, while on duty in the School, of personal property of a kind normally worn or brought into the School as long as the teacher was not negligent, and as long as the teacher files a report with the Andover Police Department, to the extent that such loss is not covered by insurance.

- 58.4 In order to comply with the terms of this paragraph, it is hereby agreed that teachers will register all equipment and tools brought onto school property with the Superintendent/Director or his designee.
- 58.5 For purposes of this Article the term "personal property" shall not include cash over one hundred fifty (\$150.00) dollars.
- 58.6 The terms "loss", "damage", or "destruction" shall not cover effects of normal wear, tear and use.

ARTICLE 59 - FREEDOM TO JOIN

- 59.1 The EMPLOYER shall provide the FEDERATION access to members of the bargaining unit that the FEDERATION exclusively represents. Access shall include, but shall not be limited to:
- A. The right to meet with individual employees on the premises of the public employer during the workday to investigate and discuss grievances, workplace-related complaints, and other workplace issues;
 - B. The right to conduct worksite meetings during lunch breaks and other non-work breaks and before and after the workday on the employer's premises to discuss workplace issues, collective bargaining negotiations, the administration of collective bargaining agreements, other matters related to the duties of an exclusive representative and internal federation matters involving the governance or business of the federation; and
 - C. The right to meet with newly-hired employees, without charge to the pay or leave time of such an employee, as outlined in Article 59.3.
- 59.2 Not later than ten (10) calendar days after the date a prospective school employee accepts an offer of employment, the EMPLOYER shall provide the following contact information to the FEDERATION in spreadsheet file format or other format agreed to by the FEDERATION: (i) name; (ii) job; (iii) title; (iv) worksite location; (v) home address; (vi) work telephone number; (vii) home and personal cellular telephone numbers on file with the public employer; (viii) date of hire; (ix) work email address; and (x) personal email address on file with the public employer.
- 59.3 FEDERATION ORIENTATIONS
- A. For bargaining unit employees hired prior to the start of the academic year, the Federation shall be provided at least one (1) hour to orient new members of the

district. The Employer shall provide release time for new employees to attend with no loss of pay. The Employer shall release two (2) members of the Federation to conduct the orientation with no loss of pay.

- B. For bargaining unit employees hired after the start of the academic year, the first workday of the new employee shall be exclusively for training, orientation, and preparation. On that first day of employment, the EMPLOYER shall release a building representative, or other representative chosen by the FEDERATION, to conduct an orientation of not less than one (1) hour with no loss of pay.

ARTICLE 60 - FAMILY MEDICAL LEAVE ACT

- 60.1 The School and Union agree to incorporate the provisions of the federal law. All bargaining unit members who have been continuously employed by G.L.T.S. for at least one year are entitled to F.M.L.A. Employees requesting F.M.L.A. for personal illness are eligible to utilize accrued sick leave for up to 12 weeks in a calendar year. Employees requesting F.M.L.A. to care for a family member who is ill are able to use up to 4 weeks of accrued sick leave. Employees requesting F.M.L.A. to care for a spouse/newborn baby following the birth or adoption of a child are able to use up to 2 weeks of accrued sick leave.

ARTICLE 61 - QUALIFICATIONS MEMORANDUM

- 61.1 The District and 1707 hereby acknowledge the complexities of appointing teachers in certain unusual specialties. The provisions of this Article are directed to addressing this problem while, at the same time, maintaining the recognition of the significance and integrity of the salary schedule.
- 61.2 Pursuant to the foregoing and notwithstanding anything to the contrary contained in this Agreement, the District agrees that when it appoints a teacher in the above described category it will place said teacher in an existing step and column within the salary schedule, said placement to be reflective, whenever possible, of the following criteria:
 - A. The teacher's teaching or vocational experience; and ii The teacher's academic qualifications; and
 - B. The difficulty in filling the position in the particular specialty; and
 - C. A demonstrated inability to identify an alternative candidate with the same or similar experience and qualifications to fill said particular specialty at a lower rate of compensation; and
 - D. A demonstrated need for the importance of the position in fulfilling the educational responsibility of the School.

- 61.3 The District agrees that it will utilize the provisions of this Article only when reasonably necessary and will give 1707 reasonable notice of its intention to do so.
- 61.4 Notwithstanding anything contained in Article 4.5 to the contrary, when any member of 1707 is appointed pursuant to the provisions of this Article 61, then in that event, any member of 1707 who is within the same Department as the member appointed hereunder and who is on the vertical step that is not commensurate with his or her years of service with the District shall be placed on the vertical step that is commensurate with his or her years of service with the District.

ARTICLE 62 - RECOGNITION MEMORANDUM

- 62.1 The District Committee shall also recognize coaches who are full-time employees of the District duly appointed by the Principal or Superintendent/Director and who are otherwise members of the Bargaining Unit.
- 62.2 Notwithstanding the foregoing, coaches who are not members of the Bargaining Unit and who are duly appointed by the Principal or Superintendent/Director will continue to be placed in appropriate salary steps as negotiated by the Bargaining Unit and the Committee." ARB 85-1983."

ARTICLE 63 - PHYSICIAN'S STATEMENT MEMORANDUM

- 63.1 In case of an absence of five (5) or more consecutive days the Superintendent/Director may require that a teacher file a statement with the Superintendent/Director from a registered physician that is treating the teacher.

ARTICLE 64 - PROFESSIONAL SERVICE AWARD MEMORANDUM

- 64.1 For purposes of this Article, service will be defined as total uninterrupted service at the School which commenced from the date that the teacher assumed full-time teaching duties at the School. A teacher must have commenced his or her duties prior to February 1 in order to get a full year's credit for purposes of this Article.
- 64.2 Commencing July 1, 2010, Professional Service Awards shall be made on the following schedule in the following amounts:

Teachers with 10-14 years experience	\$875 for each contract year
Teachers with 15-19 years experience	\$1,375 for each contract year
Teachers with 20-24 years experience	\$1,800 for each contract year
Teachers with 25-29 years experience	\$2,050 for each contract year
Teachers with 30 plus years experience	\$2,500 for each contract year

- 64.3 The foregoing payments shall be made in December following the applicable commencement date in September. Any teacher who gives written notice to the Superintendent by April 30 of his/her intention to retire at the end of that school year will receive in his/her last June paycheck whatever Professional Service Award he/she might be eligible for had he/she commenced school the following September.

ARTICLE 65 - JURY DUTY/COURT APPEARANCES

- 65.1 Any member of the bargaining unit who is summoned for jury duty, or is summoned to serve as a witness in a court case, and must be absent from his duties as a result shall be paid the difference between the juror's fee or witness fee and his or her regular salary. Any such member shall report for his or her regular duties when they are excused as a juror or witness unless it is unreasonable to expect the member to do so.
- 65.2 Absence from work because of jury duty will not adversely affect the retention and/or accrual of any contract benefits.
- 65.3 The provisions of this article will not apply to a member who is either a Plaintiff or a Defendant in a court case and who misses his or her regular duties as a result of a court appearance.

ARTICLE 66 - SETTLEMENT AGREEMENT

- 66.1 The parties hereto agree that in no event shall any individual or group of individuals, regardless of bargaining unit placement, who may have been involved in the labor dispute of October 23, 1989 through October 17, 1989 be disciplined, discharged, demoted, reduced in rank or compensation or in any other way adversely affected because of said involvement.
- 66.2 Notwithstanding the foregoing, the Union agrees to pay the District the sum of \$20,000 in 5 equal installments of \$4,000 each commencing April 27, 1990 and to be made annually thereafter.

- 66.3 The parties agree that in academic year 1989-1990 all employees shall work a full year for a full year's salary (subject to budgetary reductions unrelated to the strike). Pending ratification by the Union, the parties further agree that they will each withdraw all present litigation filed with the State Labor Relations Commission and with the Superior Court and that there will be no further litigation with regard to said strike.
- 66.4 It is agreed that the members of the bargaining unit shall return to work at 7:40 AM. on Monday, October 30, 1989.

ARTICLE 67 - COACHES SALARIES

- 67.1 See Appendix B.

ARTICLE 68 - PRINTING

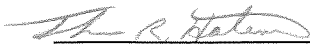
- 68.1 The cost of printing this Agreement shall be shared equally between the District School Committee and Local 1707, AFT.

ARTICLE 69 - DURATION

69.1 This Agreement shall become effective as of July 1, 2025, and shall continue in force and effect until 11:59 p.m. on June 30, 2028. The parties agree to meet on or about January 2028 in regards to a successor agreement.

The Federation and the Committee hereto duly execute this Agreement by the respective signatures of their authorized representatives this 16 day of June, 2026.

For the School Committee:

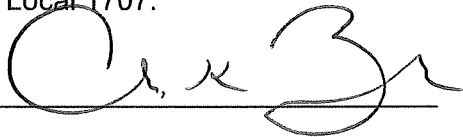








For Local 1707:



APPENDIX A - TEACHERS/NURSES SALARIES

Effective July 1, 2025 (4%)

Academic Teachers	B	B15	M	M15	M30	M45	M60	M75
Vocational Teachers	V	V30	V45	V60	V75	V90	VB	VB15
Nurses	RN	RN15	RN ASSOC	RN ASSOC 15	RN BS	RN BS15	RN M	RN M15
Step 3	\$65,843	\$67,098	\$68,351	\$69,606	\$70,345	\$72,114	\$73,365	\$74,621
Step 4	\$69,236	\$70,490	\$71,743	\$72,996	\$74,252	\$75,505	\$76,757	\$78,010
Step 5	\$72,627	\$73,882	\$75,136	\$76,386	\$77,641	\$78,892	\$80,151	\$81,404
Step 6	\$76,019	\$77,275	\$78,529	\$79,779	\$81,037	\$82,288	\$83,541	\$84,794
Step 7	\$79,410	\$80,666	\$81,919	\$83,173	\$84,426	\$85,681	\$86,932	\$88,188
Step 8	\$82,803	\$84,057	\$85,309	\$86,563	\$87,820	\$89,073	\$90,324	\$91,580
Step 9	\$86,196	\$87,449	\$88,702	\$89,956	\$91,207	\$92,463	\$93,714	\$94,970
Step 10	\$89,586	\$90,839	\$92,095	\$93,348	\$94,602	\$95,856	\$97,110	\$98,361
Step 11	\$92,982	\$94,231	\$95,356	\$96,741	\$97,992	\$99,246	\$100,499	\$101,755
Step 12	\$96,371	\$97,625	\$98,878	\$100,134	\$101,386	\$102,639	\$103,895	\$105,146
Step 13	\$99,764	\$101,016	\$102,272	\$103,523	\$104,778	\$106,029	\$107,285	\$108,536
Step 14	\$102,986	\$104,259	\$105,532	\$106,803	\$108,076	\$109,347	\$110,623	\$111,896
Step 15	\$105,240	\$106,516	\$107,789	\$109,063	\$110,332	\$111,607	\$112,880	\$114,150

Effective July 1, 2026 (3.5%)

Academic Teachers	B	B15	M	M15	M30	M45	M60	M75
Vocational Teachers	V	V30	V45	V60	V75	V90	VB	VB15
Nurses	RN	RN15	RN ASSOC	RN ASSOC 15	RN BS	RN BS15	RN M	RN M15
Step 3	\$68,148	\$69,446	\$70,743	\$72,042	\$72,807	\$74,638	\$75,933	\$77,233
Step 4	\$71,659	\$72,957	\$74,254	\$75,551	\$76,851	\$78,148	\$79,443	\$80,740
Step 5	\$75,169	\$76,468	\$77,766	\$79,060	\$80,358	\$81,653	\$82,956	\$84,253
Step 6	\$78,680	\$79,980	\$81,278	\$82,571	\$83,873	\$85,168	\$86,465	\$87,762
Step 7	\$82,189	\$83,489	\$84,786	\$86,084	\$87,381	\$88,680	\$89,975	\$91,275
Step 8	\$85,701	\$86,999	\$88,295	\$89,593	\$90,894	\$92,191	\$93,485	\$94,785
Step 9	\$89,213	\$90,510	\$91,807	\$93,104	\$94,339	\$95,699	\$96,994	\$98,294
Step 10	\$92,722	\$94,018	\$95,318	\$96,615	\$97,913	\$99,211	\$100,509	\$101,804
Step 11	\$96,236	\$97,529	\$98,693	\$100,217	\$101,422	\$102,720	\$104,016	\$105,316
Step 12	\$99,744	\$101,042	\$102,339	\$103,639	\$104,935	\$106,231	\$107,531	\$108,826
Step 13	\$103,256	\$104,552	\$105,852	\$107,146	\$108,445	\$109,740	\$111,040	\$112,335
Step 14	\$106,591	\$107,908	\$109,226	\$110,541	\$111,859	\$113,174	\$114,495	\$115,812
Step 15	\$108,923	\$110,244	\$111,562	\$112,880	\$114,194	\$115,513	\$116,831	\$118,145

Effective July 1, 2027 (3.5%)

Academic Teachers	B	B15	M	M15	M30	M45	M60	M75
Vocational Teachers	V	V30	V45	V60	V75	V90	VB	VB15
Nurses	RN	RN15	RN ASSOC	RN ASSOC 15	RN BS	RN BS15	RN M	RN M15
Step 3	\$70,533	\$71,877	\$73,129	\$74,563	\$75,355	\$77,250	\$78,591	\$79,936
Step 4	\$74,167	\$75,510	\$76,853	\$78,195	\$79,541	\$80,833	\$82,224	\$83,566
Step 5	\$77,800	\$79,144	\$80,488	\$81,827	\$83,171	\$84,511	\$85,859	\$87,202
Step 6	\$81,434	\$82,779	\$84,123	\$85,461	\$86,809	\$88,149	\$89,491	\$90,834
Step 7	\$85,066	\$86,411	\$87,754	\$89,097	\$90,439	\$91,784	\$93,124	\$94,470
Step 8	\$88,701	\$90,044	\$91,385	\$92,729	\$94,075	\$95,418	\$96,757	\$98,102
Step 9	\$92,335	\$96,678	\$95,020	\$96,363	\$97,703	\$99,048	\$100,389	\$101,734
Step 10	\$95,967	\$97,309	\$98,654	\$99,997	\$101,340	\$102,683	\$104,027	\$105,367
Step 11	\$99,604	\$100,43	\$102,147	\$103,631	\$104,972	\$106,315	\$107,657	\$109,022
Step 12	\$103,235	\$104,578	\$105,921	\$107,266	\$108,608	\$109,949	\$111,295	\$112,635
Step 13	\$106,870	\$108,211	\$109,557	\$110,896	\$112,241	\$113,581	\$114,926	\$116,267
Step 14	\$110,322	\$111,685	\$113,049	\$114,410	\$115,774	\$117,135	\$118,502	\$119,866
Step 15	\$112,735	\$114,013	\$115,467	\$116,831	\$118,191	\$119,556	\$120,920	\$122,280

APPENDIX B - COACHES AND ADVISOR'S SALARIES

Effective July 1, 2025 (4%)

Appendix B

7/1/2025-6/30/2026	Position	BASE	A	B	C
TRAINER					
CLASS ADVISORS	9th	\$1,759	\$1,967	\$2,294	\$2,623
	10th	\$1,801	\$2,131	\$2,458	\$2,785
	11th	\$1,967	\$2,294	\$2,623	\$2,951
	12th	\$3,276	\$3,616	\$3,932	\$4,261
CLUB ADVISORS	National Honor Society	\$1,967	\$2,294	\$2,623	\$2,951
	Student Council	\$1,967	\$2,294	\$2,623	\$2,951
	Year Book	\$3,932	\$4,261	\$4,589	\$4,916
	School Paper	\$1,967	\$2,294	\$2,623	\$2,951
	Reggies on the Move	\$1,759	\$1,864	\$1,964	\$2,065
	Club Lacrosse	\$1,759	\$1,864	\$1,964	\$2,065
	All Other Clubs	\$1,759	\$1,864	\$1,964	\$2,065
FALL CHEERLEADING	Varsity	\$4,738	\$5,167	\$5,387	\$5,609
	Junior Varsity	\$2,868	\$3,298	\$3,515	\$3,728
	Assistant	\$2,868	\$3,298	\$3,515	\$3,728
SWIMMING	Head Coach	\$4,783	\$5,835	\$6,049	\$6,257
	Assistant Varsity	\$3,348	\$3,551	\$3,756	\$3,960
BOYS/GIRLS SOCCER	Head Coach	\$6,276	\$6,710	\$6,927	\$7,142
	Assistant Varsity	\$4,372	\$4,783	\$4,987	\$5,198
	JV	\$3,961	\$4,372	\$4,576	\$4,783
	Freshman	\$3,961	\$4,372	\$4,576	\$4,783
BOYS/GIRLS VOLLEYBALL	Head Coach	\$6,276	\$6,710	\$6,927	\$7,142
	Assistant Varsity	\$4,372	\$4,783	\$4,987	\$5,198
	JV	\$3,961	\$4,372	\$4,576	\$4,783
	Freshman	\$3,961	\$4,372	\$4,576	\$4,783

GOLF	Head Coach	\$4,169	\$4,576	\$4,783	\$4,987
	JV	\$2,732	\$3,141	\$3,349	\$3,552
CROSS COUNTRY	Head Coach	\$4,783	\$5,835	\$6,049	\$6,257
	Assistant Varsity	\$4,372	\$4,783	\$4,989	\$5,198
	Assistant Varsity	\$4,372	\$4,783	\$4,989	\$5,198
FOOTBALL	Head Coach	\$10,290	\$10,714	\$10,927	\$11,138
	Assistant Coach	\$5,942	\$6,155	\$6,368	\$6,791
	Assistant Coach	\$5,515	\$5,942	\$6,155	\$6,368
	Assistant Coach	\$5,304	\$5,942	\$6,155	\$6,368
	Assistant Coach	\$4,885	\$5,728	\$5,942	\$6,155
	Assistant Coach	\$4,783	\$5,304	\$5,515	\$5,728
	Assistant Coach	\$4,631	\$5,304	\$5,515	\$5,728
	Assistant Coach	\$4,372	\$4,783	\$4,987	\$5,198
	Assistant Coach	\$4,372	\$4,783	\$4,987	\$5,198
WINTER CHEERLEADING	Varsity	\$4,603	\$5,018	\$5,233	\$5,449
	Junior Varsity	\$2,786	\$3,206	\$3,415	\$3,622
	Assistant	\$2,786	\$3,206	\$3,415	\$3,622
WRESTLING	Head Coach	\$6,276	\$6,710	\$6,927	\$7,142
	Assistant Varsity 1	\$4,473	\$4,886	\$5,091	\$5,304
	Assistant Varsity 2	\$4,473	\$4,886	\$5,091	\$5,304
	* Assistant Varsity 3	\$4,473	\$4,886	\$5,091	\$5,304
BOYS/GIRLS BASKETBALL	Head Coach	\$7,321	\$7,742	\$7,956	\$8,169
	Assistant Varsity	\$4,886	\$5,304	\$5,516	\$5,728
	JV	\$4,473	\$4,886	\$5,091	\$5,304
	Freshman	\$3,349	\$3,552	\$3,757	\$3,960
PHYSICAL CONDITIONING	Head Coach	\$2,322	\$2,527	\$2,733	\$2,936
INDOOR TRACK	Head Coach	\$4,783	\$5,835	\$6,049	\$6,257
	Head Coach	\$4,783	\$5,835	\$6,049	\$6,257
	Assistant Varsity	\$4,372	\$4,783	\$4,989	\$5,198
	Assistant Varsity	\$4,372	\$4,783	\$4,989	\$5,198

	Assistant Varsity	\$4,372	\$4,783	\$4,989	\$5,198
TENNIS	Head Coach	\$4,783	\$5,835	\$6,048	\$6,256
	Assistant Varsity	\$3,348	\$3,551	\$3,757	\$3,960
BASEBALL/SOFTBALL	Head Coach	\$6,049	\$6,470	\$6,683	\$7,142
	Assistant Varsity	\$4,681	\$5,091	\$5,304	\$5,516
	JV	\$4,269	\$4,681	\$4,897	\$5,091
	Freshman	\$4,269	\$4,681	\$4,897	\$5,091
OUTDOOR TRACK	Head Coach	\$5,942	\$6,367	\$6,578	\$6,790
	Head Coach	\$5,942	\$6,367	\$6,578	\$6,790
	Assistant Varsity	\$4,372	\$4,783	\$4,989	\$5,198
	Assistant Varsity	\$4,169	\$4,576	\$4,783	\$4,989
	Assistant Varsity	\$4,169	\$4,576	\$4,783	\$4,989
	Assistant Varsity	\$4,169	\$4,576	\$4,783	\$4,989
GIRLS FLAG FOOTBAL	Head Coach	\$2,651	\$3,048	\$3,249	\$3,446
	Head Coach	\$2,651	\$3,048	\$3,249	\$3,446
SUMMER CONDITIONING	Coach 1	\$2,605	\$2,781	\$2,980	\$3,183
	Athletic Trainer	\$2,605	\$2,781	\$2,980	\$3,183
	Coach 2	\$2,605	\$2,781	\$2,980	\$3,183
	Coach 3	\$2,605	\$2,781	\$2,980	\$3,183
	Coach 4	\$2,605	\$2,781	\$2,980	\$3,183
	Coach 5	\$2,605	\$2,781	\$2,980	\$3,183
	Coach 6	\$2,605	\$2,781	\$2,980	\$3,183
Bus Transportation	Per round trip	\$100			
* Contingent upon numbers					

Effective July 1, 2026 (3.5%)

Appendix B (Cont'd)

7/1/2026-6/30/2027	Position	BASE	A	B	C
TRAINER					
CLASS ADVISORS	9th	\$1,821	\$2,036	\$2,374	\$2,715
	10th	\$1,864	\$2,206	\$2,544	\$2,882
	11th	\$2,036	\$2,374	\$2,715	\$3,054
	12th	\$3,391	\$3,743	\$4,070	\$4,410
CLUB ADVISORS	National Honor Society	\$2,036	\$2,374	\$2,715	\$3,054
	Student Council	\$2,036	\$2,374	\$2,715	\$3,054
	Year Book	\$4,070	\$4,410	\$4,750	\$5,088
	School Paper	\$2,036	\$2,374	\$2,715	\$3,054
	Reggies on the Move	\$1,821	\$1,929	\$2,033	\$2,137
	Club Lacrosse	\$1,821	\$1,929	\$2,033	\$2,137
	All Other Clubs	\$1,821	\$1,929	\$2,033	\$2,137
FALL CHEERLEADING	Varsity	\$4,904	\$5,348	\$5,576	\$5,805
	Junior Varsity	\$2,968	\$3,413	\$3,638	\$3,858
	Assistant	\$2,968	\$3,413	\$3,638	\$3,858
SWIMMING	Head Coach	\$4,950	\$6,039	\$6,261	\$6,476
	Assistant Varsity	\$3,465	\$3,675	\$3,887	\$4,099
BOYS/GIRLS SOCCER	Head Coach	\$6,496	\$6,945	\$7,169	\$7,392
	Assistant Varsity	\$4,525	\$4,950	\$5,162	\$5,380
	JV	\$4,100	\$4,525	\$4,736	\$4,950
	Freshman	\$4,100	\$4,525	\$4,736	\$4,950
BOYS/GIRLS VOLLEYBALL	Head Coach	\$6,496	\$6,945	\$7,169	\$7,392
	Assistant Varsity	\$4,525	\$4,950	\$5,162	\$5,380
	JV	\$4,100	\$4,525	\$4,736	\$4,950
	Freshman	\$4,100	\$4,525	\$4,736	\$4,950
GOLF	Head Coach	\$4,315	\$4,736	\$4,950	\$5,162

	JV	\$2,828	\$3,251	\$3,466	\$3,676
CROSS COUNTRY	Head Coach	\$4,950	\$6,039	\$6,261	\$6,476
	Assistant Varsity	\$4,525	\$4,950	\$5,164	\$5,380
	Assistant Varsity	\$4,525	\$4,950	\$5,164	\$5,380
FOOTBALL	Head Coach	\$10,650	\$11,089	\$11,309	\$11,528
	Assistant Coach	\$6,150	\$6,370	\$6,591	\$7,029
	Assistant Coach	\$5,708	\$6,150	\$6,370	\$6,591
	Assistant Coach	\$5,490	\$6,150	\$6,370	\$6,591
	Assistant Coach	\$5,056	\$5,928	\$6,150	\$6,370
	Assistant Coach	\$4,950	\$5,490	\$5,708	\$5,928
	Assistant Coach	\$4,793	\$5,490	\$5,708	\$5,928
	Assistant Coach	\$4,525	\$4,950	\$5,162	\$5,380
	Assistant Coach	\$4,525	\$4,950	\$5,162	\$5,380
WINTER CHEERLEADING	Varsity	\$4,764	\$5,194	\$5,416	\$5,640
	Junior Varsity	\$2,884	\$3,318	\$3,535	\$3,749
	Assistant	\$2,884	\$3,318	\$3,535	\$3,749
WRESTLING	Head Coach	\$6,496	\$6,945	\$7,169	\$7,392
	Assistant Varsity 1	\$4,630	\$5,057	\$5,269	\$5,490
	Assistant Varsity 2	\$4,630	\$5,057	\$5,269	\$5,490
	* Assistant Varsity 3	\$4,630	\$5,057	\$5,269	\$5,490
BOYS/GIRLS BASKETBALL	Head Coach	\$7,577	\$8,013	\$8,234	\$8,455
	Assistant Varsity	\$5,057	\$5,490	\$5,709	\$5,928
	JV	\$4,630	\$5,057	\$5,269	\$5,490
	Freshman	\$3,466	\$3,676	\$3,888	\$4,099
PHYSICAL CONDITIONING	Head Coach	\$2,403	\$2,615	\$2,829	\$3,039
INDOOR TRACK	Head Coach	\$4,950	\$6,039	\$6,261	\$6,476
	Head Coach	\$4,950	\$6,039	\$6,261	\$6,476
	Assistant Varsity	\$4,525	\$4,950	\$5,164	\$5,380
	Assistant Varsity	\$4,525	\$4,950	\$5,164	\$5,380
	Assistant Varsity	\$4,525	\$4,950	\$5,164	\$5,380

TENNIS	Head Coach	\$4,950	\$6,039	\$6,260	\$6,475
	Assistant Varsity	\$3,465	\$3,675	\$3,888	\$4,099
BASEBALL/SOFTBALL	Head Coach	\$6,261	\$6,696	\$6,917	\$7,392
	Assistant Varsity	\$4,845	\$5,269	\$5,490	\$5,709
	JV	\$4,418	\$4,845	\$5,068	\$5,269
	Freshman	\$4,418	\$4,845	\$5,068	\$5,269
OUTDOOR TRACK	Head Coach	\$6,150	\$6,590	\$6,808	\$7,028
	Head Coach	\$6,150	\$6,590	\$6,808	\$7,028
	Assistant Varsity	\$4,525	\$4,950	\$5,164	\$5,380
	Assistant Varsity	\$4,315	\$4,736	\$4,950	\$5,164
	Assistant Varsity	\$4,315	\$4,736	\$4,950	\$5,164
	Assistant Varsity	\$4,315	\$4,736	\$4,950	\$5,164
GIRLS FLAG FOOTBAL	Head Coach	\$2,744	\$3,155	\$3,363	\$3,567
	Head Coach	\$2,744	\$3,155	\$3,363	\$3,567
SUMMER CONDITIONING	Coach 1	\$2,696	\$2,878	\$3,084	\$3,294
	Athletic Trainer	\$2,696	\$2,878	\$3,084	\$3,294
	Coach 2	\$2,696	\$2,878	\$3,084	\$3,294
	Coach 3	\$2,696	\$2,878	\$3,084	\$3,294
	Coach 4	\$2,696	\$2,878	\$3,084	\$3,294
	Coach 5	\$2,696	\$2,878	\$3,084	\$3,294
	Coach 6	\$2,696	\$2,878	\$3,084	\$3,294
Bus Transportation	Per round trip	\$100			
*Contingent upon numbers					

Effective July 1, 2027 (3.5%)

Appendix B (Cont'd)

7/1/2027-6/30/2028	Position	BASE	A	B	C
TRAINER					
CLASS ADVISORS	9th	\$1,884	\$2,107	\$2,457	\$2,810
	10th	\$1,929	\$2,283	\$2,633	\$2,983
	11th	\$2,107	\$2,457	\$2,810	\$3,161
	12th	\$3,509	\$3,874	\$4,212	\$4,564
CLUB ADVISORS	National Honor Society	\$2,107	\$2,457	\$2,810	\$3,161
	Student Council	\$2,107	\$2,457	\$2,810	\$3,161
	Year Book	\$4,212	\$4,564	\$4,916	\$5,266
	School Paper	\$2,107	\$2,457	\$2,810	\$3,161
	Reggies on the Move	\$1,884	\$1,997	\$2,104	\$2,212
	Club Lacrosse	\$1,884	\$1,997	\$2,104	\$2,212
	All Other Clubs	\$1,884	\$1,997	\$2,104	\$2,212
FALL CHEERLEADING	Varsity	\$5,075	\$5,535	\$5,771	\$6,009
	Junior Varsity	\$3,072	\$3,533	\$3,765	\$3,994
	Assistant	\$3,072	\$3,533	\$3,765	\$3,994
SWIMMING	Head Coach	\$5,124	\$6,251	\$6,480	\$6,703
	Assistant Varsity	\$3,586	\$3,804	\$4,024	\$4,242
BOYS/GIRLS SOCCER	Head Coach	\$6,723	\$7,188	\$7,420	\$7,651
	Assistant Varsity	\$4,684	\$5,124	\$5,342	\$5,568
	JV	\$4,243	\$4,683	\$4,902	\$5,124
	Freshman	\$4,243	\$4,683	\$4,902	\$5,124
BOYS/GIRLS VOLLEYBALL	Head Coach	\$6,723	\$7,188	\$7,420	\$7,651
	Assistant Varsity	\$4,683	\$5,124	\$5,342	\$5,568
	JV	\$4,243	\$4,683	\$4,902	\$5,124
	Freshman	\$4,243	\$4,683	\$4,902	\$5,124
GOLF	Head Coach	\$4,466	\$4,902	\$5,124	\$5,342

	JV	\$2,927	\$3,365	\$3,588	\$3,805
CROSS COUNTRY	Head Coach	\$5,124	\$6,251	\$6,480	\$6,703
	Assistant Varsity	\$4,683	\$5,124	\$5,344	\$5,568
	Assistant Varsity	\$4,683	\$5,124	\$5,344	\$5,568
FOOTBALL	Head Coach	\$11,023	\$11,477	\$11,705	\$11,931
	Assistant Coach	\$6,365	\$6,593	\$6,822	\$7,275
	Assistant Coach	\$5,908	\$6,365	\$6,593	\$6,822
	Assistant Coach	\$5,682	\$6,365	\$6,593	\$6,822
	Assistant Coach	\$5,233	\$6,136	\$6,365	\$6,593
	Assistant Coach	\$5,124	\$5,682	\$5,908	\$6,136
	Assistant Coach	\$4,961	\$5,682	\$5,908	\$6,136
	Assistant Coach	\$4,683	\$5,124	\$5,342	\$5,568
	Assistant Coach	\$4,683	\$5,124	\$5,342	\$5,568
WINTER CHEERLEADING	Varsity	\$4,931	\$5,375	\$5,606	\$5,837
	Junior Varsity	\$2,984	\$3,434	\$3,658	\$3,880
	Assistant	\$2,984	\$3,434	\$3,658	\$3,880
WRESTLING	Head Coach	\$6,723	\$7,188	\$7,420	\$7,651
	Assistant Varsity 1	\$4,792	\$5,234	\$5,454	\$5,682
	Assistant Varsity 2	\$4,792	\$5,234	\$5,454	\$5,682
	* Assistant Varsity 3	\$4,792	\$5,234	\$5,454	\$5,682
BOYS/GIRLS BASKETBALL	Head Coach	\$7,842	\$8,293	\$8,523	\$8,751
	Assistant Varsity	\$5,234	\$5,682	\$5,909	\$6,136
	JV	\$4,792	\$5,234	\$5,454	\$5,682
	Freshman	\$3,588	\$3,805	\$4,025	\$4,242
PHYSICAL CONDITIONING	Head Coach	\$2,487	\$2,707	\$2,928	\$3,145
INDOOR TRACK	Head Coach	\$5,124	\$6,251	\$6,480	\$6,703
	Head Coach	\$5,124	\$6,251	\$6,480	\$6,703
	Assistant Varsity	\$4,683	\$5,124	\$5,344	\$5,568
	Assistant Varsity	\$4,683	\$5,124	\$5,344	\$5,568
	Assistant Varsity	\$4,683	\$5,124	\$5,344	\$5,568

TENNIS	Head Coach	\$5,124	\$6,251	\$6,479	\$6,702
	Assistant Varsity	\$3,586	\$3,804	\$4,025	\$4,242
BASEBALL/SOFTBALL	Head Coach	\$6,480	\$6,931	\$7,159	\$7,651
	Assistant Varsity	\$5,014	\$5,454	\$5,682	\$5,909
	JV	\$4,573	\$5,014	\$5,246	\$5,454
	Freshman	\$4,573	\$5,014	\$5,246	\$5,454
OUTDOOR TRACK	Head Coach	\$6,365	\$6,820	\$7,047	\$7,274
	Head Coach	\$6,365	\$6,820	\$7,047	\$7,274
	Assistant Varsity	\$4,683	\$5,124	\$5,344	\$5,568
	Assistant Varsity	\$4,466	\$4,902	\$5,124	\$5,344
	Assistant Varsity	\$4,466	\$4,902	\$5,124	\$5,344
	Assistant Varsity	\$4,466	\$4,902	\$5,124	\$5,344
GIRLS FLAG FOOTBAL	Head Coach	\$2,840	\$3,265	\$3,480	\$3,691
	Head Coach	\$2,840	\$3,265	\$3,480	\$3,691
SUMMER CONDITIONING	Coach 1	\$2,791	\$2,979	\$3,192	\$3,410
	Athletic Trainer	\$2,791	\$2,979	\$3,192	\$3,410
	Coach 2	\$2,791	\$2,979	\$3,192	\$3,410
	Coach 3	\$2,791	\$2,979	\$3,192	\$3,410
	Coach 4	\$2,791	\$2,979	\$3,192	\$3,410
	Coach 5	\$2,791	\$2,979	\$3,192	\$3,410
	Coach 6	\$2,791	\$2,979	\$3,192	\$3,410
Bus Transportation	Per round trip	\$100			
*Contingent upon numbers					

APPENDIX C - LEAD TEACHER JOB DESCRIPTION

DEFINITION:

Reporting directly to the Supervisors of Academy and/or appropriate Administrator, Lead Teachers coordinate departmental activities of their prescribed academic/vocational discipline. A Lead Teacher shall work 183 days per year, with up to three days as arranged by the School Principal and the employee, at the per-diem rate as needed.

ESSENTIAL FUNCTIONS:

The essential functions or duties listed below are intended only as illustration of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if work is similar, related or a logical assignment to the position.

1. Coordinate departmental activities and meetings.
2. Review and provide leadership for the department curriculum.
3. Provide input to support the scheduling process.
4. The Academy Supervisor/Administrator will work with the Lead Teacher to provide Substitute Teachers with materials necessary for instruction.
5. Open classrooms in the morning and secure areas at the end of the school day; identify security issues and assist in determining absent department teachers or staff and confirm coverage.
6. Oversee the daily condition of all department instructional areas.
7. Maintain accurate departmental records; coordinate the exchange of information within the Department and/or the Academy.
8. Update departmental inventories; assist the Academy Supervisor/Administrator in the ordering of departmental supplies and equipment.
9. Work with the Academy Supervisor in implementing updated industry standards, if applicable.
10. Any other duties as required by the School Principal.

EDUCATION AND EXPERIENCE:

A Master's Degree from an accredited college or university is preferred. A minimum of five years teaching experience is required, with at least three years of experience teaching at Greater Lawrence Technical School is preferred; appropriate Massachusetts Teacher Certification from the Department of Education.

KNOWLEDGE, ABILITY AND SKILL:

Working knowledge of Microsoft Office suite and accessing information on the internet. Excellent organizational, oral and written communication skills are a must; ability to share information and resources appropriately. Ability to work effectively with advisory boards; must possess a high-level of interpersonal skills as a means to deal with difficult situations; general pleasant demeanor and respectful attitude towards employees at all levels of the school. Must be a self-starter and have the ability to work with minimal supervision and direction; ability to work cooperatively with others to achieve common district goals.

WORK ENVIRONMENT:

The work environment characteristics described here are representative to those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PHYSICAL DEMANDS:

Minimal to light physical effort is generally required in performing duties in an office environment. This position may require the ability to operate a computer keyboard and standard office equipment at efficient speed and for lengthy periods of time. This position requires occasional evening meetings as requested.

Job description updated June 5, 2009.

Appendix D - Educator Evaluation System
September 2014

Teacher Evaluation System Disclaimer

The current Teacher Evaluation System will remain in effect and be used for School Year 2025–2026. During the summer of 2026, the review committee will convene to examine and refine the Teacher Evaluation System draft. Feedback and recommendations will be considered as part of this review process.

Any proposed revisions resulting from this work are intended for implementation beginning in School Year 2026–2027, pending final approval. Until such time, all teacher evaluations will be conducted using the current approved evaluation system.

1) PURPOSE OF EDUCATOR EVALUATION

- a) This contract language is locally negotiated and based on M.G.L., c.71, § 38; M.G.L. c.150E; the Educator Evaluation regulations, 603 CMR 35.00 et seq. The Superintendent-Director of the Greater Lawrence Technical School is responsible for the implementation of 603 CMR 35.00. In the event of a conflict between this collective bargaining agreement and the governing laws and regulations, the laws and regulations will prevail.
- b) The regulatory purposes of evaluation are:
 - i) To promote student learning, growth, and achievement by providing Educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, 603 CMR 35.01(2)(a);
 - ii) To provide a record of facts and assessments for personnel decisions, 35.01(2)(b);
 - iii) To ensure that every school committee has a system to enhance the professionalism and accountability of teachers and administrators that will enable them to assist all students to perform at high levels, 35.01(3); and to assure effective teaching and administrative leadership, 35.01(3).

2) DEFINITIONS Unless the context clearly requires otherwise, terms shall have the following meanings:

- a) ADMINISTRATOR shall mean any person employed in a School District in a position requiring a certificate or license as described in 603 CMR 7.09(1) through (5) or who has been approved as an administrator in the area of

vocational education as provided in 603 CMR 4.00: Vocational Technical Education or who is employed in a comparable position in a collaborative, and who is not employed under an individual employment contract.

- b) ARTIFACTS shall mean products of an Educator's work that demonstrate the Educator's knowledge and skills with respect to specific performance standards.
- c) BOARD shall mean the Board of Elementary and Secondary Education or a person duly authorized by the Board.
- d) CASELOAD EDUCATOR shall mean Educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example, school nurses, guidance counselors, speech and language pathologists, and some reading specialists and special education teachers.
- e) CATEGORIES OF EVIDENCE shall mean multiple measures of student learning, growth, and achievement, judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration; and additional evidence relevant to one or more Standards of Effective Teaching Practice (603 CMR 35.03).
- f) CLASSROOM TEACHER shall mean Educators who teach preK-12 whole classes, and teachers of special subjects such as art, music, library, and physical education. May also include special education teachers and reading specialists who teach whole classes.
- g) DISTRICT-DETERMINED MEASURES shall mean measures of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks, that are comparable across grade or subject level district-wide. These measures may include, but shall not be limited to: portfolios, approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects.
- h) EDUCATOR(S) shall mean all classroom teachers and caseload educators, unless otherwise noted.
- i) EDUCATOR PLAN shall mean the growth or improvement actions identified as part of each Educator's evaluation. The type and duration of the plan shall be determined by the Evaluator. The Educator Plan shall include, but is not limited to, at least one goal related to the improvement of practice, one goal for the improvement of student learning, an action plan with benchmarks for goals established in the Plan, and the Evaluator's final assessment of the Educator's attainment of the goals. All elements of the Educator Plan are subject to the Evaluator's approval. There shall be four types of Educator Plans:

- i) **DEVELOPING EDUCATOR PLAN** shall mean a plan, developed by the Educator and the Evaluator for no less than 90 school days and no more than one school year for Educators without Professional Teacher Status (PTS); or, at the discretion of an Evaluator, for an Educator with PTS in a new assignment.
- ii) **SELF-DIRECTED GROWTH PLAN** shall mean a plan developed by the Educator for one or two school years for Educators with PTS who are rated Proficient or Exemplary.
- iii) **DIRECTED GROWTH PLAN** shall mean a plan of at least 60 school days and no more than one school year for Educators with PTS, who are rated Needs Improvement, developed by the Educator and the Evaluator.
- iv) **IMPROVEMENT PLAN** shall mean a plan of at least 45 school days and no more than one school year for Educators with PTS, who are rated Unsatisfactory, developed by the Evaluator with goals specific to improving the educator's unsatisfactory performance.
- j) **ESE** shall mean the Massachusetts Department of Elementary and Secondary Education.
- k) **EVALUATION** shall mean the ongoing process of defining goals and identifying, gathering, and using information to improve professional performance (the "Formative Evaluation" and "Formative Assessment") and to assess total job effectiveness and make personnel decisions (the "Summative Evaluation").
- l) **EVALUATION CYCLE** shall mean a five-component process that all Educators follow consisting of 1) Self Assessment; 2) Goal-setting and Educator Plan development; 3) Implementation of the Plan; 4) Formative Assessment/Evaluation; and 5) Summative Evaluation.
- m) ***EVALUATOR**: Any person outside the bargaining unit who has been designated in writing by the Superintendent-Director as having responsibility for evaluations. All Primary Evaluators, and Supervising Evaluators (if any), must be licensed as Administrators by the Massachusetts Department of Elementary and Secondary Education (DESE) and must be full-time employees of the Greater Lawrence Technical School. Each Educator will have one Primary Evaluator at any one time responsible for determining performance ratings. The Superintendent-Director is responsible for ensuring that all Evaluators have training in the principles of supervision and evaluation. All Evaluators shall follow the Evidence Collection and Reporting requirements outlined in this agreement.
 - i) **PRIMARY EVALUATOR** shall be the person who determines the Educator's performance ratings and evaluation. The Superintendent-Director shall identify the Primary Evaluator, normally the Principal, Vice-Principal, or Academy Supervisor at the Greater Lawrence

Technical School. The Primary Evaluator shall assign Supervising Evaluators (if any), in a program/school building. The Primary Evaluator shall approve all Educator Plans; and approve all Formative/Summative Assessment/Evaluation reports and ratings for Educators after receiving recommendations from the Supervising Evaluator (if any). The Primary Evaluator shall review and approve any change in a rating from the preceding assessment/evaluation, either on a particular standard or overall. The Primary Evaluator shall review and approve, and may amend the final Summative Evaluation Report and Ratings. The Primary Evaluator may perform any or all duties ascribed to Supervising Evaluators below.

- ii) SUPERVISING EVALUATOR shall be the person responsible for supervising goal setting and plan development with the Educator; supervising the Educator's progress through Formative Assessment; evaluating the Educator's progress toward attaining goals in the Educator Plan; conducting classroom observations, collecting and analyzing other evidence allowed under state regulations; and providing feedback and support to the Educator. The Supervising Evaluator completes the Formative Assessment/Evaluation Report and, if applicable, recommends Formative Ratings to the Primary Evaluator. The Supervising Evaluator drafts the Summative Evaluation Report and recommends Summative Ratings to the Primary Evaluator. The Supervising Evaluator may be the Primary Evaluator or his/her designee.
- iii) NOTIFICATION/CHANGE OF EVALUATOR(S): The Educator shall be notified in writing of his/her Primary Evaluator, and Supervising Evaluator (if any) at the outset of each new evaluation cycle. The Evaluator(s) may be changed upon notification in writing to the Educator. At any time during the evaluation cycle, the Educator may send a written request to the Superintendent-Director for a different Primary Evaluator, or Supervising Evaluator. The Superintendent-Director may approve or deny such a request, which shall not be subject to the grievance and arbitration procedure, provided his/her decision is not arbitrary or capricious.
- iv) TEACHING STAFF ASSIGNED TO MORE THAN ONE ACADEMY/PROGRAM: Each Educator who is assigned to more than one Academy/Program will be evaluated by the appropriate administrator where the Educator is assigned most of the time. The Academy Supervisor of each Academy/Program in which the Educator serves must review and sign the evaluation, and may
- v) add written comments. In cases where there is no predominate assignment, the Superintendent Director will determine who the Primary Evaluator will be.

- n) EXPERIENCED EDUCATOR shall mean an Educator with Professional Teacher Status (PTS).
- o) FAMILY shall mean parents, legal guardians, or primary caregivers.
- p) FORMATIVE ASSESSMENT shall mean the process used to assess progress towards attaining goals set forth in Educator plans, performance on performance standards, or both. This process may take place at any time(s) during the cycle of evaluation, but typically takes place at mid cycle.
- q) FORMATIVE EVALUATION shall mean an evaluation conducted at the end of Year 1 for an Educator on a 2-year Self-Directed Growth plan which is used to arrive at a rating on progress towards attaining the goals set forth in the Educator Plan, performance on Standards, or both.
- r) GOAL shall mean a specific, actionable, and measurable area of improvement as set forth in an Educator's plan. A goal may pertain to any or all of the following: Educator practice in relation to Performance Standards, Educator practice in relation to indicators, or specified improvement in student learning, growth and achievement. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have the same role.
- s) MEASURABLE shall mean that which can be classified or estimated in relation to a scale, rubric, or standards.
- t) MULTIPLE MEASURES shall include a combination of classroom, school and district assessments, student growth percentiles where available on state assessments.
- u) OBSERVATION shall mean a data gathering process that includes notes, claims, and judgments made during one or more classroom or worksite visits(s) of any duration by the Evaluator and may include examination of artifacts of practice, including student work. Classroom or worksite observations conducted pursuant to this article must result in feedback to the Educator. All classroom or worksite observations shall be conducted in person, however observations may be recorded using audio/video equipment provided that they are done openly with the knowledge and prior consent of the Educator. Observations recorded using audio/video equipment shall not replace in person observations, and will be used only as a support to aid the Educator in improving their professional practice. Normal supervisory responsibilities of department, building and district administrators will also cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive written feedback to the Educator, are not observations as defined in this Article.

v) PARTIES shall mean the parties to this agreement: the Greater Lawrence Regional Teachers Federation, Local 1707, AFT MA, AFL-CIO (hereinafter referred to as the Federation), and the Greater Lawrence Regional High School District Committee (hereinafter referred to as the District).

w) PERFORMANCE RATING: Describes the Educator's performance on each performance standard and overall. There shall be four performance ratings:

EXEMPLARY shall mean the Educator's performance consistently and significantly exceeds the requirements of a standard or overall.

PROFICIENT shall mean the Educator's performance fully and consistently meets the requirements of a standard or overall.

NEEDS IMPROVEMENT shall mean the Educator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be Unsatisfactory at this time. Improvement is necessary and expected.

UNSATISFACTORY shall mean the Educator's performance on a standard or overall has not significantly improved following a rating of Needs Improvement, or the Educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

x) PERFORMANCE STANDARDS shall mean performance standards locally developed pursuant to M.G.L. c. 71, § 38 and consistent with, and supplemental to 603 CMR 35.00.

y) PROFESSIONAL TEACHER STATUS (PTS) shall mean the status granted to an Educator pursuant to M.G.L. c. 71, § 41.

z) RATING OF EDUCATOR IMPACT ON STUDENT LEARNING shall mean a rating of High, Moderate or Low based on trends and patterns on state assessments and district-determined measures. The parties will negotiate the process for using state and district-determined measures to arrive at an Educator's rating of impact on student learning, growth and achievement, after ESE issues direction and guidance on this matter.

aa) RATING OF OVERALL EDUCATOR PERFORMANCE shall mean the Educator's overall performance rating is based on the Evaluator's professional judgment and examination of evidence of the Educator's performance against the four Performance Standards and the Educator's attainment of goals set forth in the Educator Plan, as follows:

i) Standard 1: Curriculum, Planning and Assessment

ii) Standard 2: Teaching All Students

- iii) Standard 3: Family and Community Engagement
 - iv) Standard 4: Professional Culture
 - v) Attainment of Professional Practice Goal(s)
 - vi) Attainment of Student Learning Goal(s)
- bb) RUBRIC shall mean a scoring tool that describes characteristics of practice or artifacts at different levels of performance. The rubrics for Standards and Indicators of Effective Teaching Practice are used to rate Educators on Performance Standards, these rubrics consists of:
- i) STANDARDS: Describes broad categories of professional practice, including those required in 603 CMR 35.03.
 - ii) INDICATORS: Describes aspects of each standard, including those required in 603 CMR 35.03.
 - iii) ELEMENTS: Defines the individual components under each indicator.
 - iv) DESCRIPTORS: Describes practice at four levels of performance for each element.
- cc) SUMMATIVE EVALUATION shall mean an evaluation used to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions. The summative evaluation includes the Evaluator's judgments of the Educator's performance against Performance Standards and the Educator's attainment of goals set forth in the Educator's Plan.
- dd) SUPERINTENDENT shall mean the person employed by the school committee pursuant to M.G.L. c. 71 §59 and §59A. The Superintendent-Director is responsible for the implementation of 603 CMR 35.00.
- ee) TEACHER shall mean any person employed in a school district in a position requiring a certificate or license as described in 603 CMR 7.04(3) or who has been approved as an instructor in the area of vocational education as provided in 603 CMR 4.00: Vocational Technical Education or who is employed in a comparable position in a collaborative. Teachers may include, for example, classroom teachers, librarians, guidance counselors, or school nurses.
- ff) TRENDS shall be based on at least two (2) years of data.
- gg) TRENDS IN STUDENT LEARNING shall mean at least two (2) years of data from the district-determined measures and state assessments used in determining the Educator's rating on impact on student learning as high, moderate or low.

3) EVIDENCE USED IN EVALUATION. The following categories of evidence shall be used in evaluating each Educator:

a) MULTIPLE MEASURES OF STUDENT LEARNING, GROWTH, AND ACHIEVEMENT, WHICH SHALL INCLUDE:

- i) Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
- ii) At least two district-determined measures of student learning related to the Massachusetts Curriculum Frameworks or the Massachusetts Vocational Technical Education Frameworks or other relevant frameworks that are comparable across grades and/or subjects district-wide. These measures may include: portfolios, approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects. One such measure shall be the MCAS Student Growth Percentile (SGP) or Massachusetts English Proficiency Assessment gain scores, if applicable, in which case at least two years of data is required.
- iii) Measures of student progress and/or achievement toward student learning goals set between the Educator and Evaluator for the school year or some other period of time established in the Educator Plan.
- iv) For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning, growth, and achievement set by the District. The measures set by the District should be based on the Educator's role and responsibility.

b) JUDGMENTS BASED ON OBSERVATIONS AND ARTIFACTS OF PRACTICE INCLUDING:

- i) Unannounced observations of practice of any duration.
- ii) Announced observation(s) for non-PTS Educators in their first year of practice in a school, Educators on Improvement Plans, and as determined by the Evaluator.
- iii) Examination of Educator work products.
- iv) Examination of student work samples.

c) EVIDENCE RELEVANT TO ONE OR MORE PERFORMANCE STANDARDS, INCLUDING BUT NOT LIMITED TO:

- i) Evidence compiled and presented by the Educator, including:

- (1) Evidence of fulfillment of professional responsibilities and growth such as self assessments, peer collaboration, professional development linked to goals in the Educator plans, contributions to the school community and professional culture;
- (2) Evidence of active outreach to and engagement with families;
- ii) Evidence of progress towards professional practice goal(s);
- iii) Evidence of progress toward student learning outcomes goal(s).
- iv) Student and Staff Feedback-see #23-24, below; and
- v) Any other relevant evidence from any source that the Evaluator shares with the Educator. Other relevant evidence could include information provided by other administrators such as the Superintendent-Director.

d) RECORD OF EVALUATION AND EVIDENCE COLLECTION

i) Record of Evaluation

(1) The parties agree that an effective evaluation process requires meaningful, ongoing, two way communication. To facilitate this process, the parties agree that each Educator shall have a Record of Evaluation maintained as part of his/her Teacher files/personnel folder (and the equivalent in the TeachPoint System), pursuant to Article 26 –Personnel Practices. All evaluation documents contained in the Record of Evaluation shall remain confidential as personnel records for each member of the bargaining unit, and will not be considered a public record per the Privacy Exemption under the Massachusetts Public Records Law, M.G.L. c. 4, §7(26)(c). Each Educator's Record of Evaluation shall consist of three (3) parts:

- a. All forms and documents used or contained in the evaluation process (or the equivalent in the TeachPoint System).
- b. Evaluator-supplied evidence.
- c. Educator-supplied evidence.

(2) Standard forms shall include all relevant forms in Appendix G (or the equivalent in the TeachPoint System). The other components are described below.

- ii) Role of the Record of Evaluation in Evaluation Reports - Formative or Summative Evaluation Reports shall rely on evidence previously entered into the Record of Evaluation according to the protocols below.
- iii) Use of Evidence Log - Any Evaluator who collects evidence shall maintain an Evidence Log for each Educator under his/her supervision using the Evaluator Record of Evidence Form in Appendix G (or the equivalent in the TeachPoint System). The Log shall be used to document and preserve evidence that may be relied upon to determine ratings against standards and/or to assess progress toward goals. A Log entry may include attachments. Any time an Evaluator makes an entry into the Log, the Educator will receive a copy of the Log entry and any relevant attachments.
- iv) Evidence Collection and Recordkeeping Protocols - Evaluators shall collect and record evidence from classroom observations and other sources of evidence allowed under state regulations according to the following protocols, however the parties agree that the characterization of evidence as "Exemplary", "Proficient", "Needs Improvement" or "Unsatisfactory" shall be optional for Educators on a Developing Plan as determined by the Evaluator. The characterization of evidence shall be mandatory for all Educators on a Directed Growth Plan, a Self-Directed Growth Plan, or an Improvement Plan.
- v) Evaluator Supplied Evidence
 - (1) Observation Process: Evidence collected from classroom observations shall be documented using the Observation Evidence Collection Tool in Appendix G (or the equivalent in the TeachPoint System) , and recorded in the Evidence Log.
 - a. The Evaluator shall characterize an observation that generally demonstrates proficient or better practice on the Observation Evidence Collection Tool, and in the Evidence Log as either "Proficient" or "Exemplary". In these cases, the Evaluator shall have seven (7) school days to enter evidence and feedback from the observation on the Observation Evidence Collection Tool and in the Evidence Log, although the Educator may agree to extend this timeline to ten (10) school days. Feedback from "Proficient" or "Exemplary" observations need only indicate one (1) of these descriptive statements but may include more detail.
 - b. In the case of an observation that raises questions or concerns, the Evaluator shall request an In-person

Conference with the Educator within two (2) school days of the observation by sending the Educator a written or electronic note. Following this request, the Educator and Evaluator shall meet as soon as possible. The Evaluator shall not include any evidence or feedback from the observation on the Observation Evidence Collection Tool or in the Evidence Log until after the In-Person Conference is held. Following the meeting, the Evaluator shall have an additional two (2) school days to enter the evidence and/or feedback from the observation on the Observation Evidence Collection Tool and in the Evidence Log. If the meeting allays the Evaluator's concerns, he/she shall characterize the observation as either "Proficient" or "Exemplary" consistent with the above paragraph.

- c. If the Evaluator still has concerns after meeting with the Educator, he/she shall characterize the observation as either "Needs Improvement" or "Unsatisfactory" on the Observation Evidence Collection Tool and in the Evidence Log, and the Evaluator shall clearly communicate his/her concerns to the Educator in writing. This feedback shall address:
- The specific standard(s) and/or indicator(s) in question;
 - The supporting evidence for the Evaluator's concern(s);
 - Suggested actions for correcting the problem(s); and
 - The supports and resources available to the Educator.
- d. Additionally, following a Log entry made by an Evaluator, the Educator may use the Educator Response Form in Appendix G (or the equivalent in the TeachPoint System) to submit comments and/or additional information he/she believes relevant to the Evaluator's understanding of the evidence. Any comments or information added by the Educator shall become part of the Educator's Record of Evaluation, and the Evaluator who collected and documented the evidence shall acknowledge receipt by writing the date received and by affixing his/her signature

to the evidence collected. Dates and signatures shall be accomplished electronically using the TeachPoint System.

vi) Educator-Supplied Evidence

- (1) Every Educator shall have the right to compile and present any evidence or information that relates to his/her performance against the standards and/or progress toward plan goals. The Educator may share any or all compiled evidence/information with his/her Evaluator(s) at any point in the evaluation cycle.

Educator-Supplied Evidence will be documented using the Educator Collection of Evidence Form in Appendix G (or the equivalent in the TeachPoint System), and recorded in the Evidence Log. The Primary Evaluator shall acknowledge receipt of said contents by writing the date received and by affixing his/her signature to the evidence collected. The Educator shall be responsible for the scanning and uploading Educator-Supplied Evidence into TeachPoint. Dates and signatures shall be accomplished electronically using the TeachPoint System.

- (2) Additionally, following a Log entry made by an Evaluator, the Educator may use the Educator Response Form in Appendix G (or the equivalent in the TeachPoint System) to submit comments and/or additional information he/she believes relevant to the Evaluator's understanding of the evidence. Any comments or information added by the Educator shall become part of the Educator's Record of Evaluation, and the Evaluator who collected and documented the evidence shall acknowledge receipt by writing the date received and by affixing his/her signature to the evidence collected. Dates and signatures shall be accomplished electronically using the TeachPoint System.

vii) Other Sources of Evidence

- (1) Evidence collected from sources other than classroom observations or Educator-Supplied Evidence shall be documented using the Artifact Cover Page in Appendix G (or the equivalent in the TeachPoint System), and recorded in the Evidence Log. The Evaluator shall characterize entries on the Artifact Cover Page and in Evidence Log as either "Exemplary", "Proficient", "Needs Improvement" or "Unsatisfactory", with specific feedback accompanying each entry. Such evidence may be collected and documented at any time, provided the Evaluator holds an In-Person Conference with the Educator to share and discuss an entry which raises questions or concerns before it is formally entered into TeachPoint, thus giving the Educator an opportunity

to address the evidence and dispel the concerns. The Evaluator and the Educator shall be responsible for the scanning and uploading evidence that they supply from Other Sources into TeachPoint.

- (2) Additionally, following a Log entry made by an Evaluator, the Educator may use the Educator Response Form in Appendix G (or the equivalent in the TeachPoint System) to submit comments and/or additional information he/she believes relevant to the Evaluator's understanding of the evidence. Any comments or information added by the Educator shall become part of the Educator's Record of Evaluation, and the Evaluator who collected and documented the evidence shall acknowledge receipt by writing the date received and by affixing his/her signature to the evidence collected. Dates and signatures shall be accomplished electronically using the TeachPoint System.

- 4) RUBRIC/FORMS - The rubrics are a scoring tool used for the Educator's self-assessment, the Formative Assessment, the Formative Evaluation and the Summative Evaluation. The parties agree to use the ESE Performance Rubrics, and forms included in this agreement (or the equivalent in the TeachPoint System) and attached hereto incorporated herein by reference as follows: Appendix G - Forms; Appendix H – ESE Model Rubric for Teachers; Appendix I – ESE Model Rubric for SIS, Appendix J - Setting SMART Goals, and Appendix K – District Determined Measures. The Teacher Rubric in Appendix H shall be used to evaluate an employee who works as a classroom teacher, a special education teacher, or a reading specialist. The SIS Rubric in Appendix I shall be used to evaluate an employee who works as a counselor, librarian, nurse, speech and language pathologist, physical therapist, or occupational therapist.

5) EVALUATION CYCLE: TRAINING

- a) Prior to the implementation of the new evaluation process contained in this article, the District shall arrange training for all Educators, Principals, Academy Supervisors and other evaluators that outlines the components of the new evaluation process and provides an explanation of the evaluation cycle.
- b) By November 1st of the first year of this agreement, all Educators shall complete a professional learning activity about self-assessment and goal-setting satisfactory to the Superintendent-Director or Principal. Any Educator hired after the November 1st date, and who has not previously completed such an activity, shall complete such a professional learning activity about self-assessment and goal setting within three months of the date of hire.

- c) The District through the Superintendent-Director shall determine the type and quality of training based on guidance provided by ESE. The parties agree that annual Evaluator Training shall be consistent for all Evaluators.

6) EVALUATION CYCLE: ANNUAL ORIENTATION

- a) At the start of each school year, the Superintendent-Director, Principal or his/her designee shall conduct a meeting for Educators and Evaluators focused substantially on educator evaluation and the TeachPoint System. The Superintendent-Director, Principal or h i s / h e r designee shall:
 - i) Provide an overview of the evaluation process, including goal setting and the educator plans.
 - ii) Provide all Educators with directions for obtaining a copy of the forms (or the equivalent in the TeachPoint System) used by the District. These may be electronically provided.
 - iii) Provide all Educators with training on how to use the TeachPoint System including but not limited to instruction on how to scan and upload evidence.
 - iv) The faculty meeting may be digitally recorded to facilitate orientation of Educators hired after the beginning of the school year; and
 - v) The parties agree that Evaluator Training shall be consistent for all Evaluators.

7) EVALUATION CYCLE: SELF-ASSESSMENT

- a) Completing the Self-Assessment
 - i) The evaluation cycle begins with the Educator completing and submitting to the Primary or Supervising Evaluator a self-assessment by October 1st or within four weeks of the start of their employment at the school. The Educator's self-assessment shall be completed using the Self-Assessment Form in Appendix G (or the equivalent in the TeachPoint System).
 - ii) The self-assessment includes:
 - (1) An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility.
 - (2) An assessment of practice against each of the four Performance Standards of effective practice using the District's rubric.
 - (3) Proposed goalsto pursue:

- a. At least one goal directly related to improving the Educator's own professional practice.
- b. At least one goal directed related to improving student learning.

b) Proposing the Goals

- i) Educators must consider goals for grade-level, subject-area, department teams, or other groups of Educators who share responsibility for student learning and results, except as provided in (ii) below. Educators may meet with teams to consider establishing team goals. Evaluators may participate in such meetings.
- ii) For Educators in their first year of practice, the Evaluator or his/her designee will meet with each Educator by October 1st (or within four weeks of the Educator's first day of employment if the Educator begins employment after September 15th) to assist the Educator in completing the self-assessment and drafting the professional practice and student learning goals which must include induction and mentoring activities.
- iii) Unless the Evaluator indicates that an Educator in his/her second or third years of practice should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, the Educator may address shared grade level or subject area team goals.
- iv) For Educators with PTS and ratings of Proficient or Exemplary, the goals may be team goals. In addition, these Educators may include individual professional practice goals that address enhancing skills that enable the Educator to share proficient practices with colleagues or develop leadership skills.
- v) For Educators with PTS and ratings of Needs Improvement or Unsatisfactory, the professional practice goal(s) must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject area team goals.
- vi) An Educator's proposed and final goals shall be documented using the Goal Setting Form in Appendix G (or the equivalent in the TeachPoint System).

8) EVALUATION CYCLE: GOAL SETTING AND DEVELOPMENT OF THE EDUCATOR PLAN

- a) Every Educator has an Educator Plan that includes, but is not limited to, one goal related to the improvement of practice; one goal for the improvement of student learning. The Plan also outlines actions the Educator must take to attain

the goals established in the Plan and benchmarks to assess progress. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have the similar roles and/or responsibilities. See Sections 15-19 for more on Educator Plans.

- b) To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Educator has proposed in the Self-Assessment, using evidence of Educator performance and impact on student learning, growth and achievement based on the Educator's self-assessment and other sources that Evaluator shares with the Educator. The process for determining the Educator's impact on student learning, growth and achievement will be determined after ESE issues guidance on this matter. See #22, below.
- c) Proposed goals shall be in the form of SMART Goals, and must align with program/school and District goals. Guidance for setting SMART Goals is attached hereto as part of Appendix J – Setting SMART Goals.
- d) Educator Plan Development Meetings shall be conducted as follows:
 - i) Educators in the same school may meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by October 15th of the next academic year to develop their Educator Plan. Educators shall not be expected to meet during the summer hiatus.
 - ii) For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by October 15th or within six weeks of the start of their assignment in that school.
 - iii) The Evaluator shall meet individually with Educators with PTS and ratings of Needs Improvement or Unsatisfactory to develop professional practice goal(s) that must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject matter goals.
 - iv) The Evaluator completes the Educator Plan by November 1st. The Educator shall sign the Educator Plan within 5 school days of its receipt and may include a written response. The Educator's signature indicates that the Educator received the plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents. The Evaluator retains final authority over the content of the Educator's Plan. All Educator Plans shall be documented using the Educator Plan Form in Appendix G (or the equivalent in the TeachPoint System).

9) EVALUATION CYCLE: OBSERVATION OF PRACTICE AND EXAMINATION OF ARTIFACTS – EDUCATORS WITHOUT PTS

- a) In the first year of practice or first year assigned to a school:

- i) The Educator shall have at least one announced observation during the school year using the protocol described in section 11B, below.
 - ii) The Educator shall have at least four unannounced observations during the school year.
- b) In their second and third years of practice or second and third years as a non-PTS Educator in the school:
- i) The Educator shall have at least three unannounced observations during the school year.

10) EVALUATION CYCLE: OBSERVATION OF PRACTICE AND EXAMINATION OF ARTIFACTS – EDUCATORS WITH PTS

- a) The Educator whose overall rating is Proficient or Exemplary must have at least one unannounced observation during the evaluation cycle.
- b) The Educator whose overall rating is Needs Improvement must be observed according to the Directed Growth Plan during the period of Plan which must include at least two unannounced observations.
- c) The Educator whose overall rating is Unsatisfactory must be observed according to the Improvement Plan which must include both unannounced and announced observation. The number and frequency of the observations shall be determined by the Evaluator, but in no case, for improvement plans of one year, shall there be fewer than one announced and four unannounced observations. For Improvement Plans of six months or fewer, there must be no less than one announced and two unannounced observations.

11) OBSERVATIONS: The Evaluator's first observation of the Educator should take place by November 15th. Observations required by the Educator Plan should be completed by May 15th. The Evaluator may conduct additional observations after this date. The Evaluator is not required nor expected to review all the indicators in a rubric during an observation. All evidence from observations shall be collected and documented using the Observation Evidence Collection Tool in Appendix G (or the equivalent in the TeachPoint System), and recorded in the Evidence Log. The Evaluator shall document observations using the TeachPoint System, and shall be responsible for scanning and uploading evidence collected during observations into TeachPoint.

a) Unannounced Observations

- i) Unannounced observations may be in the form of partial or full- period classroom visitations, Instructional Rounds, Walkthroughs, Learning Walks, or any other means deemed useful by the Evaluator, Principal, Superintendent Director or other administrator.

- ii) The Educator will be provided with at least brief written feedback from the Evaluator within 3-5 school days of the observation. The written feedback shall be delivered to the Educator in person, by email, using the TeachPoint System, placed in the Educator's mailbox or mailed to the Educator's home.
- iii) Any observation or series of observations resulting in one or more standards judged to be Unsatisfactory or Needs Improvement for the first time must be followed by at least one observation of at least 30 minutes in duration within 30 school days.

b) Announced Observations

- i) All non-PTS Educators in their first year in the school, PTS Educators on Improvement Plans and other educators at the discretion of the evaluator shall have at least one Announced Observation.
 - (1) The Evaluator shall select the date and time of the lesson or activity to be observed and discuss with the Educator any specific goal(s) for the observation.
 - (2) Within 5 school days of the scheduled observation, upon request of either the Evaluator or Educator, the Evaluator and Educator shall meet for a pre-observation conference. In lieu of a meeting, the Educator may inform the Evaluator in writing of the nature of the lesson, the student population served, and any other information that will assist the Evaluator to assess performance:
 - (1st) The Educator shall provide the Evaluator a draft of the lesson, student conference, IEP plan or activity. If the actual plan is different, the Educator will provide the Evaluator with a copy prior to the observation.
 - (2nd) The Educator will be notified as soon as possible if the Evaluator will not be able to attend the scheduled observation. The observation will be rescheduled with the Educator as soon as reasonably practical.
 - (3) Within 5 school days of the observation, the Evaluator and Educator shall meet for a post-observation conference. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Educator, but shall be rescheduled within 24 hours if possible.
 - (4) The Evaluator shall provide the Educator with written feedback within 5 school days of the post-observation conference. For any standard where the Educator's practice was found to be Unsatisfactory or Needs Improvement, the feedback must:
 - (1st) Describe the basis for the Evaluator's judgment.
 - (2nd) Describe

actions the Educator should take to improve his/her performance. (3rd) Identify support and/or resources the Educator may use in his/her improvement. (4th) State that the Educator is responsible for addressing the need for improvement.

12) EVALUATION CYCLE: FORMATIVE ASSESSMENT

- a) A specific purpose for evaluation is to promote student learning, growth and achievement by providing Educators with feedback for improvement. Evaluators are expected to make frequent unannounced visits to classrooms. Evaluators are expected to give targeted constructive feedback to Educators based on their observations of practice, examination of artifacts, and analysis of multiple measures of student learning, growth and achievement in relation to the Standards and Indicators of Effective Teaching Practice.
- b) Formative Assessment may be ongoing throughout the evaluation cycle but typically takes places mid-cycle when a Formative Assessment Report is completed. For an Educator on a two-year Self Directed Growth Plan, the mid-cycle Formative Assessment Report is replaced by the Formative Evaluation Report at the end of year one. See section 13, below.
- c) The Formative Assessment shall be documented using the Formative Assessment Report Form in Appendix G (or the equivalent in the TeachPoint System), and recorded in the Evidence Log. The Formative Assessment Report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on Performance Standards and overall, or both. Reports that give an overall rating of Needs Improvement or Unsatisfactory must rely on evidence previously entered into the Record of Evidence (and documented in the TeachPoint System) that the Primary or Supervising Evaluator has already discussed with the Educator at an In-Person Conference, and for which the Evaluator has provided specific feedback.
- d) No less than two weeks before the due date for the Formative Assessment Report, which due date shall be established by the Evaluator with written notice to the Educator, the Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The Educator may provide to the Evaluator additional evidence of the Educator's performances against the four Performance Standards. All Educator-Supplied Evidence will be documented using the Educator Collection of Evidence Form in Appendix G (or the equivalent in the TeachPoint System), and recorded in the Evidence Log.

- e) Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet either before or after completion of the Formative Assessment Report.
- f) The Evaluator shall complete the Formative Assessment Report and provide a copy to the Educator. All Formative Assessment Reports must be signed by the Evaluator and delivered face-to-face, by email, using the TeachPoint System, or to the Educator's school mailbox or home. Delivery and signatures shall be completed electronically using the TeachPoint System.
- g) The Educator may reply in writing to the Formative Assessment Report within 5 school days of receiving the report using the Educator Response Form in Appendix G (or the equivalent in the TeachPoint System).
- h) The Educator shall sign the Formative Assessment Report by within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Assessment Report in a timely fashion. The signature does not indicate agreement or disagreement with its contents. Educator signatures shall be completed electronically using the TeachPoint System.
- i) As a result of the Formative Assessment Report, the Evaluator may change the activities in the Educator Plan.
- j) If the rating in the Formative Assessment Report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating. No Educator previously rated Proficient or Exemplary overall may have his/her overall rating lowered unless the Supervising or Primary Evaluator have first noted at least three (3) classroom observations in the Record of Evaluation during the current evaluation cycle that have raised concerns, and for which the Evaluator has provided specific feedback.

13) EVALUATION CYCLE: FORMATIVE EVALUATION FOR TWO YEAR SELF-DIRECTED PLANS ONLY

- a) Educators on two year Self-Directed Growth Educator Plans receive a Formative Evaluation Report near the end of the first year of the two year cycle. The Educator's performance rating for that year shall be assumed to be the same as the previous summative rating unless evidence demonstrates a significant change in performance in which case the rating on the performance standards may change, and the Evaluator may place the Educator on a different Educator plan, appropriate to the new rating. No Educator previously rated Proficient or Exemplary overall may have his/her overall rating lowered unless the Supervising or Primary Evaluator have first noted at least three (3) classroom observations in the Record of Evaluation during the current evaluation cycle that have raised concerns, and for which the Evaluator has provided specific feedback.

- b) The Formative Evaluation shall be documented using the Formative Evaluation Report Form in Appendix G (or the equivalent in the TeachPoint System), and recorded in the Evidence Log. The Formative Evaluation Report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on each performance standard and overall, or both. Reports that give an overall rating of Needs Improvement or Unsatisfactory must rely on evidence previously entered into the Record of Evidence (and documented in the TeachPoint System) that the Primary or Supervising Evaluator has already discussed with the Educator at an In-Person Conference, and for which the Evaluator has provided specific feedback.
- c) No less than two weeks before the due date for the Formative Evaluation Report, which due date shall be established by the Evaluator with written notice provided to the Educator, the Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The Educator may also provide to the Evaluator additional evidence of the Educator's performance against the four Performance Standards. All Educator-Supplied Evidence will be documented using the Educator Collection of Evidence Form in Appendix G (or the equivalent in the TeachPoint System), and recorded in the Evidence Log.
- d) The Evaluator shall complete the Formative Evaluation Report and provide a copy to the Educator. All Formative Evaluation Reports must be signed by the Evaluator and delivered face-to-face, by email, using the TeachPoint System, or to the Educator's school mailbox or home. Delivery and signatures for the Formative Evaluation Report shall be completed electronically using the TeachPoint System.
- e) Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet either before or after completion of the Formative Evaluation Report.
- f) The Educator may reply in writing to the Formative Evaluation Report within 5 school days of receiving the report using the Educator Response Form in Appendix G (or the equivalent in the TeachPoint System).
- g) The Educator shall sign the Formative Evaluation Report by within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Evaluation Report in a timely fashion. The signature does not indicate agreement or disagreement with its contents. Educator signatures shall be completed electronically using the TeachPoint System.
- h) As a result of the Formative Evaluation Report, the Evaluator may change the activities in the Educator Plan.

- i) If the rating in the Formative Evaluation Report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.

14) EVALUATION CYCLE: SUMMATIVE EVALUATION

- a) The evaluation cycle concludes with a Summative Evaluation Report. The Summative Evaluation shall be documented using the Summative Evaluation Report Form in Appendix G (or the equivalent in the TeachPoint System), and recorded in the Evidence Log. For Educators on a one or two year Educator Plan, the Summative Evaluation Report must be written and provided to the Educator by May 15th.
- b) The Evaluator determines a rating on each standard and an overall rating based on the Evaluator's professional judgment, an examination of evidence against the Performance Standards and evidence of the attainment of the Educator Plan goals. No Educator previously rated Proficient or Exemplary overall may have his/her overall rating lowered unless the Supervising or Primary Evaluator have first noted at least three (3) classroom observations in the Record of Evaluation during the current evaluation cycle that have raised concerns and for which the Evaluator has provided specific feedback.
- c) The professional judgment of the Primary Evaluator shall determine the overall summative rating that the Educator receives.
- d) For an Educator whose overall performance rating is Exemplary or Proficient and whose impact on student learning is Low, the Evaluator's supervisor shall discuss and review the rating with the Evaluator and the supervisor shall confirm or revise the Educator's rating. In cases where the Superintendent-Director serves as the Primary Evaluator, the Superintendent-Director's decision on the rating shall not be subject to review.
- e) The Summative Evaluation rating must be based on evidence from multiple categories of evidence. MCAS Growth scores shall not be the sole basis for a summative evaluation rating. A Summative Evaluation Report that lowers an Educator's overall rating or rating on a particular standard from his/her previous overall rating or rating on a particular standard, or a report that gives an overall rating of Needs Improvement or Unsatisfactory must rely on evidence previously entered into the Record of Evidence (and documented in the TeachPoint System) that the Primary or Supervising Evaluator has already discussed with the Educator at an In-Person Conference, and for which the Evaluator has provided specific feedback.
- f) To be rated Proficient overall, the Educator shall, at a minimum, have been rated Proficient on the Curriculum, Planning and Assessment and the Teaching All Students Standards of Effective Teaching Practice.

- g) No less than four weeks before the due date for the Summative Evaluation Report, which due date shall be established by the Evaluator with written notice provided to the Educator, the Educator will provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The Educator may also provide to the Evaluator additional evidence of the Educator's performance against the four Performance Standards. All Educator-Supplied Evidence will be documented using the Educator Collection of Evidence Form in Appendix G (or the equivalent in the TeachPoint System), and recorded in the Evidence Log.
- h) The Summative Evaluation Report should recognize areas of strength as well as identify recommendations for professional growth.
- i) The Evaluator shall deliver a signed copy of the Summative Evaluation Report to the Educator face-to-face, by email, using the TeachPoint System, or to the Educator's school mailbox or home no later than May 15th. Delivery and signatures for the Summative Evaluation Report shall be completed electronically using the TeachPoint System.
- j) The Evaluator shall meet with the Educator rated Needs Improvement or Unsatisfactory to discuss the summative evaluation. The meeting shall occur by June 1st.
- k) The Evaluator may meet with the Educator rated Proficient or Exemplary to discuss the summative evaluation, if either the Educator or the Evaluator requests such a meeting. The meeting shall occur by June 10th.
- l) Upon mutual agreement, the Educator and the Evaluator may develop the Self-Directed Growth Plan for the following two years during the meeting on the Summative Evaluation Report.
- m) The Educator shall sign the final Summative Evaluation Report by June 15th. The signature indicates that the Educator received the Summative Evaluation Report in a timely fashion. The signature does not indicate agreement or disagreement with its contents. Educator signatures shall be completed electronically using the TeachPoint System.
- n) The Educator shall have the right to respond in writing to the summative evaluation using the Educator Response Form in Appendix G (or the equivalent in the TeachPoint System), which shall become part of the final Summative Evaluation Report.
- o) A copy of signed final Summative Evaluation Reports shall be filed in the Educator's personnel file pursuant to Article 26 –Personnel Practices, (and maintained in the TeachPoint System).

15) EDUCATOR PLANS: GENERAL

- a) Educator Plans shall be designed to provide Educators with feedback for improvement, professional growth, and leadership; and to ensure Educator effectiveness and overall system accountability. The Plan must be aligned to the standards and indicators and be consistent with District and school goals. All Educator Plans shall be documented using the Educator Plan Form in Appendix G (or the equivalent in the TeachPoint System). Delivery of Educator Plans and signatures acknowledging receipt shall be completed electronically using the TeachPoint System.
- b) The Educator Plan shall include, but is not limited to:
 - i) At least one goal related to improvement of practice tied to one or more Performance Standards;
 - ii) At least one goal for the improvement the learning, growth and achievement of the students under the Educator's responsibility;
 - iii) An outline of actions the Educator must take to attain the goals and benchmarks to assess progress. Actions must include specified professional development and learning activities that the Educator will participate in as a means of obtaining the goals, as well as other support that may be suggested by the Evaluator or provided by the school or District. Examples may include but are not limited to coursework, self-study, action research, curriculum development, study groups with peers, and implementing new programs.
- c) It is the Educator's responsibility to attain the goals in the Plan and to participate in any trainings and professional development provided through the state, District, or other providers in accordance with the Educator Plan.

16) EDUCATOR PLANS: DEVELOPING EDUCATOR PLAN

- a) The Developing Educator Plan is for all Educators without PTS, and, at the discretion of the Evaluator, Educators with PTS in new assignments. A Developing Educator Plan shall be no fewer than 90 school days and no more than one school year.
- b) The parties agree that, barring a pattern of performance of an egregious nature or where an Educator's continued employment impacts the safety of students, no Experienced Educator on a Developing Plan shall be dismissed or have his/her overall rating lowered to Needs Improvement or Unsatisfactory during the prescribed plan period.
- c) The Educator shall be evaluated at least annually.

17) EDUCATOR PLANS: SELF-DIRECTED GROWTH PLAN

- a) A Two-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of Proficient or Exemplary, and after 2013-2014 whose Impact on Student Learning is Moderate or High. A Formative Evaluation Report is completed at the end of year 1 and a Summative Evaluation Report at the end of year 2.
- b) A One-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of Proficient or Exemplary, and after 2013-2014 whose Impact on Student Learning is Low. In this case, the Evaluator and Educator shall analyze the discrepancy between the Summative Evaluation rating and the rating for Impact on Student Learning to seek to determine the cause(s) of the discrepancy. In the case where Educators with PTS have a rating of Needs Improvement and whose impact on student learning is High, the Evaluator and Educator shall analyze the discrepancy to determine the cause(s).
- c) The parties agree that, barring a pattern of performance of an egregious nature or where an Educator's continued employment impacts the safety of students, no Experienced Educator on a Self-Directed Growth Plan shall be dismissed or have his/her overall rating lowered to Needs Improvement or Unsatisfactory during the prescribed plan period.

18) EDUCATOR PLANS: DIRECTED GROWTH PLAN

- a) A Directed Growth Plan is for those Educators with PTS whose overall rating is Needs Improvement. A Directed Growth Plan shall be no fewer than 60 school days and no more than one school year.
- b) The goals in the Plan must address areas identified as needing improvement as determined by the Evaluator.
- c) The Evaluator shall complete a Summative Evaluation for the Educator at the end of the period determined by the Plan, but at least annually, and in no case later than June 10th.
- d) For an Educator on a Directed Growth Plan whose overall performance rating is at least Proficient, the Evaluator will place the Educator on a Self-Directed Growth Plan for the next Evaluation Cycle.
- e) For an Educator on a Directed Growth Plan whose overall performance rating is not at least Proficient, the Evaluator will rate the Educator as Unsatisfactory and will place the Educator on an Improvement Plan for the next Evaluation Cycle.
- f) The parties agree that, barring a pattern of performance of an egregious nature or where an Educator's continued employment impacts the safety of students, no Experienced Educator on a Directed Growth Plan shall be dismissed or have his/her overall rating lowered to Unsatisfactory during the prescribed plan period.

19) EDUCATOR PLANS: IMPROVEMENT PLAN

- a) An Improvement Plan is for those Educators with PTS whose overall rating is Unsatisfactory.
- b) The parties agree that in order to provide students with the best instruction, it may be necessary from time to time to place an Educator whose practice has been rated as Unsatisfactory on an Improvement Plan of no fewer than 45 school days and no more than one school year. In the case of an Educator receiving a rating of Unsatisfactory near the close of one school year, the Improvement Plan may include activities that occur during the summer before the next school year begins. The District will provide for professional development and pay the cost of attendance at any professional development opportunities that occur over the summer.
- c) The Evaluator must complete a Summative Evaluation for the Educator at the end of the period determined by the Evaluator for the Plan.
- d) An Educator on an Improvement Plan shall be assigned a Supervising Evaluator (see definitions). The Supervising Evaluator is responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan. The Primary Evaluator may be the Supervising Evaluator.
- e) The Improvement Plan shall define the problem(s) of practice identified through the observations and evaluation and detail the improvement goals to be met, the activities the Educator must take to improve, and the assistance to be provided to the Educator by the District.
- f) The Improvement Plan process shall include:
 - i) Within ten school days of notification to the Educator that the Educator is being placed on an Improvement Plan, the Evaluator shall schedule a meeting with the Educator to discuss the Improvement Plan. The Evaluator will develop the Improvement Plan, which will include the provision of specific assistance to the Educator.
 - ii) The Educator may request that a representative of the Federation attend the meeting(s).
 - iii) If the Educator consents, the Federation will be informed that an Educator has been placed on an Improvement Plan.
- g) The Improvement Plan shall:
 - i) Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;

- ii) Describe the activities and work products the Educator must complete as a means of improving performance;
 - iii) Describe the assistance that the District will make available to the Educator;
 - iv) Articulate the measurable outcomes that will be accepted as evidence of improvement;
 - v) Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle Formative Assessment Report of the relevant standard(s) and indicator(s);
 - vi) Identify the individuals assigned to assist the Educator which must include minimally the Supervising Evaluator; and,
 - vii) Include the signatures of the Educator and Supervising Evaluator.
- h) A copy of the signed Plan shall be provided to the Educator (and maintained in the TeachPoint System). The Educator's signature indicates that the Educator received the Improvement Plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents. Delivery of an Improvement Plan and signatures acknowledging receipt shall be completed electronically using the TeachPoint System.
- i) The parties agree that, barring a pattern of performance of an egregious nature or where an Educator's continued employment impacts the safety of students, no Experienced Educator on an Improvement Plan shall be dismissed during the prescribed plan period.
- j) Decisions on the Educator's status at the conclusion of the Improvement Plan. All determinations below must be made no later than June 1. One of four decisions must be made at the conclusion of the Improvement Plan:
- i) If the Evaluator determines that the Educator has improved his/her practice to the level of Proficient, the Educator will be placed on a Self-Directed Growth Plan.
 - ii) In those cases where the Educator was placed on an Improvement Plan as a result of his/her Summative rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan.
 - iii) In those cases where the Educator was placed on an Improvement Plan as a result of his/her Summative rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is not making

substantial progress toward proficiency, the Evaluator shall recommend to the Superintendent-Director that the Educator be dismissed.

- iv) If the Evaluator determines that the Educator's practice remains at the level of Unsatisfactory, the Evaluator shall recommend to the Superintendent-Director that the Educator be dismissed.

20) TIMELINES: (DATES IN ITALICS ARE PROVIDED AS GUIDANCE)

ACTIVITY:	COMPLETED BY:
Superintendent-Director, Principal or his/her designee meets with Evaluators and Educators to explain evaluation process	September 15
Evaluator meets with first-year Educators to assist in self-assessment and goal setting process. Educator submits self-assessment and proposed goals	October 1
Evaluator meets with Educators in teams or individually to establish Educator Plans (Educator Plan may be established at Summative Evaluation Report meeting in prior school year)	October 15
Evaluator completes Educator Plans	November 1
Evaluator should complete first observation of each Educator	November 15
Educator submits evidence on parent outreach, professional growth, progress on goals (and any other part of the standards, if desired) * or four weeks before Formative Assessment Report date established by Evaluator	January 5*
Evaluator should complete mid-cycle Formative Assessment Reports for Educators on one-year Educator and Developing Plans	February 1
Evaluator holds Formative Assessment Meetings if requested by either Evaluator or Educator	February 15

Educator submits evidence on parent outreach, professional growth, progress on goals (and any other part of the standards, if desired) *or 4 weeks prior to Summative Evaluation Report date established by evaluator	April 20*
Evaluator completes Summative Evaluation Report	May 15
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	June 1
Evaluator meets with Educators whose ratings are Proficient or Exemplary at request of Evaluator or Educator	June 10
Educator signs Summative Evaluation Report and adds response, if any within 5 school days of receipt	June 15

a) EDUCATORS WITH PTS ON TWO YEAR PLANS

ACTIVITY:	COMPLETED BY:
Evaluator completes unannounced observation(s)	Any time during the 2-year evaluation cycle
Evaluator completes Formative Evaluation Report	June 1 of Year 1
Evaluator conducts Formative Evaluation Meeting, if any	June 1 of Year 1
Evaluator completes Summative Evaluation Report	May 15 of Year 2
Evaluator conducts Summative Evaluation Meeting, if any	June 10 of Year 2
Evaluator and Educator sign Summative Evaluation Report	June 15 of Year 2

- b) The District and the Federation agree that the completion dates listed above are considered a guide. The District agrees to provide the Federation with a list of exact completion dates, consistent with the above guidelines at the beginning of each school year, and no later than September 15th.

- c) EDUCATORS ON PLANS OF LESS THAN ONE YEAR The timeline for Educators on Plans of less than one year will be established in the Educator Plan.

21) CAREER ADVANCEMENT

- a) In order to attain Professional Teacher Status (PTS), the Educator should achieve ratings of Proficient or Exemplary on each Performance Standard and overall. A Principal considering making an employment decision that would lead to PTS for any Educator who has not been rated Proficient or Exemplary on each performance standard and overall on the most recent evaluation shall confer with the Superintendent-Director by May 1. The Principal's decision is subject to review and approval by the Superintendent-Director.
- b) In order to qualify to apply for a teacher leader position, the Educator must have had a Summative Evaluation performance rating of Proficient or Exemplary for at least the previous two years.
- c) Educators with PTS whose Summative Evaluation performance rating is Exemplary and, after 2013-14 whose Impact on Student Learning is rated Moderate or High, shall be recognized and rewarded with leadership roles, promotions, additional compensation, public commendation or other acknowledgement as determined by the District through collective bargaining where applicable.

22) RATING IMPACT ON STUDENT LEARNING GROWTH

a) BASIS OF THE EDUCATOR IMPACT ON STUDENT LEARNING

- i) The following student performance measures shall be used to in combination with professional judgment to determine an Educator's impact on student learning, growth, and achievement.
 - (1) Statewide growth measure(s): (1st) Where available, statewide growth measures must be used each year as one (1) of the measures used to determine the Educator's Student Impact Rating. (2nd) Statewide growth measures include the MCAS Student Growth Percentile, or its equivalent, and ACCESS for ELLs gain score.
 - (2) District-Determined Measures (DDMs) of student learning, growth, or achievement. B)

b) IDENTIFYING AND SELECTING DISTRICT-DETERMINED MEASURES

- i) A DDMS WORKING GROUP REPRESENTING TEACHERS AND ADMINISTRATORS SHALL BE ESTABLISHED TO IDENTIFY AND SELECT DDMS:

- (1) The Working Group shall be co-chaired by the Federation President or his/her designee and the Superintendent-Director or his/her designee.
- (2) The parties shall provide representation of Educators from a variety of grade levels and disciplines.
- (3) At least half of the members of the Working Group shall be members of the bargaining unit chosen by the Federation President.

ii) DDMS WORKING GROUP TASKS MAY INCLUDE:

- (1) Surveying Educators and administrators in the district to create a list of assessments used in the district. The Working Group shall use the list to identify potential measures that may be adopted or adapted as DDMS. In addition, the Working Group may invite teams of Educators to identify or develop new measures that may be adopted or adapted as DDMS.
- (2) Recruiting and identifying district Educators, including teachers of students with disabilities and English Language Learners (ELLs), as well as Educator teams to review the list of assessments for their specific content areas and to inform the identification and/or development of potential DDMS by making recommendations to the Working Group.
- (3) Identifying the two measures of student learning, growth or achievement for each Educator according to subject and grade taught (e.g. Grade 3, Math; Grade 11 English).
- (4) Collecting feedback from Educators and Evaluators regarding the quality (e.g.,
- (5) alignment to curriculum, utility) of the selected DDMS.
- (6) Where feedback suggests modifications to the selected DDMS or the selection of different DDMS is necessary, the Working Group shall convene a team of Educators with expertise in the content area to make recommendations to the Working Group.

iii) DDMS SELECTION CRITERIA

- (1) DDMS may consist of direct or indirect measures: (1st) A direct measure assesses student growth in a specific content area or domain of social-emotional or behavioral learning over time.

- a. For all classroom educators, at least one measure in each year that will be used to determine the Educator Impact on Student Learning must be a direct measure.
- b. Direct measures include measures such as: formative, interim and unit pre- and post-assessments in specific subjects, assessments of growth based on performances and/or portfolios of student work judged against common scoring rubrics, and mid-year and end-of-course examinations.

(2) (2nd) Indirect measures do not measure student growth in a specific content area or domain of social-emotional or behavioral learning but do measure the consequences of that learning.

- a. (i) Indirect measures include changes in: promotion and graduation rates, attendance and tardiness rates, rigorous course-taking pattern rates, college course matriculation and course remediation rates, discipline referral and other behavior rates, and other measures of student engagement and progress.
- b. DDMs must be comparable across grade or subject level district-wide.
- c. DDMs may be norm referenced or criterion referenced.
- d. DDMs must include consistent, transparent scoring processes that establish clear parameters for what constitutes high, moderate, and low student growth.
- e. DDMs must be aligned to the Massachusetts Curriculum Frameworks or to the Massachusetts Vocational Technical Education Frameworks.

(3) PROCESS FOR SELECTING DDMS

- a. The DDMs Working Group shall provide a written recommendation to the School Committee and to the Federation which identifies the list from which the two (2) DDMs for each Educator in the district shall be determined according to subject and grade taught (Grade 4 Reading, Grade 12 English).
- b. The School Committee and the Federation shall ratify the Working Group's DDM list or they may negotiate modifications to it.

- c. Educators must be informed of the two DDMs selected from the negotiated lists that will be used to determine their Educator Impact on Student Learning no later than the September 15th. The Evaluator's designation of a Educator's DDMs must be given to the Educator in writing. All Educators teaching the same subject and grade must be given the same DDMs.
- d. The Superintendent-Director shall consult with the Federation President, and in accordance with this agreement shall arrange professional development for all Educators, Administrators and all other Evaluators that outlines the components of the Educator Impact on Student Learning and prepares Educators to administer DDMs.

(4) DETERMINING EDUCATOR IMPACT ON STUDENT LEARNING FOR EACH DDM

- a. The Evaluator will meet with the Educator annually to discuss the Educator's students' growth scores on each DDM for that school year. For each DDM, the Evaluator will consult with the Educator and then will determine whether in general, the Educator's students demonstrated high, moderate, or low growth in comparison to the parameters the parties have set for high, moderate, and low growth for the specific DDM. The Evaluator will then apply professional judgment to the student outcome data to determine whether the Educator's impact on student learning was high, moderate, or low. The Evaluator's professional judgment must account for contextual factors including, but not limited to, the learning challenges presented by the students and the learning environment.
- b. Educators shall have an opportunity to review and confirm the rosters of students whose scores will be used in the determination of their impact on student growth for each DDM.
 - For full-year or fall semester courses, the DDM results from students who are not enrolled in the grade or course by October 1st or do not remain enrolled through the final date the DDM is administered shall not be used in the determination of an Educator's impact on student growth.

- For spring semester courses, the DDM results from students who are not enrolled in the grade or course by the end of the fourth week of the semester or do not remain enrolled through the final date the DDM is administered shall not be used in the determination of an Educator's impact on student growth.
- c. DDM results from students who are not present for instruction or education services for at least ninety percent (90%) of the allotted instructional or service time shall not be used in the determination of an Educator's impact on student growth.
- d. DETERMINING EDUCATOR IMPACT ON STUDENT LEARNING

- The Evaluator shall use his/her professional judgment to determine whether an Educator is having a high, moderate, or low impact on student learning. The Evaluator will consider the designations of impact (high, moderate, or low) from two (2) measures (a statewide growth measure must be used as one measure, where available) in each of at least two (2) years and will apply professional judgment to those designations in order to establish trends and patterns in student learning, growth, and achievement, before determining the Educator's Impact on Student Learning. The Evaluator's professional judgment must account for
 - contextual factors including but not limited to the learning challenges presented by the students and the learning environment.
1. A rating of high indicates that the Educator's students demonstrated significantly higher than one (1) year's growth relative to academic peers in the grade or subject.
 2. A rating of moderate indicates that the Educator's students demonstrated one (1) year's growth relative to academic peers in the grade or subject.

3. A rating of low indicates that the Educator's students demonstrated significantly lower than one (1) year's growth relative to academic peers in the grade or subject.

- The Evaluator shall meet with the Educator rated low to discuss the Educator Impact on Student Learning. The Evaluator shall meet with the Educator rated moderate or high to discuss the Educator's Impact on Student Learning, if either the Educator or the Evaluator requests such a meeting.

e. INTERSECTION BETWEEN THE SUMMATIVE PERFORMANCE RATING AND THE EDUCATOR IMPACT ON STUDENT LEARNING:

- An Educator's Summative Performance Rating is a rating of Educator practice and remains independent from the Educator Impact on Student Learning, which is a rating of impact on student learning, growth, and achievement.
- Educators with PTS whose overall Summative Performance Rating is Exemplary or Proficient and whose Educator Impact on Student Learning is moderate or high shall be placed on a two-year self-directed growth plan.
- Educators with PTS whose overall Summative Performance Rating is Exemplary or Proficient and whose Educator Impact on Student Learning is low shall be placed on a one-year self directed growth plan.
 1. The Educator and the Evaluator shall analyze the discrepancy between the Summative Performance Rating and Educator Impact on Student Learning to seek to determine the cause of the discrepancy.
 2. The Educator's Plan may include a goal related to examining elements of practice that may have contributed to low impact.

(5) Evaluators and Educators shall use evidence of Educator performance and impact on student learning, growth, and

achievement in the goal setting and Educator plan development processes, based on the Educator's self-assessment and other documented sources of evidence that the Evaluator has previously shared with the Educator.

(6) THE PARTIES AGREE THAT A COPY OF ALL DISTRICT DETERMINED MEASURES (DDMS) AGREED TO BY THE PARTIES SHALL BE ATTACHED HERETO AND INCORPORATED HEREIN BY REFERENCE AS APPENDIX K.

(7) THE PARTIES AGREE THAT THE TIMELINE FOR IMPLEMENTATION OF DDMS SHALL BE NEGOTIATED DURING THE 2014-2015 SCHOOL YEAR.

23) USING STUDENT FEEDBACK IN EDUCATOR EVALUATION

- a) The parties recognize the critical role student feedback plays in the continuous professional development of Educators, and do agree upon the implementation of a student feedback survey for the purpose of informing the Self-Assessment and Goal Setting components of the Educator Evaluation process.
- b) The parties agree that the District may engage an outside contractor to administer student feedback surveys on Educators. The District has partnered with Panorama Education (hereinafter "Panorama") to utilize their online platform and technical assistance for student feedback survey administration at the Greater Lawrence Technical School.
- c) The Federation and the District agree to the following conditions with respect to the administration of the Survey of Student Feedback on Educators:
 - i) The District shall ensure that Panorama so engaged shall have in place adequate data security and privacy controls.
 - ii) District-wide feedback collection shall occur annually, between May and June. The first year of student feedback collection shall occur near the end of the 2015-2016 school year in all grades at the GLTS. Feedback collected at this time shall be used to inform Self-Assessment and Goal Setting components of Educator Plans that commence in the fall of 2016.
 - iii) The collection method for feedback from students in all grades at the GLTS shall be a confidential survey administered at the school level. Survey results, in the form of individualized Educator reports (hereinafter the "Student Survey Feedback Report"), will be provided only to the Educator. The parties agree that survey results in the form of aggregate data shall also be available to Educators and the GLTS Administration.

- iv) The collection method for feedback from students shall be subject to ongoing discussion between the parties through the Evaluation Oversight Committee (EOC) during the 2016-2017 school year, with a final determination being made no later than April 15, 2017, in order to allow for feedback collection prior to the close of the 2016-2017 school year.
- v) Educators may upload as an artifact the Student Survey Feedback Report as one of multiple sources of data to inform their Self-Assessment and Goal Setting on their respective Educator Plan. Data from the Student Survey Feedback Report may not be used as evidence toward a rating on any Standard, or Overall.

Appendix E- After Dark Program

Further review is necessary to determine how the program will be addressed within the scope of this agreement. Final inclusion is contingent upon the outcome of that review.

The After Dark Program is hereby incorporated into this Agreement as Appendix E, subject to all applicable terms and conditions outlined herein.

Appendix F- Voluntary Additional Duties

- **Scoreboard Operator:** Works as the official scoreboard operator at home games (\$50.00/game)*
- **Scoreboard/Official Book:** Works the official scorebook at home games (\$50.00/game)*
- **Ticket Seller:** Sells tickets for entry at home athletic games (\$50.00/game)*
- **Ticket Collector:** Collects tickets for entry at home athletic games (\$50.00/game)*
- **Announcer:** Announces games at home varsity athletic games (\$75.00/game)*
- **Track & Field Officials:** Official scorer, official timekeeper & officials for various events (\$75.00/meet)*
- **Athlete-Video:** Works athletic games taking pictures/recording/editing games and uploading games into software programs for coaches/students (\$75.00/game)*
- **Site Coordinator:** Works athletic events to assure safety, compliance with guidelines, and efficiency when the Athletic Director is not available (\$75.00/game)*
- **Van/Minibus Driver:** Drives van/minibus to games when bus company cannot provide service needed (\$70.00/roundtrip)*
- **Athletic Security:** Works after school to provide security around the athletic complex; assists with late bus supervision and other responsibilities to help assure the safety of GLTS student-athletes and community (\$26.00/hour)
- **Athletic Rental Security:** Works to ensure the fields are only used by scheduled rental organizations and have authorization to use the facility. Ensures field rules are being followed and performs other duties as assigned by the Athletic Director (\$25.00/hour)
- **Athletic Rental Security/Field Maintenance:** Works to ensure that the fields are only used by organizations that have authorization to be utilizing the facility, enforce all field rules, clean/maintain/upkeep the athletic complex, and perform other duties assigned by the Athletic Director (\$40.00/hour)
- **Part-time Carpenters:** Performs carpentry projects inside and outside the facility (\$80.00/hour)
- **Part-time Electricians:** Performs electrical projects inside and outside the facility (\$80.00/hour)

- **Part-time Plumbers:** Performs plumbing projects inside and outside the facility (\$80.00/hour)
- **HVAC Technician:** Performs HVAC projects inside and outside the facility (\$80.00/hour)
- **Part-time Painters:** Performs painting projects inside and outside the facility (\$45.00/hour)
- **Part-time Laborers:** Performs labor projects inside and outside the facility (\$45.00/hour)
- **After Dark Program Supervisor:** Supervises and oversees the After Dark Program (\$50,000 Stipend)
- **After Dark Program Teacher:** Teaches classes and instructs students on various subjects as part of the After Dark Program y (\$70.00/hour)

*Not to be lower than federal minimum wage.

