

AN AGREEMENT
BETWEEN THE
BRAINTREE SCHOOL COMMITTEE
AND THE
BRAINTREE EDUCATION ASSOCIATION

September 1, 2019 to August 31, 2022

NAME:

SCHOOL:

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FOR THE BRAINTREE EDUCATION ASSOCIATION:

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Michelle Gaffney
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Unit D: Shelley Devane
Unit E: Ann Antonelli
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Unit F: Janice Molloy
Unit G: Stephanie Marks
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PREAMBLE

The School Committee of the Town of Braintree and the Braintree Education Association agree that the educational welfare of the children of the Braintree Public Schools is paramount in the operation of the schools. The parties further agree that the development and fulfillment of educational programs of the highest quality require harmonious working relationships among the School Committee, the administrative staff, the teaching staff, the administrative assistants, and the nurses. In order to promote maximum utilization of the ability, experience, and judgment of all parties sharing responsibility for the quality of instruction, the parties do hereby agree as follows:

In order to effectuate the provisions, and to encourage and abet effective and harmonious working relationships between the Braintree School Committee (hereinafter called the "Committee") and the professional staff in order that the cause of public education may best be served in Braintree; this Agreement is made and entered into on the first day of September by and between the School Committee and the Braintree Education Association (hereinafter called the "Association").

ARTICLE 1 RECOGNITION

For the purposes of collective bargaining with respect to wages, hours, and other conditions of employment, the negotiation of collective bargaining agreements, and any question arising there under, the Committee recognizes the Association as the exclusive bargaining agent and representative of the following professional employees (as such employees are defined in Section 1 of Chapter 150E of the General Laws of Massachusetts) of the Committees:

- Unit A:** All full-time and regular part-time classroom teachers, media specialists, guidance counselors, school adjustment counselors, special subject teachers, special needs teachers, and school psychologists
- Unit B:** Assistant principals, directors, supervisors, and housemasters, but excluding the Superintendent, the Assistant Superintendent, Principals, and Business Manager
- Unit C:** Registered Nurses
- Unit D:** Administrative Assistants
- Unit E:** Instructional and School Support Paraeducator and Specialized Support Paraeducator
- Unit F:** Title I Teachers
- Unit G:** Occupational Therapists, Physical Therapists and Athletic Trainers
- Unit H:** Certified Occupational Therapist Assistants and Physical Therapist Assistants

Unless otherwise indicated, the employees in the above Unit A and Unit B will be hereinafter to as Teachers.

With respect to nurses, Occupational Therapists, Physical Therapists, Athletic Trainers references to teachers with Professional Teacher Status shall be deemed to refer to nurses, Occupational Therapists, Physical Therapists, and Athletic Trainers who have completed at least three continuous years of service in the Braintree Public Schools to the extent allowed by law. References to teachers who have not acquired Professional Teacher Status shall be deemed to refer to nurses, Occupational Therapists, Physical Therapists and Athletic Trainers who have not completed three continuous years of service in the Braintree Public Schools to the extent allowed by law.

Articles 1 to 4 and 18 and 40 will also apply to Unit C and D listed above.

Articles 1, 2, 3, 4, 17, 18, 19, 24, 25, 26, 27, 28, 29, 30, 31, 40, and Salary Appendix A will apply to Unit E listed above.

Articles 1, 2, 3, 4, 13(D), 18, 24, 25, 26, 27, 28, 29, 30, 38, 39, 40, 41, and Salary Appendix A will apply to Unit F.

Article 1 to 4, 7, 9, 10, 16 through 20, 22, 24 to 31, Salary Appendix A (Teachers' Salaries), and Appendix D will apply to Unit G.

Articles 1 to 4, 9, 10, 16 to 19, 22, 24 to 31, and Salary Appendix A will apply to Unit H.

ARTICLE 2 RIGHTS AND OBLIGATIONS OF THE SCHOOL COMMITTEE

A. It is agreed that the Braintree School Committee is a public body established under and with powers provided by the General Laws of the Commonwealth of Massachusetts, and nothing in this Agreement shall be deemed to derogate from or impair any power, right or duty conferred upon the Committee by statute or any rule or regulation of any agency of the Commonwealth. It is further agreed that the Committee, Superintendent, Building Principals and other designated administrative representatives shall exercise their respective functions, duties and responsibilities in a manner consistent with law and Committee policy, which administrative functions, duties and responsibilities include but are not limited to hiring, promoting/transferring, assigning and retaining employees with the Braintree Public Schools, determining whether to withhold an increment and to suspend, demote, discharge, or take other disciplinary action against employees subject to the provisions of Article 39 of this Agreement, to relieve employees from duties because of lack of work or for other legitimate reasons, to maintain the efficiency of operations entrusted to the school system, to determine the methods, means and personnel by which such operations ought to be conducted, to establish curricula, and to take whatever action may be necessary to carry out the policies of the Committee and its mission of education in situations of an emergency. Provided, however, that in the exercise of their rights and responsibilities the School Committee, Superintendent and Principals shall not take any action which violates the terms and provisions of this Agreement.

B. The School Committee, acting through its designated administrative representatives, shall have the right to make and enforce reasonable rules for the safe, efficient, and orderly operation of the Braintree Public Schools, provided that such rules shall be consistent with the terms and provisions of this Agreement.

C. Any reference to the term "Committee" in this Agreement shall include, when appropriate and/or legally required, the Superintendent, Principals, or other designated administrative representatives.

ARTICLE 3 NEGOTIATION PROCEDURE

A. Not later than December 1 of the calendar year preceding the calendar year in which this Agreement expires, the Committee agrees to enter into negotiations with the Association over a successor agreement in accordance with the procedure set forth herein in a good-faith effort to reach agreement concerning wages, hours, and other conditions of employment for all unit members.

B. The Committee agrees to furnish upon request to the Association published budgets available to the public.

C. When a substantive agreement is reached, it shall then be made in writing and submitted for ratification to the Committee and to the Association. A simple majority constitutes ratification. When approved by both parties, it shall be signed by the respective Chairman of the Committee and the President of the Association.

ARTICLE 4 GRIEVANCE PROCEDURE

A. General Statement: The purpose of the procedure set forth hereinafter is to produce prompt and equitable solutions to those problems, which, from time to time, may arise and affect the conditions of employment covered by this Agreement. The parties recognize the importance of prompt and equitable disposition of any grievance at the lowest organizational level possible. The Committee and the Association desire that such procedure shall always be as informal and confidential as may be appropriate for the grievance involved at the procedural level involved, and nothing in this Agreement shall prevent any such employee from individually presenting any grievance of this employee, through regular administrative channels, and that settlement will not be inconsistent with terms of this Agreement.

B. Definition of a Grievance: A grievance is hereby defined to mean a dispute arising from a complaint by any employee or employees covered by this Agreement relating to the meaning, interpretation, or application of any of the terms and provisions of this Agreement, or a dispute as to the compliance of either party hereto with any of its obligations under this Agreement. This does not limit the Association or the Committee from bringing up for discussion and possible agreement any other differences which might arise between the parties hereto. However, it is mutually agreed that these differences shall not be referable to the grievance and arbitration provisions of this Agreement without mutual consent of both parties hereto.

C. Grievance and Arbitration Procedure:

Step 1:

The aggrieved employee or the Association shall first discuss the dispute with his/her principal or immediate supervisor, either directly or through the Association's school

representative, with the objective of resolving the matter informally. If a teacher or the Association does not forward a written grievance to the Superintendent within thirty (30) school days after the teacher or the Association knew or should have known of the act or condition on which the grievance is based, then the grievance will be considered as waived. A dispute as to whether a grievance has been waived under this paragraph will be subject to arbitration pursuant to Step 4.

Step 2:

- a. If the Association or the aggrieved person is not satisfied with the disposition of the grievance at Step 1, the Association or the aggrieved person may file the grievance in writing with the Superintendent of Schools within 15 school days after the Step 1 meeting or after receiving the response of the Step 1 supervisor, whichever is sooner.
- b. The Superintendent will represent the administration at this level of the grievance procedure. Within ten (10) school days after receipt of the written grievance by the Superintendent, the Superintendent will meet with the aggrieved person in an effort to resolve it.

Step 3:

If the Association or the aggrieved person is not satisfied with the disposition of grievance at Step 2, the Association or the aggrieved person may file the grievance in writing with the School Committee within 15 school days after the Step 2 meeting or after receiving the Superintendent's Step 2 response, whichever is sooner. Within 10 school days after receiving the written grievance, the School Committee will meet with the aggrieved person or the Association for the purpose of resolving the grievance.

Step 4:

- a. If the Association or the aggrieved person is not satisfied with the disposition of the grievance at Step 3, the Association may submit the grievance for binding arbitration to the American Arbitration Association within 30 school days after the Step 3 meeting. The parties will be bound by the rules and procedures of the American Arbitration Association in the selection of an arbitrator.
- b. Within ten (10) school days after such written notice of submission to arbitration, the Committee and the Association will agree upon a mutually acceptable arbitrator and will obtain a commitment from said arbitrator to serve. If the parties are unable to agree upon an arbitrator or to obtain such a commitment within the specified period, a request for a list of arbitrators may be made to the American Arbitration Association by either party. The parties will be bound by the rules and procedures of the American Arbitration Association in the selection of an arbitrator.
- c. The arbitrator shall have the authority to settle only a grievance which concerns the interpretation and application of this Agreement. The arbitrator shall have no power to add to, subtract from, or modify this Agreement.
- d. The arbitrator so selected will confer with representatives of the School Committee and the Association and hold hearings promptly and will issue his/her decision not later than twenty (20) days from the date of the close of the hearings, or, if oral hearings have been waived, then the date the final statements and proofs are

submitted to him/her. The arbitrator's decision will be in writing and will set forth his/her findings of fact, reasoning, and conclusions on issues submitted. The arbitrator will be without power or authority to make any decisions which require the commission of an act prohibited by law or which is in violation of the terms of the Agreement. The decision of the Arbitrator shall be submitted to the School Committee and to the Association, and subject to law, shall be final and binding provided that the Arbitrator shall not in any way usurp any of the functions of the School Committee or the proper exercise of its rights, powers and authority under the law and as reserved in this Agreement.

- e. The costs for the services of the arbitrator, including per diem expenses, if any, and actual and necessary traveling and subsistence expenses will be borne equally by the School Committee and the Association.

D. All documents, communications, and records dealing with the processing of a grievance will be filed apart from the personnel files of the participants.

E. Forms for filing grievances, serving notices, taking appeals, making reports and recommendations, and other necessary documents will be jointly prepared by the Superintendent and the Association and will be reproduced and given appropriate distribution by the Superintendent so as to facilitate operation of the grievance procedure.

F. When an essential employee and/or an aggrieved employee is required by the Superintendent, the School Committee or the Arbitrator to meet during school hours for a resolution of a grievance, that employee will suffer no loss of pay for that day.

ARTICLE 5 SALARIES

The salary schedule of all positions covered by this Agreement is set forth in Appendix A which is attached hereto and made a part hereof.

ARTICLE 6 CLASS SIZE

A. The School Committee and the Association recognize that class size is an important factor in good education and will whenever possible, subject to space availability and all other educational considerations ensure that class size is of the most effective nature for both pupil and teacher. The Committee will endeavor to adhere to the design capacity in assigning students to laboratory stations, listening booths, or other work areas or stations. However, the final decision as to class size will be made by the School Committee in the best interest of all. Whenever possible, no class taught by one teacher will exceed thirty students, and the pupil/teacher ratio in study halls will not exceed 40 to 1.

B. Except in case of emergencies, the School System will be staffed on a system-wide basis to provide in the following classifications a pupil/teacher ratio of not greater than the following:

- | | |
|-----------------------|----|
| 1. Primary (K-3) | 23 |
| 2. Intermediate (4-6) | 28 |
| 3. Secondary (7-12) | |

A. English	23
B. Science	24
C. Social Studies, Mathematics & Language	25
4. Elective English writing courses, Grades 11 & 12	18

It is the mutual understanding of the parties that this does not require the Committee to assign staff so as to maintain any specific pupil/teacher ratio or maximum class size for any individual class, teacher, grade level, or school in the Braintree School System.

ARTICLE 7 SPECIALISTS AND SPECIAL PROGRAMS

Certain special programs are essential to a good educational system. Only trained and qualified personnel should be retained to conduct these programs. Suggestions for programs may be initiated at any level by teachers, administrators, or parents. Requests for additional personnel should go through the usual channels. Teachers in special programs are subject to the same hours, wages, and working conditions as classroom teachers.

ARTICLE 8 TEXTBOOKS

A. The Committee will provide sufficient textbooks to ensure that each pupil in a classroom has textbooks for his/her own use.

B. When a recommendation for a new textbook at the secondary level is about to be made to the Superintendent, a meeting of all teachers concerned will be called; and at that meeting, the teachers concerned will be given an opportunity to express their opinions and to vote on the textbook desired. A summary of such comment and vote shall be presented to the Superintendent.

C. When a recommendation for a new textbook at the elementary level is about to be made to the Superintendent, the following procedure will be used. Notification of a textbook selection meeting will be included in the Superintendent's monthly calendar. The committee is to be comprised of the assigned Director, assigned Principals, and volunteer affected elementary teachers representing each grade and each school. A Chairperson and recording secretary shall be elected from this group. Posted meetings shall be held regularly.

If the Committee so decides, and if funds, where needed, are available within the constraints of the budget, textbooks can be piloted at each grade level by members of the committee after which time the piloting teachers will present opinions related to curriculum.

At the textbook selection meeting, the textbook committee will recommend to elementary teachers a maximum of three (3) textbooks. Opinions regarding these textbooks will be presented by the piloting teachers for the subject involved (if the textbook has been piloted), and by the Chairperson of the Committee. Any other opinion may be given from the floor.

After this meeting, complete sets of the textbooks and supplemental information, if available, for the textbooks recommended will remain in each school for at least ten (10) school days. Following that, a meeting will be scheduled where a vote of the teachers who will be using the text will be taken. A vote of those in attendance that will use the textbook shall be recorded and

presented to the Superintendent. A summary of this vote and the opinions (including a minority report if necessary) shall be presented to the Superintendent as a recommendation of the teachers.

D. It is understood and agreed that the Superintendent possess final authority with regard to the choice of, or changes in, textbooks, and that any decision of the Superintendent in these respects shall not be subject to fact finding, or to the grievance and arbitration provisions of this Agreement.

ARTICLE 9 TEACHER EVALUATION

A. 1. The evaluation of teachers, nurses and administrators will be conducted consistent with the Evaluation Procedures and Standards negotiated pursuant to the Educator Evaluation Regulations in 603 CMR 35.00 et seq., adopted in June 2012 by the Department of Elementary and Secondary Education of the Commonwealth of Massachusetts. The agreement reached between the parties is incorporated into this Collective Bargaining Agreement as Appendix B1.

2. All monitoring or observation of the work performance of a teacher will be conducted openly and with full knowledge of the teacher. Teachers will be given a copy of any evaluation report prepared by their superiors and will have the right to discuss such report with their superiors.

3. The observation and evaluation forms appearing in Appendix B shall be used for, Administrative Assistants, Paraeducators, Occupational Therapists, Physical Therapists, Athletic Trainers, and OT and PT Assistants.

B. 1. Chapter 71, Section 42C, General laws of Massachusetts "Records of teachers: Inspection.

School officials of cities and towns keeping records concerning any teacher or his work shall, at the written request of the teacher, permit the teacher by appointment to inspect the contents of his personnel folder, files, cards, and records, and to make copies of such contents and records as concern his work or himself."

2. No material derogatory to a teacher's conduct, service, character, or personality will be placed in his personnel file unless the teacher has had an opportunity to review such material by affixing his signature to the copy to be filed with the express understanding that such signature in no way indicates agreement with the contents thereof. The teacher will also have the right to submit a written answer to such material, and his answer shall be reviewed by the Superintendent and attached to the file copy.

3. Any complaints regarding a teacher made to any member of the administration by any parent, student, or other person, will be promptly called to the attention of the teacher.

C. The Association recognizes that any Administrator whose job description requires the supervision and evaluation of a staff member has the authority and responsibility of taking appropriate disciplinary action or reprimanding that person for delinquency of professional performance. Non-administrative personnel of the Braintree Public Schools, including substitute teachers, will not initiate written reports concerning the work performance of a teacher.

D. The Braintree Public Schools Teacher Evaluation Form for Teachers with Professional Teacher Status is attached to this Agreement and included therein as Appendix B1.

E. The following procedures shall govern evaluation and observation in the Braintree Public Schools:

1. The procedures set forth in Appendix B1 shall be used in conducting evaluations and observations.
2. Teachers in the Braintree Public Schools shall be evaluated by the following personnel:
 - a. High School teachers - by the Headmaster or his designee and the appropriate director or coordinator.
 - b. Middle School - by the principal or his designee and the appropriate director or coordinator.
 - c. Elementary School - by building principals. However, if the elementary teacher is responsible for teaching predominantly one (1) subject in a particular grade, then the principal and the appropriate director or coordinator shall evaluate.
 - d. Specialists shall be evaluated by the building principal and the appropriate director or coordinator. If a specialist teaches in more than one building, he/she will be evaluated by the principal of his or her choice in the first year, and the other principal(s) shall alternate in successive years until all supervising principals have evaluated the specialist.
 - e. Notwithstanding the above, all teachers may be evaluated by the Superintendent, and Assistant Superintendent.

ARTICLE 10 VACANCIES AND PROMOTIONS

A. Whenever any vacancy occurs during the school year (September through June), it will be adequately publicized by the Superintendent by means of a notice placed on the Association bulletin board in every school at least ten (10) school days in advance of the appointment, if possible. It is understood that a vacancy may be subject to change as a result of assignments and transfers pursuant to Articles 13 or 14. All postings will also be posted in the Administration Building.

- B. 1. During July and August written notice of any administrative vacancies will be given to the Association.
2. No permanent administrative appointment will be made within fifteen days of notice to the Association.
3. Those wishing to be considered for any specific open position(s) in Units A, B, C, D, E, and F which may occur between the close of school in June and September 1 may file in the Superintendent's office a self-addressed envelope which will be mailed to that person with an announcement if a position becomes available. Those wishing such consideration will specify the position(s) in which they are interested.
- C. All teachers will be given adequate opportunity to make application for such positions and the Committee agrees to give due weight to the professional background and the attainment of all applicants. The Association recognizes and the Committee agrees to continue the present policy of promoting from within the system whenever possible.
- D. Qualifications, requirement, duties, salary differentials, and other pertinent information shall be set forth in such notice.
- E. The qualifications and duties set forth for a particular position will not be changed between posting and hiring unless the Association has been notified in writing in advance.
- F. Vacant extra-curricular positions will be publicized by means of a notice placed on the Association bulletin board in the appropriate building(s) fifteen school days in advance of the appointment if possible.

**ARTICLE 11
TEACHING HOURS**

- A. The usual starting and dismissal times for students shall be as follows:

SCHOOL	PUPILS START	PUPILS ENDS
B.H.S.	7:35 a.m.	2:05 p.m.
Middle	8:05 a.m.	2:25 p.m.
Elementary	8:45 a.m.	2:50 p.m.

- B. Teachers and nurses at the secondary level will report to their buildings in sufficient time to be in their classrooms or at their other assignment at least ten (10) minutes before students' starting time, and shall remain in their buildings after the students' ending time for forty-five (45) minutes one day and fifteen (15) minutes on other days of the school week (except Friday), to provide instruction for pupils. Teachers at the elementary level will report for duty in their respective buildings at least ten (10) minutes before the pupils' starting time and shall remain in their buildings after the pupils' closing time for ten (10) minutes each day of the school week. On Fridays, teachers may leave at student closing time provided that those who have been assigned duties have completed those duties. To the extent possible, Friday duties will be assigned equitably. Pre-K teachers shall report for duty at least 10 minutes before the pupil's starting time and shall remain in their buildings after the pupils' closing time for 15 minutes each day of the scheduled workday. On Fridays, teachers may leave at student closing time provided that those

who have been assigned duties have completed those duties. To the extent possible, Friday duties will be assigned equitably. In no case shall the workday exceed 6 hours.

C. Librarians and guidance counselors shall remain at their stations for the same hours as stated for teachers in Section B and longer where students' needs require.

D. Every teacher shall be allowed a lunch period the same as, and apart from, that of his/her pupils. An elementary teacher shall be allowed the time of recess of his/her pupils except when the recess is indoors.

E. The interpretation of teacher load should be of the broadest possible nature to allow for the flexibility needed by both administrator and teacher to attain the educational goals for our students. To accomplish this goal, middle school teachers will have no more than thirty (30) teaching blocks, six (6) supervisory blocks and no less than six (6) unassigned blocks during a six (6) day period. Teachers may by mutual agreement teach additional blocks up to a maximum of six (6) per six-day period in lieu of a like number of supervisory blocks. High school teachers will have no more than thirty (30) teaching blocks, five (5) supervisory blocks, and no fewer than seven (7) unassigned blocks during a seven-day period, and shall be assigned no more than four (4) preparations.

In the event the Committee adopts a different class (teaching) schedule during the term of this Agreement, the ratio of teaching assignments set forth above shall be extrapolated to ensure that the intent of these provisions is met.

F. If there is a lack of a substitute teacher; a regular teacher may be assigned on an equitable basis to cover a class for a colleague. Any teacher who receives an assignment which results in the loss of his/her contractual preparation period and/or specialist period shall be compensated. If a teacher covers a class during a supervisory period, it is not expected that this will be an additional teaching period and the teacher shall not receive the substitute rate. Volunteers will be accepted before teachers are assigned for coverage. The rate for Coverage Pay shall be as follows:

2019-2020:	\$25
2020-2021:	\$30
2021-2022:	\$35

G. Elementary classroom teachers will be released when specialists are present according to the existing practice. Elementary teachers shall be provided with a minimum of five preparation periods of at least thirty (30) continuous minutes each week. The Committee shall endeavor to provide a daily preparation period for elementary teachers.

H. The Committee will strive to ensure that elementary specialists are assigned to teach no more than seven (7) periods per day.

ARTICLE 12 NON-TEACHING DUTIES

A. The Committee and the Association agree that a teacher's primary responsibility is to teach. It must be remembered, however, that in addition to that primary purpose there are other

responsibilities within the School that must be assumed by teachers. The Committee and the Association recognize that paraeducators, clerical employees are useful and necessary in order to implement teaching. The Committee, having made provisions for paraeducators, will continue to work toward the improvement of this situation.

B. Teachers will not be required to drive pupils to activities which take place away from school buildings. Teachers may do so voluntarily with the advance written approval of their principal or immediate supervisor. Teachers should not drive students without another adult in the car.

C. The Committee agrees that facilities and personnel will be retained to computerize the programming, attendance records and report cards of the Braintree Public Schools.

D. Teachers shall not be responsible for collecting lunch money.

E. No teacher shall be required to perform non-teaching duties on days on which s/he is scheduled to travel between buildings to complete his/her teaching assignments.

ARTICLE 13 TEACHER ASSIGNMENT

A. Teachers will be notified in writing of any change in program for the coming school year, including the schools to which they will be assigned the grades and/or subjects that they will teach, and any special classes they will be assigned to, except in cases of emergency. While every effort will be made to give such notification by June 1, it is recognized that last-minute changes may be required by unforeseen circumstances.

B. Except in unusual circumstances where there is no reasonable alternative, teachers will be assigned to classes within the scope of their teaching certificates and/or their major and minor fields of study.

C. Selection for changes in grade assignments in the elementary schools or in subject assignments in the secondary schools will be made by the Superintendent or his/her designee from among volunteers in the first instance.

D. Teachers assigned to duties in more than one school in any school day will be paid at the mileage rate allowed by the IRS as of each September 1 for the then current school year if they use their own cars for the purpose of driving between schools.

E. No later than May 15 of each school year the Superintendent shall post in all school buildings a list of known vacancies which will occur during the following school year.

F. Teachers who desire a change in grade and/or subject assignment or who desire to transfer to another building shall file a written statement of such desire with the Superintendent no later than May 20. Such statement shall include the grade and/or subjects to which the teacher desires to be assigned and the school or schools to which he desires to be transferred, in order of preference.

G. It is agreed that assignment of teachers to sixth grade positions will be made from teachers who teach in the K-6 classification or who presently teach sixth grade (including those on leave of absence from such positions), notwithstanding the present placement of sixth grade teachers in secondary departments and/or classifications.

ARTICLE 14 TRANSFERS

A. When a reduction in the number of teachers in a school is necessary, every effort will be made to transfer first teachers qualified for the opening in other schools who volunteer for such transfers.

B. If the necessary reduction cannot be achieved in the above manner, selection for involuntary transfers shall be made by the Superintendent after a conference with the teacher involved.

C. The Superintendent may determine that it is necessary in the best interest of a teacher and/or school to transfer a teacher. This will not be done without a conference with the teacher involved.

D. Teachers who oppose such transfers as indicated in paragraphs B and C above may present their case in writing to the Superintendent of Schools. In such an event, the Superintendent will arrange a meeting between the teacher, the PR&R Committee and the Superintendent.

E. In the determination of requests for voluntary reassignment and/or transfer, the convenience and wishes of the individual teacher will be honored to the extent possible. Teachers desiring a transfer will submit a written request to the Superintendent stating the assignment preferred. Such requests must be submitted between September 1 and June 1 of each school year. Requests must be renewed each year. All requests for transfer will be acknowledged by the Superintendent or his/her designee in writing and in each case where the request has not been granted, the teacher will be informed of the reason. In filling non-promotional vacancies occurring within the professional staff of the school system, consideration shall be given to teachers voluntarily requesting transfers under this Article, and no assignment of new teachers will be made until all teachers' transfer requests have been considered.

F. Before a teacher is assigned or transferred to a particular school, the principal of the school in question will be consulted regarding said assignment or transfer.

G. No later than the regular School Committee Meeting in October, the Superintendent shall make available to the Association a system-wide schedule showing the names of all persons who have been reassigned or transferred and the nature of such reassignment or transfer.

ARTICLE 15 TEACHER EMPLOYMENT

A. Full credit will be given for complete years of previous teaching experience under contract upon initial employment, provided, however, that the Committee may hire up to five teachers annually on a lower step, but not less than at one half (1/2) credit for previous teaching

experience, that is acceptable to the teacher and the administration. The Association will be notified of any such hiring.

B. Teachers who have not been engaged in teaching on a full-time basis will, upon returning to the system, be restored to the next position on the salary schedule above that at which they left if their last year was a full teaching year.

C. Previously accumulated unused sick leave days will be restored to those returning within two (2) years by appointment and to teachers who have been recalled pursuant to Article 22, Paragraph E.

D. The Association will be notified when any exception is made in the salary in hiring off-schedule.

ARTICLE 16 SICK LEAVE

A. All employees covered by this Agreement will receive 15 days of sick leave per year. Title I employees will receive 15 days of sick leave per year.

B. The maximum number of sick leave days which can be accumulated by Unit A members is 210 days. However, those who have already accumulated a greater number of days prior to September 1, 1989, will retain that number until the numbers in the schedule above exceed the number of days previously accumulated.

C. The maximum number of sick leave days which can be accumulated by members of Unit B will be determined by this schedule:

School Year + 4 weeks	235 days
School Years + 2/3 weeks	221 days
School Year	207 days
Full Year	277 days

However, those who have already accumulated a greater number of days prior to September 1, 1989, will retain that number until the numbers in the schedule above exceed the number of days previously accumulated.

All employees shall be credited with fifteen (15) additional sick leave days at the start of each school year (15 days for Title I teachers) even in cases where an employee's total accumulation will then exceed the maximum applicable to that employee's category. At the end of each school year any such employee who has in excess of the maximum allowable for his/her category will then have his/her total accumulation reduced back to the applicable maximum.

D. Employees may use up to ten (10) days of accumulated sick leave each year to care for an ill member of the employee's immediate family. After using the allotted ten (10) days for family sick time an employee shall be permitted to convert up to five (5) more days of accumulated sick leave into family sick leave. Should an employee need further family sick time than the five (5) additional days provided by above, they may utilize their accumulated sick leave for up to twenty (20) days of family sick time under the following conditions:

1. The employee's situation must qualify for FMLA, as defined by Federal law,
 2. The employee must have already exhausted their current year's allotment of ten (10) regular family sick days as well as their five (5) converted family sick days, and
 3. the employee must fill out the proper FMLA paperwork for verification by the employer. The employer, other than verifying the FMLA paperwork, has no right to deny the use of the accumulated time. However, any re-application for a second twenty (20) days during the same school year will only be granted at the discretion of the Superintendent or his/her designee.
- E. Employees employed following the commencement of the normal school year shall be granted sick leave on the basis of one (1) day per month during the remainder of the school year.
- F. No new employee shall be entitled to sick leave until he/she has assumed his/her position.
- G. Sick leave may be used for temporary disability due to pregnancy and/or the termination thereof in accord with existing law.
- H. Up to eight (8) weeks of sick leave may be used in the case adoption provided that any two employees of the Braintree Public Schools shall only be entitled to eight (8) weeks of sick leave in aggregate for the birth or adoption of the same child.
- I. The parties have agreed to institute a pilot program for the 2019-2020 school year to incentivize better attendance. Unless the parties mutually agree to extend the program, the pilot program will sunset on June 30, 2020. The District will create a fund of \$100,000 to be distributed to any member of any bargaining unit that has used four (4) or less combined sick and personal days over the course of the year. FMLA leave, including maternity leave, along with family sick vacation days, will count as used sick or personal days. The maximum amount of money any one employee can be rewarded from this fund is \$2,500. Vacation days, professional days, bereavement days, Graduation Attendance days, and Religious Days will not count as used sick or personal time.

ARTICLE 17 BRAINTREE PUBLIC SCHOOLS CALENDAR

School will begin on the first Wednesday in September. In the event that school is to begin before Labor Day, the first day for teachers would be the Tuesday before the first Wednesday in September. There would be no school and teachers would not be required to work on that Friday before Labor Day.

The calendar for the 2019-2020, school year is attached.

1. The length of the teachers' work year will be 182 days, but in no event will it be more than two days longer than the school year for children. The Committee may schedule up to two (2) additional days each year for professional development that shall be compensated on a per diem basis for teachers, Title I teachers, administrators, and other employees required to attend these days. These additional days shall be scheduled

for no longer than the length of a regular school day. Reasonable notice shall be provided to employees required to attend these additional days. If either or both of the additional days are removed from the calendar, the day(s) shall be rescheduled as a regular school day(s).

2. Each year, teachers and nurses will be expected to attend four "P.T.O. Nights" or other evening meetings for the purpose of communicating with the parents of their students. Teachers traveling between or among different buildings shall not be required to attend more than a total of four (4) "P.T.O. Nights". For purposes of these meetings, "evenings" may begin upon the adjournment of school in each respective building. These meetings shall be scheduled in each building by the administrator after consultation with the faculty for that building. Each of these sessions will not exceed 2 ½ hours in length, and teachers will be given at least 30 days advance notice of these meetings. Security escort will be available to faculty on these nights. If a staff member is alone after a meeting scheduled pursuant to this paragraph, the staff member may request an escort from the building security to their vehicle. The escort will leave from a designated exit and vehicles will park in a designated area.

3. The parties agree to a Pilot program for School year 2017-2018, with respect to the scheduling of one-half (½) school days. There will be 6 in total and for elementary teachers; one of those days shall be scheduled for parent conferences. In addition, at least one (1) scheduled half (0.5) day will be used across the entire District for teacher-directed collaboration and professional development under the oversight of the building principals with approval of the Assistant Superintendent.

ARTICLE 18 TEMPORARY LEAVES OF ABSENCE

A. All employees are entitled to three (3) days per year to conduct personal business during school hours by providing notice at least four (4) workdays in advance to the immediate supervisor except in the case of emergency. However, no one employee may take two (2) consecutive workdays as personal days under this Section to extend a holiday or school vacation. Additional days may be granted by the Superintendent for the observance of religious holy days or for personal, legal or business matters when leave days have been exhausted by the observance of religious holy days. The employer has the right to seek documentation of any emergencies for which an employee utilized a personal day.

B. By request to the Superintendent, at least one (1) week in advance, the following leaves may be granted:

1. One (1) day for an employee to attend their own college or graduate school graduation.

2. One (1) day for an employee to attend the high school, college or graduate school graduation of a member of their immediate family. The employer shall not grant this benefit for travel to the ceremony, unless the ceremony is occurring more than 250 miles away.

3. Up to three (3) days to attend conferences or workshops sponsored by a professional association as an official delegate of the Braintree Education Association.
4. One (1) day for visiting other schools.

C. Employees will be granted the following temporary leaves of absence with pay each school year.

1. Five days in the event of each death of a member of the immediate family. Members of the immediate family shall include: spouse, child, parent, grandparent, grandchild, brother, sister, guardian, mother-in-law, and father-in-law. One day may be granted for a person domiciled in the same household or for other relatives not mentioned above at the discretion of the Superintendent. Employees will be granted up to five days in the event of the death of an individual not listed above, with such time being deducted from the employee's current total of accumulated sick days.
2. A maximum of ten days per school year for military reserve duty, provided that such obligations cannot be fulfilled on days when schools are not in session. Salary shall be based on the difference between teacher's salary and the amount received from the government for the period of absence on duty.
3. A leave of absence will be granted to employees called to do jury duty. An employee granted leave under this Section shall be paid his/her regular compensation for the period of such leave, less the compensation received by him/her for serving on the jury. All requests for such leave must be made in writing to the Superintendent as far in advance as possible, so that appropriate steps can be taken to secure a substitute for such person while on such leave.

D. Leaves taken pursuant to Section A, B or C above will be in addition to any sick leave to which the employee is entitled.

E. Employees who are adoptive or co-parents are entitled to 10 days of paid leave per child for business attendance to the adoption and/or leave to care for the child. Adoption or co-parenting leave will be deducted from sick leave.

F. Family Medical Leave Act (FMLA Leave)

1. Any full-time employee who has been employed for at least one (1) year or more shall be entitled to family medical leave of up to twelve (12) weeks during the year:
 - a. To care for a son or daughter within a year of birth, adoption or the initiation of foster care;
 - b. To care for a spouse, child or parent suffering from a serious health condition; and/or;
 - c. Because the employee's own serious health condition makes the employee unable to perform the functions of his or her position.

2. Family/medical leave is unpaid except that the employee may use paid leave for an equivalent amount of unpaid leave, depending upon the reasons for the employee's leave. The types of paid leave employees may use includes sick leave when FMLA leave is due to the employee's serious health condition.
3. During unpaid family/medical leave, employees shall be entitled to participate in all medical and other insurance plans on the same terms as if the employee had continued to work.
4. At the end of the leave, employees shall be returned to the positions they held before the leave began, or to an equivalent position, subject to layoff or other position elimination.
5. Application Procedure:
 - a. Except in emergencies, employees shall apply to the Superintendent at least thirty (30) calendar days before the start of the leave period.
 - b. The employee shall indicate the anticipated date of return to active employment.
 - c. Employees may be required to produce reasonable medical and other certification of the need for family/medical leave within fifteen (15) calendar days of requesting leave. The Superintendent may require the employee to submit medical recertification during leave at thirty (30) calendar day intervals, and may require employees to report periodically on their status and intent to return to work. As a condition for returning to work, an employee who has been on family/medical leave may be required to present medical certification that the employee is able to resume work.
6. Leave entitlements under FMLA, state law and this Agreement run concurrently when they cover the same type of leave.

ARTICLE 19 EXTENDED LEAVES OF ABSENCE

- A. A leave of absence without pay of up to two (2) years will be granted to any teacher with professional teacher status who joins the Peace Corps or serves as an exchange teacher, and is a full-time participant in either of such programs. Upon return from such leave, a teacher will be considered as if he were actively employed by the Committee during the leave and will be placed on the salary schedule at the level he would have achieved if he had not been absent.
- B. Military leave will be granted to any teacher with professional teacher status who is inducted or enlists in any branch of the armed forces of the United States, for the period of continuous service required by such induction or enlistment up to a maximum of five years, but not continuing into any period of additional voluntary service. Upon return from such leave, a teacher will be placed on the salary schedule at the level which he would have achieved had he remained actively employed in the system during the period of his/her leave. For BPS employees that have been called up to active duty, BPS will cover the differential between that

person's salary for the Braintree Public Schools and the base pay they receive from the US military. This differential will be covered for the duration of the deployment.

C. A leave of absence without pay or increment of up to one (1) year will be granted by the Superintendent for the purpose of caring for a sick member of the teacher's immediate family. The Superintendent may also grant a leave of absence without pay or increment of up to one (1) year to teachers with professional teacher status, including, but not limited to, leaves for academic studies or professional improvement. A teacher shall not lose any accrued benefits which the teacher had as of the start of the leave.

D. Maternity, Parental and Adoption Leaves are provided for as follows:

1. Short-Term Maternity, Parental and Adoption Leaves.

- a. Upon receipt of at least two weeks' written notice of a teacher's anticipated date of departure and intention to return, the School Committee shall grant a leave of absence without pay for parental leave for the purpose of giving birth, or for adoption with the employee who is adopting or intending to adopt the child; provided, however, that any two employees of the Braintree Public Schools shall only be entitled to eight (8) weeks of parental leave in aggregate for the birth or adoption of the same child, in accordance with the provisions of Massachusetts General Laws, Chapter 149, Section 105D.
- b. This leave may be extended by mutual agreement between the teacher and the Superintendent in order that a teacher who has been on short-term maternity leave status may return at an appropriate time in consideration of the students' program(s) (such as the beginning of a semester, beginning of a marking term, or after a vacation period), or which absence due to medical complication resulting from pregnancy extends beyond the eight (8) weeks in 1.a. above.
- c. It is understood that other than in the case of use of sick leave for disability due to pregnancy and/or childbirth, any two employees of the Braintree Public Schools shall only be entitled to eight (8) weeks of parental leave in aggregate for the birth or adoption of the same child.

2. Extended Maternity Leaves. In the event a teacher desires a leave longer than the eight weeks provided by statute, the below listed procedure shall be followed:

- a. Under normal conditions, the Superintendent shall be notified in writing at least sixty (60) days prior to the expected date of the beginning of said leave.
- b. Said extended maternity leave should begin at a time corresponding to the beginning of a new semester (or other appropriate time such as after a vacation period or marking period) provided that, up to this time, the teacher can, in the opinion of her physician and the Superintendent of Schools, perform her normal duties.
- c. Said extended maternity leave shall be without pay and shall extend for up to two (2) years with the resumption of employment occurring at the beginning

of schools in September. The Superintendent of Schools must be notified in writing no later than March 15 when the teacher on this leave expects to return for the next September opening of school. Failure to do so will be considered as a resignation of employment, provided the individual has been notified in writing, at his/her address as set forth in the records of the Braintree School System, by February 15, of this provision. Said extended maternity leave may be extended or shortened in individual cases by mutual agreement.

- d. A teacher returning from maternity leave will be placed on the salary schedule at the step held when extended maternity leave commenced. If the teacher served more than one half of a school year during any school year in which said leave occurred, said service will count as a full year toward advancement on the salary schedule.
- e. In the event of unforeseen circumstances which render further maternity leave unnecessary, the teacher may make written application, accompanied by her physician's statement of good health, for immediate or early resumption of employment. When an appropriate position is available, said teacher shall have the first option for said position.

E. The Committee agrees that up to three (3) teachers designated by the Association will, upon request, be granted a leave for the purpose of engaging in Association (state or national) activities. Upon return from such leave, a teacher will be considered as if he were actively employed by the Committee during the leave and will be placed on the salary schedule at the level he would have achieved if he had not been absent.

F. Upon the return of a teacher from an extended leave of absence taken under the foregoing provisions, the teacher will be assigned to the same position which he held at the time said leave commenced if available or if not to a substantially equivalent position, or to the most nearly equivalent position which is available at the time of his/her return and for which he is qualified.

G. If the B.E.A. President is a secondary teacher, he/she will not be assigned duties beyond the normal daily five-period teaching load. If the B.E.A. President is an elementary teacher, he/she will not be assigned any duties beyond the normal classroom teaching load, and a good faith effort will be made to schedule two specialists during the last period of the day each week.

If and only if the B.E.A membership acts through its democratic processes to change the Presidency to a half-time release position the Braintree Public Schools shall grant the President half-time release if that does not interfere with the individual's ability to fulfill his or her professional responsibility.

H. The Superintendent of Schools must be notified in writing no later than March 15 when a teacher on extended leave for any reason expects to return for the next September opening of School. Failure to do so will be considered as a resignation of employment, provided the individual has been notified in writing, at his/her address as set forth in the records of the Braintree School System, by February 15, of this provision.

ARTICLE 20
SABBATICAL LEAVES

A. Sabbatical leave may be granted without loss of position on the salary schedule at one-half rated salary for one school year or at a total salary for one-half school year after seven consecutive years of teaching in the Braintree Public Schools: up to three (3) teachers to be granted leaves of a full year at half pay and up to three (3) teachers for ½ year at full pay in any one school year.

B. The School Superintendent may grant a leave of absence for study or research to any teacher, registered nurse, principal, supervisor, director, media specialist serving at discretion which would increase his/her professional ability; such leave to be for a period not exceeding one year at full or partial pay; provided, that prior to the granting of such leave he shall enter into a written agreement with the school committee that upon termination of such leave he will return to service in the public schools of such city or town for a period equal to twice the length of such leave and that, in default of completing such service, he will refund to the city or town an amount equal to such proportion of salary received by him while on leave as the amount of service not actually rendered as agreed bears to the whole amount of service agreed to be rendered.

C. Sabbatical leave shall be granted at the discretion of the Superintendent only for those purposes which will definitely improve the instruction in or the administration of the Braintree Schools. Leaves granted for professional study, or for travel, or for travel combined with such study or for any reason which, in the judgment of the Superintendent, will contribute to the individual's cultural or technical qualifications in the schools shall be considered consistent with the purpose stated above.

D. Application for sabbatical leave shall be made on a form furnished by the Superintendent. Among other data, a statement of the program which the applicant plans to carry out while on leave shall be submitted. This program shall be consistent with the purpose stated in paragraph C above. All applications for a sabbatical leave shall be filed in the office of the Superintendent of Schools not later than March 15 of the school year proceeding the school year during which the leave requested will occur.

ARTICLE 21
TEACHER FACILITIES

A. The Committee will endeavor to provide the following facilities:

1. Space in each classroom in which teachers may safely store instructional materials and supplies.
2. A teacher work area containing adequate equipment and supplies to aid in the preparation of instructional material.
3. An appropriately furnished room to be used as a faculty lounge. Said room will be in addition to the aforementioned teacher work area. This should be used solely by faculty and staff associated with the Braintree Public Schools.
4. A serviceable desk and chair for the teacher in each classroom.

5. A communications system so that teachers can communicate with the main office from their classrooms.
 6. Well-lighted and clean teacher rest rooms.
 7. A separate, private dining area for the exclusive use of the teachers.
- B. An adequate portion of the parking lot at each school will be reserved for teacher parking.
- C. Adequate facilities, including separate or individual private spaces or lockers where appropriate, for the safekeeping of personal and professional articles of traveling teachers.
- D. Each building principal, coordinating with the Business Manager and building staff, will review options for placement of a telephone in each building to ensure that staff can communicate with parents or others on school related matters.

ARTICLE 22 REDUCTION IN STAFF

- A. In the event it becomes necessary to reduce the number of employees included in the bargaining unit defined in Article 1, employees shall be laid off in the following order:
1. To the extent possible and practical, normal attrition will be the method first used to reduce the number of positions in those classifications and/or departments in which reductions are necessary. That is, employees who resign, retire, or who otherwise terminate their employment shall not be replaced. Also included in this paragraph are those teachers without professional teacher status whose employment the Superintendent determines not to renew in accord with Article 35, B.
 2. If it is not possible to reduce Units A and B by the above factors, reductions will first be made among those teachers and/or administrators in the departments and/or classifications to be reduced who do not possess arbitration rights pursuant to G.L. c.71, §41 or §42, provided there are administrators who possess arbitration rights pursuant to G.L. c.71, §41 and teachers with professional teacher status who are qualified to fill those positions within the respective departments and/or classifications affected by the reduction.
 3. Layoff of employees not affected by paragraphs 1 and 2 above shall occur in the department and/or classifications to be reduced in the inverse order of their seniority, except as follows:
 - a. Where it can be demonstrated by the Superintendent that a senior teacher's performance is less than competent in fulfilling his/her job responsibilities.
 - b. Where it can be demonstrated by the Superintendent that the junior employee within the classification is the only person who has the requisite qualifications to teach a course or provide a specialized service of a professional educational nature by reason of his or her academic background, training, or experience.

4. A teacher with professional teacher status (Unit A) whose position is reduced shall be allowed to transfer to a position in another department and/or classification held by a teacher without professional teacher status which he/she has either taught for one semester within three years immediately prior to the reduction of his/her position or who holds a valid Massachusetts teaching certificate for the position. However, in the event of the elimination of a department, an affected teacher with professional status shall be placed on the seniority list of the department in which s/he last taught and the provisions of Section 3, above, shall then apply, provided, however, that the teacher's certification to teach in that department is current.

5. Each department and/or classification listed below within each unit shall constitute a separate unit for purposes of layoff:

Unit A:

1. Elementary (K-6)
2. English
3. Social Studies
4. Science
5. Mathematics
6. Music
7. Languages
8. Physical Education and Athletics
9. Business
10. Industrial Technology
11. Family and Consumer Sciences
12. Pupil Auxiliary Services
 - a. Guidance
 - b. Special Education
 - c. Health Coordinator (K-12)

For those beginning service after September 1, 1992, this category will be as follows:

Pupil Auxiliary Services:

- a. Guidance
- b. Special Education
 1. Intense Special Needs
 2. Special Needs (N-9, 5-12)
 3. Vision Impaired
 4. Hearing Impaired (ASL/TC)
 5. Hearing Impaired (Oral/Aural)
 6. Speech, Language, and Hearing Disorder
- c. Health
- d. School Psychologist
- e. English as a Second Language
- f. Media Services
- g. Art

Unit B:

1. Housemaster-High School
2. Assistant Principal Middle School
3. Director of Athletics
4. Director of English/Reading, K-12
5. Director of Art
6. Director of Mathematics/Technology
7. Director of Media Services
8. Director of Science
9. Director of Social Studies
10. Director of Special Services
11. Family and Consumer Sciences Coordinator
12. Director of Foreign Languages
13. Director of Music
14. Industrial Technology Coordinator
15. Business Education Coordinator
16. Director of Guidance, 6-12
17. Director of Physical Education
18. Coordinator of Alternative Education Program
19. Director of Elementary Curriculum, Instruction and Professional Development
20. Assistant Director of Special Services
21. Director of School Nursing Services

Unit C: Registered Nurses

Unit D: Administrative Assistants

Unit E: Paraeducators

Unit F: Title I Teachers

Unit G: Occupational Therapists
Physical Therapists
Athletic Trainers

Unit H: Certified Occupational Therapist Assistants
Physical Therapist Assistants

B. Layoff of administrative assistants in Unit D shall occur in the inverse order of their initial employment in the system except as follows:

1. Where it can be demonstrated by the Superintendent that a senior secretary's performance is less than competent in fulfilling her job responsibilities.
2. Where it can be demonstrated by the Superintendent that the junior secretary is the only person who has the requisite qualifications to fill a specialized position by reason of her or his/her academic background, training, or experience. All such positions are identified below, and other new positions will be so designated in the future. The

particular requirement of such a designated position shall be clearly specified prior to its creation if it is not already described in the published qualifications of the secretarial position. Such designations shall be subject to the grievance and arbitration provisions of this Agreement at the time they are made.

C. Seniority means an employee's length of service in years, months, and days in the bargaining unit, provided that the seniority of persons employed as of September 1, 1977, shall consist of their length of permanent service from their initial date of employment by the Committee. Employees shall be credited for seniority purposes with all time spent on paid leaves of absence provided for in this Agreement. However, effective September 1, 1980, time spent on unpaid leaves of absence shall not constitute a break in seniority, but shall not be counted in the determination of seniority for purposes of this paragraph. For the purposes of determining seniority, the initial date of employment by the Committee shall be the first day of active service under contract.

D. Except for unforeseen circumstances, members of Units A and B who are to be affected by a reduction in staff must be notified in writing no later than May 15 of the school year preceding the year in which the reduction will take place. All other employees will be notified no later than June 1 of the school year preceding the year in which the reduction will take place. Said notice shall include the specific reasons for the layoff.

E. Employees with four or more years of service who have been laid off shall be entitled to recall rights to positions which they previously held for a period of three years from the effective date of their respective layoffs. During the recall period, employees shall be notified by certified mail to their last address of record and given preference for positions as they develop in the inverse order of their respective layoff, and all benefits to which an employee was entitled at the time of layoff shall be restored in full upon re-employment within the recall period. During the recall period, employees who have been laid off shall be given preference on the substitute list if they so desire.

A layoff is treated as an unpaid leave of absence in this Article. A teacher may elect to have layoff treated as a dismissal, in which case such teacher shall be accorded full statutory rights.

F. To the extent permitted by G.L.C. 32B, laid off employees may continue group health and life insurance coverage during the recall period as provided by the Committee to members of the bargaining unit by reimbursing the Committee for premium cost. Failure to forward premium payments to the Committee or refusal to return to employment upon recall will terminate this option.

G. A list specifying the seniority of each member of the bargaining unit shall be prepared by the Committee and forwarded to the President of the Association within thirty (30) days following the execution of this Agreement. An updated "Seniority List" shall be supplied by the Committee annually thereafter.

H. In cases involving employees who have identical seniority, education as determined by placement of the salary schedule will be used to determine the employee to be retained or recalled. As a last resort, a public lottery will be held.

**ARTICLE 23
SUBSTITUTES**

The Superintendent will endeavor to hire substitutes to cover all teacher and nurse absences.

**ARTICLE 24
INSURANCE**

A. (Optional Life Insurance) Employees of the Town of Braintree insured under a Plan of Group Life and Accidental Death and Dismemberment Insurance and Hospital-Surgical-Medical Insurance which is paid by the Town and the employee as allowed by Chapter 32B of the Massachusetts General Laws are eligible to participate in an optional Life Insurance program which permits the purchase of additional amounts of insurance up to an employee's salary.

B. The Committee offers the employees an opportunity to enroll in a Plan of Group Life and Accidental Death and Dismemberment Insurance and Hospital-Surgical-Medical Insurance which is paid by the Town and employees as allowed by Chapter 32B of the Massachusetts General Laws and adopted by the Braintree Town Meeting. All prescription tiers, office visit and specialist visit co-pays are specified in Appendix C.

The Town shall establish a health care reimbursement fund for those active employees who are subscribers to any of the Town's health insurance plans specified in Appendix C.

The Town will reimburse those active employees who are subscribers the Appendix C plans \$150 for co-pays in each fiscal year, and for those active employees who are subscribers enrolled in a family plan, the Town will reimburse those subscribers \$300 for co-pays in each fiscal year. The Town shall issue a debit card to each subscriber, bearing these respective values for the fiscal year. The Town shall also assume the cost of providing such debit cards to the subscribers.

The parties also agree that, effective March 1, 2010, no Union members shall be permitted to enroll in or transfer to the Blue Cross/Blue Shield Master Medical plan. Any Union members enrolled in the Blue Cross/Blue Shield Master Medical plan as of March 1, 2010 shall be allowed to continue with this coverage.

C. The Committee allows teacher participation in a Tax-Sheltered Annuity Plan. Teachers will be permitted to enroll in the plan or make election changes twice per year on October 15 and March 15.

D. If the Town of Braintree increases its Insurance Program for its employees during the term of this Agreement, the School Committee, upon receipt of appropriate authorization, agrees to make the payroll deductions necessary to increase the program for its employees in a similar fashion.

E. The Town's portion of health insurance premiums will be paid for twelve months of the year to all administrative assistants and paraeducators electing this benefit.

F. A sub-committee of the Association and the School Committee will be established to work with the Town Treasurer to modify enrollment procedures to provide greater flexibility for employees.

G. The Town of Braintree will assign a payroll deduction slot for employees to participate in the Massachusetts Teachers Association disability insurance plan. The Association will provide the premium amounts of the plan, along with deduction authorizations for those employees who are eligible for and wish to participate in the plan.

ARTICLE 25
PROFESSIONAL DEVELOPMENT AND IMPROVEMENT/RECERTIFICATION

A. The Committee will pay the cost of tuition for courses at a Massachusetts State University or as provided by other professional development vendors approved by the increment committee, or other courses in accordance with increment committee procedures on the following conditions:

1. The Superintendent of Schools grants written approval of the course 30 days prior to the start of a semester or tri-semester. Courses must be in the employee's job area, area(s) of certification, Special Education, Technology related, or otherwise approved by the increment committee to be considered for reimbursement.

2. Reimbursements will not be made for a course unless a grade of B or better is attained. Requests for reimbursement shall be accompanied by a copy of the grade transcript.

3. Employees are entitled to a course reimbursement as listed in the table below. First course taken within the work year will be reimbursed up to the individual cap. Reimbursement for additional courses may be provided if funds are available within the aggregate pool after all first course reimbursements have been made. Remaining funds will be distributed up to the individual per course cap in successive rounds until the aggregate pool has been exhausted. With each subsequent round the employee will need to specify which course they would like to prioritize for reimbursement. The employee may choose to apply subsequent rounds of reimbursement to the remaining balances of previously submitted courses rather than to an additional course.

The amounts for course reimbursement to individual employees shall be as follows:

2019-2020:	\$550
2020-2021:	\$600
2020-2022:	\$650

The total collective allocation towards course reimbursement shall be as follows:

2019-2020:	\$85,000
2020-2021:	\$95,000
2021-2022:	\$100,000

B. The Committee will strive to provide opportunities for all staff to participate in seminars and conferences on an equitable basis. With the prior approval of the Superintendent, Nurses, OT's, PT's, and Special Language Therapists may attend workshops, seminars, and conferences that may be required for license renewal in existing positions and receive tuition reimbursement funds for such purposes.

C. It is understood that every attempt will be made to allocate resources first to those areas not receiving grants for professional development.

In light of the Education Reform Act of 1993, the Braintree School Committee and the Braintree Education Association believe that the main goals of professional development are to assist professional staff to:

- * Improve student learning through high quality classroom teaching and school operation.
- * Access opportunities for ongoing support, challenge, feedback, application, and follow up.
- * Acquire new knowledge and skills to enhance performance.
- * Meet recertification requirements for professional currency.

Therefore, the Braintree School Committee and the Braintree Education Association shall maintain a Professional Development Council to meet the above goals as follows:

D. Curriculum Board/Professional Development Council (P.D.C.)

1. Organization

- a. Composition - Ten (10) members
 - i. Six (6) members appointed by the Association to include: two (2) elementary, two (2) middle, two (2) high school staff members. Four of six shall be teachers.
 - ii. Three (3) members to include principal(s) and director(s) selected by Superintendent.
 - iii. Superintendent/Designee.
- b. Term of office for members appointed by the Association will be three (3) years (initial: 2 for one year, 2 for 2 years, 2 for 3 years), beginning May first or within 30 days of the beginning of the school year.
- c. The council shall select the Chairperson.
- d. Number of meetings will be determined by the council.
- e. Decisions of the council will be by consensus.
- f. Vacancies will be filled at the next election.

2. Responsibility

- a. The P.D.C. will design a plan (program) and implement the PD activities and courses within the town based upon a needs assessment conducted among staff.
- b. The P.D.C. will communicate and disseminate information (including dates, course descriptions, number of C.E.U.'s and/or P.D.P.'s) to all appropriate personnel in a timely fashion.
- c. The P.D.C. will evaluate all programs offered.
- d. The P.D.C. will keep a record for those participating in continuing education.
- e. The Professional Development Council will have the authority to set fees and material costs for courses taught by staff and other contributors beyond the hours of the school day.

3. Implementation

- a. The P.D.C. will be provided with and compensated for long-range planning during the summer prior to the plans implementation as provided for in the budget.
- b. The P.D.C. member will receive Professional Development Points for participation in the development of Professional Development activities.

E. Elementary Curriculum Council

1. Establish an Elementary Curriculum Council.
2. The council will provide teachers and administrators with a forum to develop better coordination and communication among schools and disciplines as we continue to develop, implement and support curricular and instructional initiatives.

F. Doctoral Tuition Assistance: The employer shall establish a \$20,000 fund to pay for doctoral tuition per fiscal year. Eligible individuals must have been employed by the BPS for at least five (5) consecutive years in order to apply for reimbursement from this fund. Each employee will be eligible for reimbursement up to a \$5,000 cap per fiscal year. Each employee can only apply for this reimbursement four (4) times within a five (5) year period, such that an employee may have a one (1) year break in study, if they so desire. Individuals may apply for reimbursement on a rolling basis. The district will reimburse eligible individuals from this fund at the end of each school year. If the amount of money requested is greater than the amount of money in the reimbursement bank, then each request will be proportionally reduced. Credits accumulated through a doctoral program can only be used to move along any of the pay columns upon completion of the doctoral program. The following criteria shall apply:

1. Must be accredited by DESE recognized organization:

<http://www.doe.mass.edu/licensure/academic-prek12/teacher/recognizedaccrediting-organizations.html>

2. Program must require a dissertation or similar empirical research component.
3. Program cannot be exclusively online.
4. Existing language for grade requirements applies.
5. Program must be approved by the Superintendent and/or their designee prior to the candidate applying.

G. Tuition Reimbursement for Unique Educational Opportunities: The parties agree to create a Pilot Program for the life of this contract by which, for the purpose of encouraging unique professional development opportunities, the district shall create a reimbursement bank of \$15,000 for Units A, B, C, F, & G. Examples of meaningful professional development & learning experiences: Workshops, Conferences, Internships, Etc. Eligible learning experiences must have a significant component that takes place outside the traditional classroom model. Each employee's reimbursement will be capped at \$1,000. Employees will be eligible to apply for reimbursement from this fund for one (1) experience every two (2) years. Reimbursement funds cannot be used for food or drink. Employees are only eligible for this reimbursement bank after they have worked for the district for no less than 10 consecutive years. Any working days missed as a result of accepted professional development, as related to the guidelines of this program, will count as professional development leave. Acceptance for reimbursement will occur on a rolling basis. There is an understanding that any employee that has been reimbursed under this program would be expected to explore, in conjunction with the district, meaningful ways for them to share their experience with other members of the district. The pilot program will sunset on June 30, 2022. The BEA and BPS will work to develop the details of the program, including an application and acceptance process by December 31st, 2019.

ARTICLE 26 PERSONAL INJURY BENEFITS

The Committee agrees that the provisions of Chapter 152, Section 69, General Laws of the Commonwealth of Massachusetts providing for benefits of employees or their dependents in the event of incapacity or death arising out of employment shall be accepted and applied to members. A teacher receiving Workers' Compensation benefits for as long as the latter benefit payments continue, provided that the said difference shall be charged, on an appropriate proportional basis, against the sick leave benefits to which the said teacher may be entitled.

ARTICLE 27 POSITIONS IN SUMMER SCHOOL AND UNDER FEDERAL PROGRAMS

A. All openings for summer school and under federal programs will be adequately publicized by the Superintendent in each school building as early as possible and teachers who have applied for such positions will be notified of the action taken regarding their applications as early as possible.

B. Positions in the Braintree summer school and under federal grant programs will, to the extent possible, be filled first by regular appointed employees in the Braintree Public Schools possessing the qualifications as required in the federal grant or position posting.

C. In filling such positions, consideration will be given to a teacher's area of competence, major and/or minor field of study, quality of teaching performance, attendance record, length of service in the Braintree Public Schools, and, in regard to summer school positions, previous Braintree summer school teaching experience.

ARTICLE 28 USE OF SCHOOL FACILITIES

A. The Association may have meetings in school buildings without cost at times when a custodian is regularly on duty. If other buildings are to be used, or meetings extend beyond the time when the custodian completes his/her workday, the Association will be expected to pay for additional custodial services.

B. There will be one (1) bulletin board in each school building, for the purpose of displaying school notices, circulars, and Association material. Copies of all such material will be given to the building principal, but his/her advance approval will not be required.

C. No teacher will be prevented from wearing pins or other identification of membership in the Association or any other teacher organization.

ARTICLE 29 PAYROLL DEDUCTION

A. The Committee agrees to approve deductions from the salaries of its employees for dues of the Braintree Education Association, the Norfolk County Teachers Association, the Massachusetts Teachers Association, and the National Education Association, or any one of such Associations as said teachers individually and voluntarily authorize the Committee to deduct.

B. Each of the Associations named in Section A above will certify to the Committee in writing the current rate of its membership dues. Any Association which will change the rate of its membership dues will give the Committee thirty days written notice prior to the effective day of such change.

C. Effective January 1, 2017, employees may elect to receive their annual salary in one of two ways as follows:

1. In 26 equal biweekly installments.
2. In 21 biweekly installments in 1/26th installments, with the lump sum annual balance paid on the last day of the school year (for school year employees).
3. 21 weeks calculated over full salary.

D. Employees have the option of having their salary checks directly deposited into the financial institution of their choice.

E. The School Committee accepts the provisions of Massachusetts General Laws, Chapter 180, Section 171. Employees may authorize the School Committee to deduct from their salary a contribution of Voice of Teachers for Education of an amount which the employee shall specify in writing. The Committee will certify on the payroll the amount to be deducted by the Treasurer. Such amounts shall be transmitted to the Massachusetts Teachers' Association within thirty days.

F. The Committee shall approve payroll deductions for agreed upon items such as professional dues, credit union, group insurance programs, and tax-sheltered annuities.

G. The Committee adopts Chapter 180, Section 17C of the General Laws relating to education.

ARTICLE 30 GENERAL

A. There will be no reprisals of any kind taken against any employee covered by this Agreement by reason of his/her membership or non-membership in the Association or participation or non-participation in its activities.

B. Employees will be entitled to full rights of citizenship, and no religious or political activities of any employee or the lack thereof will be grounds for any discipline or discrimination with respect to the professional employment of such employee.

C. If any provision of this Agreement or any application of the Agreement to any employee or group of employees shall be found contrary to law, then such provision or application shall not be deemed valid and subsisting, except to the extent permitted by law, but all other provisions or applications will continue in full force and effect.

D. All existing School Committee policies affecting employees covered by this Agreement, as recorded in the Regulations and Policies of the Braintree School Committee, unless changed by this Agreement shall remain unaltered until changed by mutual consent.

E. The Braintree School Committee will pay the cost of all courses employees are requested by the Superintendent to attend for professional improvement.

F. The right of an employee to indemnification against certain actions and claims shall be governed to the extent provided by General Laws, Chapter 258. Said law shall be made part of this Agreement.

G. This Agreement constitutes the entire agreement between the Committee and the Association.

H. Employees and their family members (spouse and dependent children) may participate in the Braintree Evening Schools without payment of course fees and in the Summer School with the payment of one-half (1/2) of the course fees; provided that, in the event that any such program is oversubscribed or that any additional expenditure would be required to accommodate

employees and/or their families, they will have to withdraw from the program or pay the normal fee.

I. Paraeducator. To be employed as a paraeducator of the Braintree Public Schools, an employee must possess a high school diploma with college level courses in elementary and/or early childhood education or credit for years' experience in a specialized field.

J. Miscellaneous. The Committee and the Association agree to continue the joint committee for extra-curricular stipends.

ARTICLE 31 SICK LEAVE BANK

A. A Sick Leave Bank is established for use by members whose sick leave accumulation is exhausted through prolonged illness and who require additional leave to make full recovery from an extended illness.

B. Each new member of the bargaining unit shall submit one (1) sick day of his/her personal accumulation to the Sick Leave Bank upon commencing employment to be utilized by employees who qualify and who have exhausted their own individual sick leave, both annual and accumulated, and who still have a serious extended illness. Any sick days left in the Sick Leave Bank from the previous school year shall be maintained in the Bank from year to year. At any time that the Sick Leave Bank is depleted to fifty (50) days, each member shall contribute an additional day to the Bank.

C. Any sick leave granted under the provisions of this Article shall expire at the end of the school year. Sick days drawn from the Bank shall be actual workdays in which school was in session excluding weekends, holidays, school closings, and vacation periods.

D. The Sick Leave Bank shall be administered by a Sick Leave Bank Committee consisting of two (2) members designated by the Superintendent to serve at its discretion and two (2) members designated by the Teachers Association.

E. Application for benefits shall be made in writing to the Sick Leave Bank Committee accompanied by a doctor's certificate as to need for and anticipated extent of extended recovery time for the illness.

F. Application for benefits may be made prior to the employee's exhaustion of his/her own personal sick leave to expedite benefits. Drawings upon the Bank will commence on the first (1st) school day after the employee's own sick leave days are exhausted.

G. The initial grant of sick leave by the Sick Leave Bank Committee to an eligible employee shall not exceed thirty (30) days. Upon completion of the thirty- (30) day period, additional entitlement may be extended by the Sick Leave Bank Committee upon demonstration of need by the applicant.

H. Subject to the foregoing requirements, the Sick Leave Bank Committee will determine the eligibility for the use of the Bank and the amount of leave to be granted. The following

general criteria shall be considered by the Committee in administering the Bank and in determining the amount of leave:

1. Medical evidence of serious extended illness.
2. Prior utilization of eligible sick leave.
3. Length of service in the system.

The decision of the Sick Leave Bank Committee with respect to eligibility and entitlement shall be final and binding and not subject to appeal, or to the grievance and arbitration as set forth in Article 4.

I. Upon return from extended sick leave during which benefits were received through the Sick Leave Bank, the recipient shall be entitled to commence a new accumulation of individual sick leave in accordance with the provisions of the collective bargaining agreement on the same basis as other teachers.

ARTICLE 32 ADMINISTRATIVE FACILITIES AND WORKING CONDITIONS

A. Adequate office space should be provided which will assure privacy for individual work and consultation as well as suitable facilities for filing and storage.

B. Each school will have full-time administrative assistant help.

C. In cases where the administrator's responsibility involves more than one building, appropriate mileage reimbursement will be provided (Refer to Article 13).

D. Administrators will be permitted, whenever possible within budgetary limits and school committee policy, to attend professional meetings and conferences appropriate to their position at the local, state and national level and will be reimbursed for the necessary expenses involved.

E. The Superintendent of Schools shall write a letter to the President of the Association expressing his/her intention, budget permitting, to reduce the number of teaching periods for directors.

F. An administrator whose position is to be abolished or eliminated shall be notified in writing no later than May 15 of the school year preceding the year in which the abolishment or elimination will take place; provided that the Committee may abolish or eliminate a position after that date in the event the administrator who formerly occupied the position retires, resigns, or otherwise terminated his/her employment.

G. Any Unit B administrator with three or more years' service in the system, in any professional capacity, will be assured of one of the following options if his/her position is eliminated:

1. The administrator will be assigned to a comparable open administrative position (i.e., a position which is either vacant or held by an administrator who does not possess arbitration rights pursuant to G.L. c.71, §41) for which he/she is certified if, in the

opinion of the Superintendent, the administrator is qualified to fill the open administrative position.

2. If no administrative position is available, the administrator will be assigned to a teaching position in his/her area of certification, which is held by a teacher who has not obtained professional teacher status.

3. If no teaching position as defined above is available, Article 22, A.3 shall be applied, with the administrator being considered as a professional teacher status teacher in his/her area of certification. In the event a demotion or a reduction must occur in a Unit B administrative category, an administrator (with fewer than three complete years of service in the position) will be the one reduced.

If there are two or more persons who have served more than three years in the same classification of Unit B, then the person or persons who have served the longest in that classification will be retained should the number of positions in the classification be reduced.

H. Any person who has served three or more years in the school system in any Unit A or B position and who voluntarily resigns from an administrative position covered by Unit B prior to March 15 of the school year preceding the year in which the resignation will take place will be entitled to assume the status of a teacher in the department and/or classification in which he/she is listed on the seniority list.

I. Any person who has served three or more years in a Unit B position that is eliminated, who either is assigned to a Unit B position at a reduction in salary or who returns to a Unit A position pursuant to Section G or H, will be entitled to continue receiving the compensation of his/her former Unit B position on a pro-rata basis (based upon the number of work days in the newly assigned position) until the salary of that person's new position equals that amount.

J. Full-year administrators will receive four weeks annual paid vacation during their first 25 years of employment in Braintree. During the 26th year of employment and thereafter they will receive 5 weeks annual paid vacation.

K. The work year for the Director of Athletics shall be 202 days.

ARTICLE 33 REGISTERED NURSES

A. Sick leave benefits

1. Nurses who are employed part-time shall receive the same number of professional, bereavement and sick leave days as full-time nurses on a pro rata basis and shall be paid for such days as if they were working.

2. The Committee agrees that the provisions of Chapter 152, Section 69, General Laws of the Commonwealth of Massachusetts providing for benefits to employees or their dependents in the event of incapacity or death arising out of employment shall be accepted and applied to members. A nurse receiving Workers' Compensation benefits shall be paid the difference between her weekly nurse's salary and the amount of her

weekly Workmen's Compensation benefits for as long as the latter benefit payments continue, provided that the said difference shall be charged, on an appropriate proportional basis, against the sick leave benefits to which the said nurse may be entitled.

B. Travel allowance will be granted to the school nurses-\$400 per school year (2 schools); \$500 per school year (3 or more schools).

C. Nurses shall be eligible for Career Award as set forth in Appendix A, Section 5.

D. Postural screening, blood pressure testing, and the testing of hearing and vision must be arranged by the nurses through the help of the Assistant Superintendent for Auxiliary Services.

E. Nurses shall not be responsible for assessing eligibility for the free and reduced lunch program.

F. Working Hours:

1. All nurses will report for duty in their respective building at the same hours as stated for teachers in Article 11, Section B.

2. Nurses shall be granted a duty-free lunch period, the same as teachers, scheduled between the hours of 11 a.m. and 1 p.m. It is understood that the nurse shall be available for emergency situations during this period.

3. Nurses will begin work and be paid for one week prior to the opening of school.

G. Pupil Size: The number of pupils is not to exceed 900 whenever possible. In the event the Massachusetts Health Grant is reduced or eliminated, the School Committee will fund the 1.0 High School nurse position and the .5 nurse positions at each of the Middle Schools.

H. Insurance

1. (Optional Life Insurance). Nurses of the Town of Braintree insured under a Plan of Group Life and Accidental Death and Dismemberment Insurance and Hospital-Surgical-Medical Insurance, which is paid by the Town and the Nurses as allowed by Chapter 32B of the Massachusetts General Laws, are eligible to participate in an Optional Life Insurance program which permits the purchase of additional amounts of Insurance up to an employee's salary.

2. The Committee offers the nurses an opportunity to enroll in a plan of Group Life and Accidental Death and Dismemberment Insurance and Hospital Surgical-Medical Insurance which is paid by the Town and the Employees as allowed by Chapter 32B of the Massachusetts General Laws and adopted by the Braintree Town Meeting.

3. The Committee allows nurse participation in a Tax-Sheltered Annuity Plan.

4. Part-time nurses are eligible for all insurance benefits which apply to full-time nurses to the extent provided by M.G.L. c.32B. Part-time nurses who are eligible may participate in the tax-sheltered annuity program.

I. Payroll Deductions:

1. The Committee agrees to approve deductions from the salaries of its employee's dues for the Braintree Education Association, Norfolk County Teachers Association, Massachusetts Teachers Association, and the National Education Association, or any one of such Associations as said nurses individually and voluntarily authorize the Committee to deduct.

2. Each of the Associations named in Number 1 above will certify to the Committee in writing the current rate of its membership dues. Any Association, which will change the rate of its membership dues, will give the Committee thirty days written notice prior to the effective date of such change.

3. The Superintendent shall approve payroll deductions for agreed items such as professional dues, credit union, group insurance programs, and tax-sheltered annuities.

J. Vacancies: Whenever any vacancy in a nursing position occurs during the school year, the Superintendent will notify each nurse by letter of the opening.

K. Nurse Employment: Upon entering the Braintree School System, full credit will be given for completed years of previous public school nursing.

L. Extended Leave of Absence: In an emergency situation, a school nurse shall be granted a leave of absence without pay after receiving the recommendation of the Superintendent of Schools and the approval of the School Committee. The nurse must notify the superintendent of Schools by March 15 if he/she wishes to return in September.

M. Sabbatical Leave: Sabbatical leave may be granted to a nurse without loss of position on the salary schedule at one-half rated salary for one school year, or at a total salary for one-half school year after seven consecutive years of school nursing in the Braintree Public Schools. A nurse applying for a one-half year sabbatical leave at full pay must demonstrate that he/she plans to become a full-time student in a degree program at an accredited institution. Except as set forth above, the terms and conditions set forth in Article 20, Sections B, C and D shall apply to all requests for sabbatical leaves.

N. Any provisions of the Unit A Agreement not inconsistent with the express provision of Article 33 shall apply to Nurses. However, it is agreed that the following articles and/or sections do not apply to Nurses: Articles 6, 7, 11E, 11F, 12A, 12C, 13D, 19B, 27B, 32, 34 35E.

**ARTICLE 34
ADMINISTRATIVE ASSISTANTS**

Administrative Assistants work either on a full-year or school-year basis. A Full-Year Administrative Assistant works a full year from July 1 to June 30. School-Year Administrative Assistants will work no less than 192 days.

A. Paid Holidays

Full-Year Administrative Assistants

Independence Day	½ day before Christmas
Labor Day	Christmas Day
Columbus Day	½ day before New Year's Day
Veterans' Day	New Year's Day
½ day before Thanksgiving	Martin Luther King Day
Thanksgiving Day	George Washington's Birthday
Day after Thanksgiving	Good Friday
Patriots' Day	Memorial Day

School-Year Administrative Assistants

Labor Day	New Year's Day
Columbus Day	Martin Luther King Day
Veterans' Day	Day after Thanksgiving
½ day before Thanksgiving	Good Friday
Thanksgiving	Memorial Day

B. Leave

1. Vacation Leave

a. Full Year Administrative Assistants

(1) The following vacation schedules will prevail, except that any administrative assistant in the classification working will be allowed a four (4) week paid vacation when working on an annual basis.

(2) They will receive two (2) weeks paid vacation upon completing a full year of continuous employment (July 1 to June 30) and after the second full year of employment.

An administrative secretary working less than a full year period to June 30 will accrue vacation leave at the rate of 2 ½ days per full quarter.

(3) They will receive three (3) weeks paid vacation upon completing three (3) years of continuous employment and after the fourth year of employment.

(4) They will receive four (4) weeks paid vacation upon completing five (5) years of continuous employment and each year thereafter.

(5) They will receive five (5) weeks paid vacation upon completing 20 years of continuous employment and each year thereafter.

b. School Year Administrative Assistants:

(1) For the first two years, no vacation pay will be granted during the school year.

(2) After two full school years and in the third school year and the fourth school year, one week's pay at Christmas will be paid.

(3) After four full school years and in the fifth school year and thereafter, one week at Christmas and the February vacation will be paid.

(4) After ten full school years and in the eleventh school year and thereafter, one week at Christmas, the February vacation, and the April vacation will be paid. In the event that Presidents' Day or Patriots' Day does not fall within the vacation weeks, school year administrative assistants will not be paid for these holidays.

2. Sick Leave:

- a. After one month of continuous employment, an employee shall be entitled to sick leave with pay for the following reason: Personal illness or injury, exposure to contagious diseases.
- b. If the amount of leave credit has been or is about to be exhausted, an employee may make application for additional allowance through the Assistant Superintendent for Curriculum and Instruction. Review of all circumstances, including employee's longevity in service to the Braintree Public Schools and past record of attendance and performance will be considered by the School Committee.
- c. Administrative Assistants shall accumulate sick leave in accordance with the following table:

WORK YEAR ACCUMULATION	ANNUAL ACCUMULATION	TOTAL
Full Year	20 Days	277 Days
School year + 4 wks.	17 Days	235 Days
School year + 3 wks.	16 Days	221 Days
School year + 2 wks.	16 Days	221 Days

C. Absence: On No-School Days declared by the Superintendent, all full year administrative assistants are expected to be on duty according to the school calendar unless excused by the Superintendent or his/her designee. On No-School Days, school year administrative assistants are not expected to work.

D. Transfer from one Administrative Assistant Category to Another:

1. When an employee is transferred from one category to another, he/she will be transferred to the corresponding salary step for the new category, and will receive appropriate pro rata credit for her prior service in her former category for the purpose of determining the amount of vacation leave to which he/she may become entitled under the vacation schedule applicable to her new category.

2. There are three categories of administrative assistants with appropriate qualification and job descriptions. In order to qualify and to be considered for transfer or

appointment to an administrative assistant position in a higher category, an administrative assistant must be able to meet the skill qualifications of positions in that category, as well as to perform the job responsibilities. It is agreed that all administrative assistants presently working in positions in one of these categories meet the qualifications of the position they now perform.

E. Overtime: It is the intention of the Superintendent to see that no administrative assistant works over forty (40) hours in a given week. When the person in charge of that administrative assistant finds it necessary to require overtime beyond the present working schedule but not to exceed 40 hours of the week, the administrative assistant will be compensated by an equivalent time off.

Working Hours: 7 hours daily September 1 to the end of the school year: 6 hours daily end of the school year to September 1.

F. New Positions and Vacancies:

1. Whenever any vacancy in an administrative assistant position occurs, it will be adequately publicized by placement on the Association bulletin board in each building except during June, July, and August, when each individual will be notified by mail.
2. No permanent appointment will be made within ten (10) days.
3. All qualified administrative assistants will be given adequate opportunity to make application for such positions, however, where two or more applicants are equally qualified in the judgment of the Superintendent, seniority in the Braintree Public Schools shall control.
4. Qualifications, requirements, salary and other pertinent information shall be set forth in such notice.

G. Increment for New Administrative Assistants:

1. Those administrative assistants entering service prior to January 1 will be entitled to the next normal increment on the anniversary of the salary increases.
2. Those entering service after January 1 will continue on that same step the next salary year until the second anniversary date (July 1 or September 1).

H. Summer Work:

1. School administrative assistants will be paid for any summer work required at the rate of pay that individual was receiving during the previous year. If any holidays occur (Monday through Friday) during the week in which they are working, they will receive pay for that holiday.
2. Salaries for the Full Year administrative assistants will have their anniversary date July 1 when the new contract is to begin September 1 of the same calendar year.

I. Administrative assistants shall be eligible for Career Awards as set forth in Appendix A, Section 5.

J. Salary Payments:

1. All administrative assistants employed by the Braintree School Committee working on a 52-week basis will be paid on a biweekly basis.

2. All other administrative assistants will be paid on a biweekly basis in accordance with the Administrative Assistant Salary Schedule. (Overall salary schedule, incorporating fringe benefits, to be developed by the parties.)

K. With the exception of Paragraphs A and B, Section 2D, Article 18 shall apply to administrative assistants.

L. All openings for summer school and under federal programs will be adequately publicized by the Superintendent in each school building as early as possible and administrative assistants who have applied for such positions will be notified of the notice taken regarding their applications as early as possible.

Positions in the Braintree summer school and under federal programs will, to the extent possible, be filled first by regularly appointed administrative assistants in the Braintree Public Schools.

In filling such positions, consideration will be given to attendance records, qualifications, and length of service in the Braintree Public Schools.

M. School year administrative assistants who are requested to return one or two weeks earlier than the opening day of school will be paid on the fiscal year rate.

N. Administrative assistants who agree to work one or two weeks before or after school will receive notification prior to the close or opening of school, if practicable.

O. **FROM: General Laws of Education, January 1, 1988**

(First Aid, Exemption from Liability for Rendering - Chapter 71, S.55A)

CH. 71, S.55A. PROCEDURE FOR HANDLING SICK CHILDREN;
LIABILITY

A child showing signs of ill health or of being infected with a disease dangerous to the public health as defined in accordance with section six of chapter one hundred and eleven shall be sent home immediately, or as soon as safe and proper conveyance can be found, or shall be referred to a school physician, who may direct that such child be sent home. In the case of schools remotely situated, such other steps may be taken as will best effectuate the purpose of this section and ensure the safety of such child and of other pupils. The superintendent of schools or collaborative director of a collaborative as set forth in section four E of chapter forty, shall immediately cause the board of health to be notified of all children

excluded under this section by reason of any disease dangerous to the public health.

No public school or collaborative teacher of such collaborative, principal, administrative assistant to the principal, nurse or collaborative employee of such collaborative who, in good faith, renders emergency first aid or transportation to a student who has become injured or incapacitated in a public school building or such collaborative operated in a building or on the grounds thereof shall be liable in a suit for damages as a result of his/her acts or omissions either for such first aid or as a result of providing emergency transportation to a place of safety, nor shall he be liable to a hospital for its expenses if under such emergency conditions he causes the admission of such injured or incapacitated student, nor shall he be subject to any disciplinary action by the school committee, or collaborative board of such collaborative for such emergency first aid or transportation. Added to St.1938, c.265, s.3; amended by St.1973, c.660; St.1983, c.114; St.1984, c.328; St.1985, c.111.

P. It is agreed that the following positions are not members of the bargaining unit, but when they become open they will be advertised in the same manner as administrative assistant positions. The positions are as follows:

Adm. Assistant to the School Committee	Accounts Manager
Adm. Assistant to the Superintendent	Business Manager
Adm. Asst. to the Assistant Superintendent	Adm. Asst. to Maintenance and Custodians
Attendance/Transportation Manager	Adm. Asst. to Food Services
Payroll Manager	Adm. Asst. to the Business Manager

ARTICLE 35 PARAEDUCATORS

A. Salary:

1. The salary schedule of all positions covered by this Agreement is set forth in Appendix A which is attached hereto and made a part hereof.
2. Paraeducators shall be paid on a biweekly basis.
3. Each step on the salary schedule shall be equivalent to one year of employment in the Braintree Public Schools. In the first year of this Agreement, any employee whose initial date of employment was prior to January 1st of the year in which they were employed, shall be credited with that year as a full years' service for determining salary schedule placement. After initial employment, employees shall be credited with a full year for salary schedule advancement purposes if they have been employed for 91 school days or more within that school year. The employer shall have the right to hire paraeducators up to and including Step 4.
4. In the event a paraeducator hired prior to September 2013 is covering a classroom for a full day in the absence of a certified teacher, the paraeducator will receive as additional compensation one-half of the daily substitute rate of pay. Paraeducators hired

after September 2013 shall not be assigned to cover a classroom for a full day in the absence of a certified teacher unless the paraeducator has a Bachelor's degree. On a day when a paraeducator is assigned as a substitute teacher, they shall no longer be assigned to or held responsible for their regular paraeducator duties.

5. Starting in the 2020-2021 school year, a second salary schedule shall be added for paraeducators who are working as Specialized Support Paraeducators. This schedule is based upon an employee's current assignment and, therefore, employees may potentially move back and forth between the two paraeducators scales should their assignment be changed. In year 1 of the new salary schedule, the Specialized Support Paraeducator scale shall be exactly 5% higher than the regular (pre-existing) Paraeducator scale. In Year 2 (2021-2022), the Specialized Support Paraeducator scale shall be exactly 10% higher than the regular paraeducator scale. This scale applies to paraeducators who, on a daily basis, consistently engage in one of the first three (3) descriptors in the job description (See Appendix H)."

B. Evaluation:

1. All monitoring or observation of the work performance of employees will be conducted openly and with full knowledge of the employee. Paraeducators will be given a copy of any evaluation report prepared by their superiors and will have the right to discuss such report with their superiors.

2. School officials keeping records concerning an employee or his/her work shall, at the written request of the employee, permit the employee by appointment to inspect the contents of her personnel folder, files, cards, and records and to make copies of such contents and records as concerns his/her work or himself.

3. No material derogatory to an employee's conduct, service, character, or personality will be placed in his/her personnel file unless the employee has had an opportunity to review such material by affixing his/her signature to the copy filed with the express understanding that such signature in no way indicates agreement with the contents thereof. The employee will also have the right to submit a written answer to such material, and his/her answer shall be reviewed by the Superintendent and attached to the file copy.

C. Vacancies and Promotions:

1. Whenever any vacancy occurs in a position covered by this bargaining unit during the school year, it will be adequately publicized by the Superintendent by means of a notice placed on the Association bulletin board in every school fifteen (15) school days in advance of the appointment.

a. Whenever a position within the bargaining unit becomes vacant between June 1st and August 1st, it will be posted for ten (10) calendar days.

b. Whenever a position within the bargaining unit becomes vacant between August 1st and May 31st it will be posted for at least five (5) school days.

- c. No permanent appointment will be made within fifteen (15) days of notice to the Association.
- d. Employees covered by this bargaining who wish to be considered for such a position, which might occur between the close of school in June and September 1, may file, in the Superintendent's office, a self-addressed envelope which will be mailed to that person with an announcement if a position becomes available.

2. Upon any vacancy, any paraeducator who applies will be afforded an interview. If a building principal interviews a staff member for a position, that principal is not required to interview the same individual for other similar positions in that calendar year. Nothing in this Section shall prohibit a building principal from granting more than one interview per calendar year to an individual. No permanent appointment will be made until after the posting closes. The Association recognizes and the Committee agrees to continue the present policy of promoting within the system whenever possible.

3. Qualifications, requirements, examples of duties which may be assigned by the principal based on the needs of the building, salary differentials, and other pertinent information, such as whether the position is full-time (5 days a week) or part-time (4 or fewer days a week) will be set forth in such notice.

4. In addition to information contained in the posting required by paragraph 3, the qualifications and range of duties set forth for a particular position will be discussed with the applicant during an interview. Applicants may be advised that, depending on their assignment, they may perform various duties, including but not limited to, student supervisory duties at various times during the school day and may provide clerical assistance for a teacher or administrators, as well as instructional services to students. If a paraeducator is specifically assigned to special education students, the paraeducator may be assigned other duties during any period in which the student is receiving special education services or engaged in activities which do not require the paraeducator's assistance and may be required to provide services during the student's or paraeducator's lunch. In no event, however, will the paraeducator assigned to an individual student be required to work more than 7 hours per day unless compensated for such duties.

D. Working Hours: Employees will be paid for 7.0 hours daily and will be scheduled for 7.5 hours daily. The workday will begin no less than 15 minutes before the pupils' starting time. The workday shall include a twenty (20) minute paid break and, notwithstanding the provisions of paragraph C, above, a thirty (30) minute duty free unpaid lunch. Employees are allowed to leave the building for the lunch period. The principal, in his or her discretion, may schedule the paraeducators' lunch for the last 30 minutes of the scheduled workday. The Braintree Public Schools will be able to hire paraeducators for less than seven (7) hours per day, at a district total that will be capped at 10% of the total number of paras that work six (6) or more hours per day.

E. Employees will not be required to drive pupils to activities, which take place away from school buildings. Employees may do so voluntarily with the advance approval of their principal or immediate supervisor. Employees should not drive students without another adult in the car.

F. Assignment:

1. Employees will be notified in writing of any change in program for the coming school year. While every effort will be made to give such notification by June 15, it is recognized that last minute changes may be required by changed circumstances.
2. Selection for changes in employee assignments will be made by the Superintendent or his/her designee from among volunteers in the first instance.
3. Employees assigned to duties in more than one school in any school day will be paid the IRS reimbursement rate for travel between schools if they drive their own cars for such work.
4. No later than May 1 of each school year the Superintendent shall post in all school buildings a list of known vacancies which will occur during the following school year.
5. Employees who desire a change in assignment or who desire to transfer to another building shall file a written statement of such desire with the Superintendent no later than April 15.

G. Transfers:

1. Voluntary Transfers:
 - a. Whenever a position within the bargaining unit becomes vacant, it will be posted for at least ten (10) days before being filled.
 - b. In the event a member of the bargaining unit wishes to voluntarily transfer into said vacancy, said employee shall be given preference over non-employees transferred and qualified to fill the position.
 - c. In the event that more than one qualified member of the bargaining unit applies for the vacancy, the most senior qualified applicant shall be appointed.
2. Involuntary Transfers:
 - a. When a reduction in the number of employees is necessary, every effort will be made to transfer first employees qualified for the openings in other schools who volunteer for such transfers.
 - b. If the necessary reduction cannot be achieved in the above manner, selection for involuntary transfer shall be made in the inverse order of seniority among the employees qualified to be transferred from the building.

H. Sick Leave:

1. Employees who begin service following commencement of the normal school year shall be granted sick leave on the basis of one and one half days per month (1½) during the remainder of the school year.
2. No new employee shall be entitled to sick leave until he/she has assumed active service in the Braintree Public Schools.

I. Reduction in Staff:

1. In the event it becomes necessary to reduce the number of employees included in the bargaining unit defined in Article 1, employees shall be laid off within job categories in the inverse order of seniority. If a position is to be cut by reducing hours per day and/or per week, the affected employee may bump a less senior employee in a position in the same category that allows the affected employee to retain his/her original work hours to the greatest extent possible.
2. The bargaining unit shall be divided into two job categories: Instructional and School Support Paraeducator and Specialized Support Paraeducator. For the job description of each of these two job titles, see Appendix H.
3. Seniority shall be defined as the employees' length of service and years, months, and days in the bargaining unit.
4. The Committee will publish a seniority list to the members of the bargaining unit by January 1 of each school year.
5. All paraprofessionals shall be notified by the last working day in June as to whether or not they will be re-employed in September. All members of the bargaining unit who receive no notice of layoff in June shall be deemed re-employed for the following school year.

Starting in the 2021-2022 school year, paraeducators will have just cause after completing a five (5) year "Developing Paraeducator" period. Starting September 1, 2021 all paraeducators, regardless of their seniority, will enter the first (1st) year of the five (5) year "Developing Educator" period. Paraeducators who have not completed their Developing Paraeducator period may be nonrenewed without cause at the end of a school year.

6. Employees who have been laid off shall be entitled to recall rights to positions they previously performed for a period of two years from the effective date of their respective layoffs. During the recall period, employees shall be notified by certified mail at their latest address of record and given preference for positions as they develop in the inverse order of their respective layoffs, and all benefits to which employee was entitled at the time of layoff shall be restored in full upon re-employment within recall period. During the recall period employees who have been laid off shall be given preference on the substitute list if they so desire. In order to be eligible for recall under this provision the employee must have two (2) years of service as defined in subsection 3 above.

J. Vacations:

1. For the first two years, no vacation pay will be granted during the school year.
2. After two full years and in the third school year and the fourth school year, one week's vacation pay at Christmas will be paid.
3. After four full school years and in the fifth through tenth school years, one week at Christmas and the February vacation will be paid.
4. After ten full school years and in the eleventh school year and thereafter, one week at Christmas, the February vacation, and the April vacation will be paid.
5. After twenty full school years and in the twenty first school year and thereafter one week at Christmas, February vacation and the April vacation plus two additional weeks scheduled in consultation with and with the agreement of building principal after considering workload and student needs.

K. Paraprofessionals will be evaluated annually.

L. The following shall be paid Holidays:

Columbus Day
Veterans Day
Thanksgiving Day
Christmas Day
New Year's Day
Martin Luther King Day
Good Friday
Memorial Day

**ARTICLE 36
TITLE I TEACHERS**

A. Reduction in Force

1. To the extent possible and practical, normal attrition will be the method used to reduce the number of positions in those classifications in which reductions are necessary. That is, employees who resign, retire, or who otherwise terminate their employment shall not be replaced.
2. In the event it becomes necessary to reduce the number of employees included in the bargaining unit defined in Article 1, employees shall be laid off in the inverse order of seniority, except if the junior person is a certified reading specialist needed to staff the existing Title I program.
3. Seniority shall be defined as the employee's length of service in years, months, and days in the bargaining unit.

4. The Committee will publish a seniority list to the members of the bargaining unit by January 1 of each school year.

5. All employees shall be notified by the last working day in June as to whether or not they will be re-employed in September. All members of the bargaining unit who receive no notice of termination of layoff in June shall be deemed re-employed for the following Title I school year, contingent upon receipt of federal Title I funds.

6. Employees who have been laid off shall be entitled to recall rights to positions they previously held for a period of two years from the effective date of their respective layoffs. During the recall period, employees shall be notified by certified mail at their latest address of record and given preference for positions as they develop in the inverse order of their respective layoffs, and all benefits to which employees were entitled at the time of layoff shall be restored in full upon re-employment within the recall period.

7. Any laid-off Title I teacher shall be given consideration and granted an interview prior to filling any vacant teaching positions after all laid-off Unit A members have been recalled.

B. Employees shall be entitled to one day per year with pay to attend the state Title One Convention.

C. A leave of absence without pay or increment of up to one (1) year will be granted by the Superintendent for the purpose of caring for a sick member of the teacher's immediate family. The Superintendent may also grant a leave of absence without pay or increment of up to one (1) year to tenure teachers, including, but not limited to, leaves for academic studies or professional improvement. A teacher shall not lose any accrued benefits, which the teacher possessed as of the start of such leave.

D. Five (5) days in the event of each death of a member of the immediate family shall be granted each year. Members of the immediate family shall include spouse, child, parent, grandparent, grandchild, brother, sister, guardian, mother-in-law, father-in-law.

E. Academic Freedom

1. In conformity with the law, the Committee shall possess the exclusive discretion over the employment, and retention or non-retention of the services, of any Title One teacher covered by this Agreement. Any exercise of said discretion shall not be subject to the grievance and arbitration provisions of the Agreement.

2. Except for matters covered by the provisions of Paragraph 1 above, no employee will be disciplined, suspended, reprimanded, denied increment increases or deprived of professional advantage without good and sufficient cause.

3. No employee may be dismissed, reduced in rank or compensation, or otherwise deprived of any professional advantage for discriminatory reasons.

F. Evaluation

1. All monitoring or observation of the work performance of employees will be conducted openly and with full knowledge of the employee. Employees will be given a copy of any evaluation report prepared by their superiors and will have the right to discuss such report with their superiors.

2. At the written request of the employee, school officials keeping records concerning the employee and/or the employee's work performance shall permit said employee, by appointment, to inspect the contents of any such personnel folder, file cards and records, and to make copies of such contents and records as concern his/her work or himself/herself.

3. No material derogatory to an employee's conduct, service, character, or personality will be placed in his/her personnel file unless the employee has had an opportunity to review such material by affixing his/her signature to the copy filed with the express understanding that such signature in no way indicates agreement with the contents thereof. The employee will also have the right to submit a written answer to such material, and his/her answer shall be reviewed by the Superintendent and attached to the file copy.

G. The salary of Title I teachers is contained in Appendix A of this Agreement and is based on a 182 day work year for 5.5 hours a day.

ARTICLE 37

OCCUPATIONAL AND PHYSICAL THERAPISTS AND ATHLETIC TRAINER

A. For full-time employees, the regular workday shall be the same as for teachers, the specific hours and any exceptions to be determined by the Director of Special Services. For part-time employees, the schedule will be determined by the Director of Special Services. The work year for full-time employees is 182 days.

B. The salary for Unit G employees will be the same as for Unit A Teachers.

C. Employees will be reimbursed at the mileage rate allowed by the IRS as of each September 1 for the then current school year for travel between assignments. Employees will keep a log of work miles and submit requests for reimbursement as directed by the Director of Special Services.

D. Newly-hired employees will be given step credit for school-based experience.

E. Preparation and supervision time will be included in each employee's regular schedule. Each full-time employee is guaranteed five 40-minute period per week for these purposes. The Director of Special Services shall endeavor to provide a daily preparation period. Each part-time employee is guaranteed an appropriate equivalent amount of preparation and supervision time as determined by the Director of Special Services.

F. Regular staff meetings will be scheduled by the Director of Special Services twice per month, as has been the practice.

G. In the event of a reduction in force, employees shall be reduced within their categories by seniority, calculated from the first day of continuous employment within the position.

**ARTICLE 38
CERTIFIED OCCUPATIONAL THERAPIST AND
PHYSICAL THERAPIST ASSISTANTS**

A. Each employee's work schedule shall be determined by the Director of Special Services.

B. Employees will be reimbursed at the mileage rate allowed by the IRS as of each September 1 for the then current school year for travel between assignments. Employees will keep a log of work miles and submit requests for reimbursement as directed by the Director of Special Services.

C. Newly-hired employees will be given step credit for school-based experience.

D. Regular staff meetings will be scheduled by the Director of Special Services twice per month, as has been the practice.

E. In the event of a reduction in force, employees shall be reduced within their categories by seniority, calculated from the first day of continuous employment within the position.

**ARTICLE 39
ACADEMIC FREEDOM**

A. No teacher with professional teacher status covered by this Agreement shall be dismissed, demoted, or reduced in salary except in accordance with the provisions of Massachusetts General Laws, Chapter 71, Sections 42 and 43, which are hereby incorporated by reference and made part hereof. No claim that the dismissal, demotion, or reduction in salary of any teacher with professional status covered by this Agreement is in violation of the said statutory provisions shall be subject to the grievance and arbitration of this Agreement.

B. In conformity with the law, the Committee shall possess the exclusive discretion over the employment, and retention or non-retention of the services on any teacher without professional teacher status covered by this Agreement. Any exercise of said discretion shall not be subject to the grievance and arbitration provisions of the Agreement.

C. Except for matters covered by the provisions of Sections A and B of this Article, no employee will be disciplined, suspended, reprimanded, denied increment increases or deprived of professional advantage without good and sufficient cause.

D. No teacher may be dismissed, reduced in rank or compensation, or otherwise deprived of any professional advantage for discriminatory reasons.

E. No teacher shall be dismissed except in accordance with the provisions of Mass. General Laws, Chapter 71, Section 42.

F. The parties shall form a joint committee to review issues related to academic freedom for purposes of developing a policy thereon.

**ARTICLE 40
NO STRIKE-LOCKOUT**

- A. The Association agrees that they will not cause, condone, or sanction or take part in any strike, walkout, slowdown or work stoppage.
- B. The School Committee agrees that, during the term of this Agreement, it will not lockout any employees covered by the Agreement, nor engage in any other interference with work.

**ARTICLE 41
HEALTH AND SAFETY**

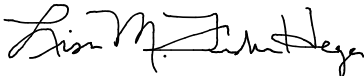
- A. The Committee and the Association agree on the importance of providing a safe and healthful workplace and providing for conditions of employment free of hazards.
- B. The Committee and the Association agree to cooperate in informing all affected employees of any hazard as soon as reasonable after the discovery of such hazard.
- C. By 60 calendar days following the initial implementation of this Agreement the parties shall establish a Health and Safety Committee consisting of four designees of the Administration and four designees of the Association representing each educational level. The parties will meet on a periodic basis and prepare recommendations for presentation to the administration and/or the Committee.

**ARTICLE 42
DURATION**

- A. The provisions of this Agreement will be effective as of September 1, 2019 and will continue and remain in full force and effect through August 31, 2022.
- B. The cost of printing this Agreement will be shared equally by the Braintree School Committee and the Braintree Education Association.

IN WITNESS WHEREOF, the parties hereunto set their hands this 20th day of December, 2019.

BRAINTREE SCHOOL COMMITTEE



Lisa Fiske-Heger, CHAIR

BRAINTREE EDUCATION ASSOCIATION



Taylor Sturtevant, PRESIDENT

APPENDIX A **SALARY SCHEDULES**

Salary is increased each year on the basis of satisfactory service.

1. Teachers of at least ten (10) years' experience in Braintree holding a Bachelor's degree plus 30 credit hours are to be eligible for Master's degree schedule.
2. Transfer between columns (by either award of advance degree or qualification under Section 1 above) is to be made the following February or September. A teacher who plans to progress from one column to a higher degree must notify the Superintendent of Schools in writing by October 1 of the year preceding such contemplated advancement.
3. If the Committee shall establish any new position, other than those already covered by this Agreement, within the bargaining unit covered by this Agreement, the Committee shall negotiate with the Association regarding the wages, hours and conditions of employment for said position.
4. Proposals for new advisor stipends will be referred to the Extracurricular Advisors Stipend Committee for consideration.
5. Each year, by December 1, if possible, the committee shall make available to the Association an annual distribution chart of teachers' salaries.
6. Retirement Notification Incentive: In recognition of dedicated service to the children of Braintree, any employee covered by this Agreement who has been employed for ten (10) consecutive years in the Braintree School System shall be eligible for a " Retirement Notification Incentive" in the form of an increase in compensation in the final year of employment by following the established procedure.

Eligible employees who desire to participate in the "Retirement Notification Incentive" program will notify the Superintendent as follows:

- a. For employees retiring effective June 30th, notification must be given no later than March 31st of that same year of their intention to retire, under the provisions of the Massachusetts Teachers Retirement Act or the Town of Braintree Retirement Act.
- b. If an employee is retiring after June 30th but prior to the end of the following school year, the employee must provide no less than three (3) months of notice to the employer to be eligible for this benefit.
- c. Such notification will be binding and irrevocable and will include a signed legal document that the parties will draft together.

All Units: If such notice is submitted in writing, then at the commencement of the final year of teaching, the annual salary of the individual concerned will be increased by one thousand dollars (\$2,000), and this amount shall be payable in equal installments over the final school year.

In the event the individual fails to retire under the provisions of either of these Acts immediately at the conclusion of the school year (unless prevented from so by death), the employee will agree in writing to repay the Town of Braintree the differential between salary which was actually received under the provisions of this Section and that which the employee would have received had he or he/she not submitted the intention to retire, said amount to be deducted from the final summer paychecks of the school year.

7. Sick Day Buyback: In addition, all sick leave days accumulated by a retiring individual prior to his/her final year of employment will be reimbursed at the rates listed below. This amount will also be added to the final year's salary and shall be payable in equal installments over the final school year.

At the point of retirement, if an employee's total number of accumulated sick days falls within one of the ranges listed below, they will receive the corresponding amount of money for each and all of their accumulated sick days.

Days 1-99:	\$15 (Max of \$1,485)
Days 100-149:	\$25 (Max of \$3,725)
Days 150-189:	\$40 (Max of \$6,615)
Days 190-210:	\$55 (Max of \$11,550)

Increase the cap to 210 days. The maximum sick day buyback is \$11,550. This cap applies to all bargaining unit members.

If a member of Unit D, E & H hired after July 1, 2020, at the point of retirement has a total number of accumulated sick days falls within one of the ranges listed below, they will receive the corresponding amount of money for each and all of their accumulated sick days.

Days 1-99:	\$15 (Max of \$1,485)
Days 100-149:	\$20 (Max of \$2,980)
Days 150-189:	\$25 (Max of \$4,725)
Days 190-210:	\$30 (Max of \$6,300)

8. A longevity payment will be added to each employee's annual salary according to the following schedule:

	<u>Effective September 1, 2019</u>	<u>Effective September 1, 2020</u>	<u>Effective September 1, 2021</u>
After 20 - 24 years of service	\$2,350 annually	\$2,450 annually	\$2450 annually
After 25 - 29 years of service	\$3,100 annually	\$3,200 annually	\$3,200 annually
After 30 or more years' service	\$3,600 annually	\$3,170annually	\$3,700 annually

In addition to the longevity adjustments specified above, the following longevity benefit will be implemented for paraeducators after 15-19 years of service:

September 1, 2018 - \$1,000

Starting in the 2020-2021 school year, Administrative Assistants and OT/PT Assistants shall be eligible to participate in the 15-19 year category.

Note: There will be no change to the longevity dollar amounts for the 15-19 year category during the course of this Agreement.

Part-time employees will be paid on a pro-rata basis, depending upon the percentage of full-time employment for their particular position. The above payments will be paid in a lump sum to employees annually in the second payroll period in December. If an employee were to attain a new service level (i.e., 25th year of service) prior to the midpoint of a particular school year, then that employee shall receive the longevity payment for that new service level in the December of that same school year. At the end of each school year, paraeducators who are eligible for longevity payments in the following school year may choose between receiving that payment as a lump sum or having the payment split into equal amounts for each payroll period. This decision shall be binding for one full school year. The employee must notify the Braintree Public Schools of their desire to enroll in this option between June 1st and June 30th of the preceding year.

Units A & B: All years of service within the Braintree Public Schools would be counted towards an employee receiving longevity. Consecutive years of service would not be required with the following exceptions:

- a. Only one break in service. A break in service is defined as working elsewhere.
 - b. The employee shall have obtained PTS prior to the break in service.
 - c. The break in service must be less than five (5) years.
9. If a teacher volunteers to teach an extra class, that teacher will be paid a stipend that is twenty (20%) percent of their base salary for the full duration that the class is in session.

**UNIT A – TEACHERS and UNIT G - OCCUPATIONAL THERAPISTS,
PHYSICAL THERAPISTS AND ATHLETIC TRAINERS
SALARY SCHEDULE**

FY 2020 SALARY SCALE			Effective 09/01/2019		2%
STEP	BACHELOR	MASTERS	M+30	M+45	M+60
1	\$44,769.86	\$47,983.88	\$51,248.90	\$54,218.12	\$56,595.74
2	\$48,038.96	\$51,747.68	\$55,533.92	\$58,502.12	\$60,879.74
3	\$51,305.00	\$55,511.48	\$59,814.86	\$62,785.10	\$65,161.70
4	\$54,574.10	\$59,275.28	\$64,099.88	\$67,070.12	\$69,448.76
5	\$57,838.10	\$63,036.02	\$68,386.94	\$71,355.14	\$73,732.76
6	\$61,105.16	\$66,800.84	\$72,668.90	\$75,637.10	\$78,013.70
7	\$64,368.14	\$70,566.68	\$76,953.92	\$79,923.14	\$82,301.78
8	\$67,639.28	\$74,329.46	\$81,238.94	\$84,207.14	\$86,584.76
9	\$70,903.28	\$78,092.24	\$85,578.02	\$88,546.22	\$90,924.86
10	\$74,171.36	\$81,857.06	\$89,805.92	\$92,775.14	\$95,153.78
11	\$77,436.38	\$85,621.88	\$94,092.98	\$97,060.16	\$99,437.78

FY 2021 SALARY SCALE			Effective 09/01/2020		3%
STEP	BACHELOR	MASTERS	M+30	M+45	M+60
1	\$46,112.99	\$49,423.43	\$52,786.40	\$55,844.69	\$58,293.64
2	\$49,480.16	\$53,300.14	\$57,199.97	\$60,257.21	\$62,706.16
3	\$52,844.18	\$57,176.85	\$61,609.34	\$64,668.68	\$67,116.58
4	\$56,211.35	\$61,053.57	\$66,022.91	\$69,082.25	\$71,532.25
5	\$59,573.27	\$64,927.13	\$70,438.58	\$73,495.82	\$75,944.77
6	\$62,938.34	\$68,804.90	\$74,849.00	\$77,906.24	\$80,354.14
7	\$66,299.21	\$72,683.71	\$79,262.57	\$82,320.86	\$84,770.86
8	\$69,668.49	\$76,559.37	\$83,676.14	\$86,733.38	\$89,182.33
9	\$73,030.41	\$80,435.04	\$88,145.39	\$91,202.64	\$93,652.64
10	\$76,396.53	\$84,312.80	\$92,500.13	\$95,558.42	\$98,008.42
11	\$79,759.50	\$88,190.57	\$96,915.80	\$99,971.99	\$102,420.94

FY 2022 SALARY SCALE		Effective 09/01/2021	2% - Plus an Additional 1% on ALL TOP STEPS		2021-2022 Additional Lane 5% greater than M+60	
STEP	BACHELOR	MASTERS	M+30	M+45	M+60	DOC
1	\$47,035.27	\$50,411.91	\$53,842.14	\$56,961.61	\$59,459.54	\$62,432.57
2	\$50,469.78	\$54,366.16	\$58,343.99	\$61,462.38	\$63,960.31	\$67,158.38
3	\$53,901.08	\$58,320.41	\$62,841.54	\$65,962.08	\$68,458.93	\$71,881.93
4	\$57,335.60	\$62,274.66	\$67,343.38	\$70,463.92	\$72,962.92	\$76,611.12
5	\$60,764.76	\$66,225.69	\$71,847.37	\$74,965.76	\$77,463.69	\$81,336.92
6	\$64,197.13	\$70,181.01	\$76,346.00	\$79,464.39	\$81,961.24	\$86,059.35
7	\$67,625.22	\$74,137.40	\$80,847.84	\$83,967.30	\$86,466.30	\$90,789.67
8	\$71,061.88	\$78,090.58	\$85,349.68	\$88,468.07	\$90,966.00	\$95,514.35
9	\$74,491.04	\$82,043.76	\$89,908.32	\$93,026.71	\$95,525.71	\$100,302.05
10	\$77,924.48	\$85,999.08	\$94,350.15	\$97,469.61	\$99,968.61	\$104,967.09
11	\$82,168.27	\$90,853.95	\$99,842.69	\$102,991.18	\$105,514.09	\$111,897.75

UNIT B - DIRECTORS AND ASSISTANT PRINCIPALS SALARY SCHEDULE

POSITION	2019- 2020 2%	2020-2021 3%	2021- 2022 2%
Directors			
Director. of Elementary Curriculum - Min.	\$121,652.36	\$125,301.96	\$127,808.02
Director of Elementary Curriculum - Max.	\$143,285.54	\$147,584.14	\$150,535.84
Director of Technology/ Math Min	\$121,652.36	\$125,301.96	\$127,808.02
Director of Technology/ Math Max	\$143,285.54	\$147,584.14	\$150,535.84
Director of Spec. Serv. (FY) - Min	\$121,652.36	\$125,301.96	\$127,808.02
Director of Spec. Serv. (FY) - Max	\$143,285.54	\$147,584.14	\$150,535.84
MS Asst. Principal (SY+3) Min	\$110,239.58	\$113,546.80	\$115,817.75
MS Asst. Principal (SY+3) Max.	\$118,574.00	\$122,131.25	\$124,573.90
Housemaster (SY+4) Min.	\$116,917.52	\$120,425.08	\$122,833.60
Housemaster (SY+4)-Max	\$125,701.76	\$129,472.84	\$132,062.32
Assist. Director of Spec. Serv. (SY + 4) Min	\$116,917.52	\$120,425.08	\$122,833.60
Assist. Director of Spec. Serv. (SY+4) Max	\$125,701.76	\$129,472.84	\$132,062.32

POSITION	2019- 2020 2%	2020-2021 3%	2021- 2022 2%
Directors			
Athletic (207 Days) – Min. & Max.	\$123,897.38	\$127,614.33	\$130,166.64
SY+4 Dir. – Min. (Social Studies, Science, Guidance, English, Math, School Nursing Services)	\$116,917.52	\$120,425.08	\$122,833.60
SY+4 Director –Max.	\$125,701.76	\$129,472.84	\$132,062.32
SY+2 Director – Min. (Art, Health & Family and Cons. Science, Music, PE, World Language)	\$110,239.58	\$113,546.80	\$115,817.75
SY+2 Director Max	\$113,796.32	\$117,210.24	\$119,554.46
Coordinator - (SY+2) Coordinator of School Nursing Services	\$107,189.78	\$110,405.50	\$112,613.63
Coordinator (SY+2) - Max	\$110,104.94	\$113,408.12	\$115,676.30
Head Counselor-Min	\$116,917.52	\$120,425.08	\$122,833.60
Head Counselor-Max	\$125,701.76	\$129,472.84	\$132,062.32
SY Coordinator-Min	\$101,527.76	\$104,573.62	\$106,665.12
SY Coordinator Max	\$104,369.48	\$107,500.59	\$109,650.63

The Athletic Director may submit up to \$1,500 reimbursement per fiscal year for mileage at the IRS rate.

1. A new administrator would normally be employed at the minimum salary for the category, but, upon the recommendation of the Superintendent may place the new administrator at any point within the salary range up to and including the maximum salary for the position depending upon experience and qualifications. An administrator who is hired at the minimum range or at a salary less than the maximum salary for the position shall receive in each succeeding year of employment an increment of one-third of the difference between his/her beginning salary and the maximum salary for the position. All administrators hired at less than the maximum salary shall receive the maximum salary for the position commencing with the fourth year of employment.

NON-ADMINISTRATIVE SALARIES

	2019-2020	2020-2021	2021-2022
POSITION	2%	3%	2%
Summer School Teacher (4 hr. day) Per Week	\$797.66	\$821.62	\$838.07
Elem. & Sec. Wkshp. (6 hr. day) Per week	\$891.50	\$918.28	\$936.66
Dir. of Cont. Ed.	\$36.40	\$37.53	\$38.30
Elem. Summer School Director	\$8,278.34	\$8,526.72	\$8,697.27
Sec. Sum. School Director	\$8,278.34	\$8,526.72	\$8,697.27
Secretary to Summer School	\$461.06	\$474.92	\$484.44
Guidance Counselors Daily Summer Stipend (1/182 of current contract salary)			
Spec. Needs Rec. Prog. Coordinator (per hour)	\$51.96	\$53.55	\$54.64
Spec. Needs Rec. Prog. Counselor (per hour)	\$22.95	\$23.67	\$24.16
Case Manager Full Time (1) (Teacher plus 4 weeks @ 1/182 per diem)			
Project Prove, Coordinator, School to Work Program- (Teacher + 10 days @ 1/182 per diem; .6 FTE Teaching Assignment)			

UNIT C - DEGREED NURSES SALARY SCHEDULE (187 Days)

Non-Degree Nurses will be paid 75% of the Bachelor Schedule based upon experience step.

FY 2020 SALARY SCALE		Effective 09/01/2019 - Increase by 2.0%			
STEP	BACHELORS	MASTERS	M+30	M+45	M+60
1	\$46,001.00	\$49,302.74	\$52,654.46	\$55,705.28	\$58,083.92
2	\$49,356.80	\$53,169.56	\$57,057.80	\$60,107.60	\$62,485.22
3	\$52,715.66	\$57,037.40	\$61,460.12	\$64,508.90	\$66,886.52
4	\$56,072.48	\$60,902.18	\$65,859.38	\$68,912.24	\$71,289.86
5	\$59,428.28	\$64,770.02	\$70,266.80	\$73,315.58	\$75,695.24
6	\$62,784.08	\$68,637.86	\$74,664.02	\$77,714.84	\$80,091.44
7	\$66,138.86	\$72,505.70	\$79,067.36	\$82,118.18	\$84,494.78
8	\$69,497.72	\$76,370.48	\$83,469.68	\$86,519.48	\$88,898.12
9	\$72,852.50	\$80,238.32	\$87,929.12	\$90,980.96	\$93,357.56
10	\$76,208.30	\$84,105.14	\$92,274.32	\$95,324.12	\$97,700.72
11	\$79,564.10	\$87,972.98	\$96,676.64	\$99,727.46	\$102,105.08

FY 2021 SALARY SCALE		Effective 09/01/2020 - Increase by 3.0%			
STEP	BACHELORS	MASTERS	M+30	M+45	M+60
1	\$47,381.06	\$50,781.85	\$54,234.12	\$57,376.47	\$59,826.47
2	\$50,837.53	\$54,764.68	\$58,769.56	\$61,910.86	\$64,359.81
3	\$54,297.16	\$58,748.55	\$63,303.95	\$66,444.20	\$68,893.15
4	\$57,754.68	\$62,729.28	\$67,835.19	\$70,979.64	\$73,428.59
5	\$61,211.16	\$66,713.15	\$72,374.83	\$75,515.08	\$77,966.13
6	\$64,667.63	\$70,697.03	\$76,903.97	\$80,046.32	\$82,494.21
7	\$68,123.06	\$74,680.90	\$81,439.41	\$84,581.76	\$87,029.65
8	\$71,582.68	\$78,661.62	\$85,973.80	\$89,115.09	\$91,565.09
9	\$75,038.11	\$82,645.50	\$90,567.02	\$93,710.42	\$96,158.32
10	\$78,494.58	\$86,628.32	\$95,042.58	\$98,183.87	\$100,631.77
11	\$81,951.05	\$90,612.20	\$99,576.97	\$102,719.31	\$105,168.26

FY 2022 SALARY SCALE		Effective 09/01/2021 Increase by 2.0% Plus an Additional 1% To ALL TOP STEPS			
STEP	BACHELORS	MASTERS	M+30	M+45	M+60
1	\$48,328.70	\$51,797.51	\$55,318.83	\$58,524.02	\$61,023.02
2	\$51,854.30	\$55,859.99	\$59,944.98	\$63,149.10	\$65,647.02
3	\$55,383.12	\$59,923.54	\$64,570.05	\$67,773.10	\$70,271.03
4	\$58,909.80	\$63,983.88	\$69,191.92	\$72,399.25	\$74,897.18
5	\$62,435.40	\$68,047.43	\$73,822.35	\$77,025.40	\$79,525.47
6	\$65,961.01	\$72,110.99	\$78,442.07	\$81,647.26	\$84,144.12
7	\$69,485.54	\$76,174.54	\$83,068.22	\$86,273.41	\$88,770.27
8	\$73,014.36	\$80,234.88	\$87,693.30	\$90,897.42	\$93,396.42
9	\$76,538.89	\$84,298.43	\$92,378.38	\$95,584.65	\$98,081.50
10	\$80,064.49	\$88,360.91	\$96,943.45	\$100,147.57	\$102,644.43
11	\$84,426.01	\$93,348.69	\$102,584.22	\$105,821.47	\$108,344.37

**UNIT D - ADMINISTRATIVE ASSISTANT SALARY SCHEDULES
(Weekly Pay)**

Category 1: Full year Administrative Assistants (52 weeks) and Administrative Assistants to Elementary School Principals (school year plus 4 weeks plus 10 holidays for a total of 43 weeks). Full year Administrative Assistants include: BHS Headmaster Administrative Assistant, Registrar, Administrative Assistant to Technology Department, 1 Administrative Assistant at each Middle School and Administrative Assistants to Special Services Director.

Category 1

FULL YEAR	2019/2020	2020/2021	2021/2022
STEP	2%	3%	2% (Plus an Additional 1% to Top Step)
1	\$751.78	\$774.36	\$789.87
2	\$788.70	\$812.40	\$828.66
3	\$821.68	\$846.36	\$863.31
4	\$859.92	\$885.75	\$903.48
5	\$896.86	\$923.79	\$942.29
6	\$936.42	\$964.54	\$983.85
7	\$972.05	\$1,001.24	\$1,021.29
8	\$1,011.61	\$1,041.98	\$1,062.84
9	\$1,041.93	\$1,073.22	\$1,094.70
10	\$1,078.20	\$1,110.58	\$1,132.81
11	\$1,115.93	\$1,149.44	\$1,184.18

Category 2: School year Administrative Assistants (37 weeks plus 1 week prior to school opening and 1 week after school closes plus 10 holidays, total 41 weeks). Administrative Assistants to Middle School Principals, Housemasters, Directors, and Supervisors, and Administrative Assistants to Curriculum Directors (except Guidance, Mathematics and Technology) shall be school year plus 4 weeks plus 10 holidays for a total of 43 weeks.

Category 2

STEP	2019/2020	2020/2021	2021/2022
	2%	3%	2% (plus additional 1% on Top Step)
1	\$710.90	\$732.26	\$746.92
2	\$742.54	\$764.85	\$780.16
3	\$779.47	\$802.89	\$818.97
4	\$811.12	\$835.49	\$852.22
5	\$844.10	\$869.45	\$886.86
6	\$881.03	\$907.50	\$925.67
7	\$917.96	\$945.53	\$964.46
8	\$960.17	\$989.00	\$1,008.80
9	\$990.50	\$1,020.25	\$1,040.67
10	\$1,025.45	\$1,056.24	\$1,077.38
11	\$1,061.34	\$1,093.21	\$1,126.26

Category 3: School year administrative assistant (37 weeks plus 1 week prior to school opening and 1 week after school closes plus 10 holidays, total 41 weeks). Administrative Assistant at the Media Center at Braintree High School. Full year Data Entry Administrative Assistant (52 weeks).

Category 3

STEP	2019/2020	2020/2021	2021/2022
	2%	3%	2% (plus additional 1% on Top Step)
1	\$629.13	\$648.03	\$661.01
2	\$658.13	\$677.91	\$691.49
3	\$691.11	\$711.87	\$726.13
4	\$717.48	\$739.03	\$753.83
5	\$750.46	\$773.01	\$788.49
6	\$779.47	\$802.89	\$818.97
7	\$812.46	\$836.86	\$853.62
8	\$848.05	\$873.52	\$891.01
9	\$874.44	\$900.70	\$918.73
10	\$905.11	\$932.29	\$950.96
11	\$936.78	\$964.91	\$994.08

Effective September 1, 2017 all three categories, as outlined above, shall be compensated according to the following schedule. This schedule shall be adjusted to an hourly rate for any Administrative Assistant who work less than full-time, regardless of whether they work a full year or school year

STEP	2019/2020	2020/2021	2021/2022
	2%	3%	2% (plus additional 1% on Top Step)
1	\$789.85	\$813.57	\$829.86
2	\$828.63	\$853.52	\$870.61
3	\$863.28	\$889.20	\$907.01
4	\$903.45	\$930.59	\$949.22
5	\$942.26	\$970.55	\$989.98
6	\$983.82	\$1,013.36	\$1,033.65
7	\$1,021.25	\$1,051.92	\$1,072.98
8	\$1,062.81	\$1,094.72	\$1,116.64
9	\$1,094.68	\$1,127.55	\$1,150.13
10	\$1,132.79	\$1,166.80	\$1,190.16
11	\$1,172.42	\$1,207.62	\$1,244.12

UNIT E – PARAEDUCATOR SALARY SCHEDULE

STEP	FY 2020 Effective 9/1/2019	FY 2021 Effective 9/1/2020	FY 2022 Effective 9/1/2021
	2%	3%	2% (plus additional 1% on Top Step)
1	\$15.16	\$15.64	\$15.97
2	\$15.97	\$16.48	\$16.83
3	\$16.75	\$17.28	\$17.65
4	\$17.47	\$18.03	\$18.41
5	\$18.19	\$18.76	\$19.16
6	\$18.89	\$19.49	\$19.90
7	\$19.60	\$20.22	\$20.65
8	\$20.36	\$21.00	\$21.44
9	\$20.98	\$21.64	\$22.09
10	\$21.70	\$22.38	\$22.84
11	\$22.45	\$23.15	\$23.88

SPECIALIZED SUPPORT PARAEDUCATOR SALARY SCHEDULE

STEP	FY 2021 (Year 1) Effective 9/1/2020	FY 2022 (Year 2) Effective 9/1/2021
	5% higher than pre-existing scale	10% higher than pre-existing scale
1	\$16.85	\$17.70
2	\$16.85	\$18.80
3	\$17.90	\$19.90
4	\$18.95	\$19.90
5	\$20.00	\$21.00
6	\$20.00	\$22.10
7	\$21.05	\$23.20
8	\$22.10	\$23.20
9	\$23.15	\$24.30
10	\$23.15	\$25.40
11	\$24.20	\$26.50

UNIT F - TITLE I TEACHERS' SALARY SCHEDULE

STEP	FY 2020 Effective 9/1/2019 2%		FY 2021 Effective 9/1/2020 3%		FY 2022 Effective 9/1/2021 2% Plus an Additional 1% to ALL TOP Steps	
	BACHELORS	MASTERS	BACHELORS	MASTERS	BACHELORS	MASTERS
1	\$33,707.96	\$36,068.24	\$34,719.23	\$37,150.32	\$35,413.63	\$37,893.34
2	\$36,427.28	\$39,342.44	\$37,520.13	\$40,522.74	\$38,270.55	\$41,333.22
3	\$41,198.84	\$44,494.46	\$42,434.84	\$45,829.32	\$43,283.55	\$46,745.93
4	\$44,949.38	\$48,995.72	\$46,297.89	\$50,465.62	\$47,223.87	\$51,474.95
5	\$48,695.84	\$53,079.80	\$50,156.75	\$54,672.22	\$51,159.90	\$55,765.69
6	\$52,441.28	\$57,159.80	\$54,014.55	\$58,874.62	\$55,094.86	\$60,052.14
7	\$56,182.64	\$61,801.82	\$57,868.15	\$63,655.90	\$59,025.53	\$64,929.04
8	\$59,933.18	\$65,925.68	\$61,731.21	\$67,903.48	\$62,965.85	\$69,261.57
9	\$63,679.64	\$70,045.46	\$65,590.06	\$72,146.85	\$66,901.88	\$73,589.81
10	\$65,568.68	\$72,126.26	\$67,535.77	\$74,290.08	\$68,886.51	\$75,775.90
11	\$69,106.04	\$76,709.12	\$71,179.25	\$79,010.42	\$73,328.89	\$81,396.57

**UNIT H - OCCUPATIONAL AND PHYSICAL THERAPIST ASSISTANTS
SALARY SCHEDULE**

	2019-2020	2020-2021	2021-2022
STEP	2%	3%	2 % Plus an Additional 1% to ALL TOP Steps
1	\$33,577.40	\$34,584.75	\$35,276.47
2	\$36,026.42	\$37,107.24	\$37,849.41
3	\$38,478.50	\$39,632.89	\$40,425.56
4	\$40,931.60	\$42,159.58	\$43,002.79
5	\$43,380.62	\$44,682.07	\$45,575.73
6	\$45,829.64	\$47,204.56	\$48,148.67
7	\$48,275.60	\$49,723.90	\$50,718.40
8	\$50,729.72	\$52,251.64	\$53,296.69
9	\$53,178.74	\$54,774.13	\$55,869.63
10	\$55,627.76	\$57,296.62	\$58,442.58
11	\$58,078.82	\$59,821.21	\$61,627.85

EXTRACURRICULAR ADVISOR STIPENDS

Braintree High School	2019-2020	2020-2021	2021-2022
	2%	3%	2%
Anime Club	\$1,455.56	\$1,499.26	\$1,529.26
Art Honor Society	\$1,455.56	\$1,499.26	\$1,529.26
Band	\$3,952.52	\$4,071.13	\$4,152.57
Best Buddies	\$1,455.56	\$1,499.26	\$1,529.26
BHS News	\$1,455.56	\$1,499.26	\$1,529.26
Chorus	\$2,499.02	\$2,574.02	\$2,625.52
Clay Club	\$1,455.56	\$1,499.26	\$1,529.26
Cultural Awareness Club	\$1,455.56	\$1,499.26	\$1,529.26
Environmental Club	\$1,455.56	\$1,499.26	\$1,529.26
French National Honor	\$1,455.56	\$1,499.26	\$1,529.26
Freshman Class Advisor	\$1,940.06	\$1,998.29	\$2,038.28
Future Teachers	\$1,455.56	\$1,499.26	\$1,529.26
Green Team	\$1,455.56	\$1,499.26	\$1,529.26
GSA	\$1,455.56	\$1,499.26	\$1,529.26
History Club	\$1,455.56	\$1,499.26	\$1,529.26
Interact Club	\$1,455.56	\$1,499.26	\$1,529.26
Jazz Band Ensemble	\$2,499.02	\$2,574.02	\$2,625.52
Junior Class Advisor	\$1,940.06	\$1,998.29	\$2,038.28
Key Club	\$1,455.56	\$1,499.26	\$1,529.26
Literary Magazine	\$1,455.56	\$1,499.26	\$1,529.26
Math Team (Varsity)	\$1,455.56	\$1,499.26	\$1,529.26
Math Team (JV)	\$1,213.82	\$1,250.26	\$1,275.29
Media Center	\$3,881.12	\$3,997.58	\$4,077.56
Model UN	\$1,455.56	\$1,499.26	\$1,529.26
Mock Trial Club	\$1,455.56	\$1,499.26	\$1,529.26
National Honor Society	\$1,940.06	\$1,998.29	\$2,038.28
Orchestra	\$2,499.02	\$2,574.02	\$2,625.52
Peer Mediation Coordinator	\$1,455.56	\$1,499.26	\$1,529.26
Photography Club	\$1,455.56	\$1,499.26	\$1,529.26
Robotics	\$1,455.56	\$1,499.26	\$1,529.26
SADD	\$1,455.56	\$1,499.26	\$1,529.26
School Exchange	\$1,455.56	\$1,499.26	\$1,529.26
School Store	\$1,455.56	\$1,499.26	\$1,529.26
Science Club	\$1,455.56	\$1,499.26	\$1,529.26
Senior Class Advisor	\$1,940.06	\$1,998.29	\$2,038.28
Show Choir	\$2,499.02	\$2,574.02	\$2,625.52
Ski Club/Per Trip	\$242.78	\$250.09	\$255.12
Sophomore Class Advisor	\$1,940.06	\$1,998.29	\$2,038.28
Spanish National Honor	\$1,455.56	\$1,499.26	\$1,529.26
String Quartet	\$2,499.02	\$2,574.02	\$2,625.52
Student Council	\$3,881.12	\$3,997.58	\$4,077.56
Supplies/Copier	\$2,425.58	\$2,498.38	\$2,548.36
Theatre Guild 2 Productions	\$3,395.60	\$3,497.50	\$3,567.47
Tech Director (2 shows)	\$1,818.68	\$1,873.27	\$1,910.76
Musical Director (fall)	\$4,001.48	\$4,121.55	\$4,204.01
Musical Director (spring)	\$1,818.68	\$1,873.27	\$1,910.76

Treasurer	\$4,608.38	\$4,746.66	\$4,841.61
Video Tech Club	\$1,455.56	\$1,499.26	\$1,529.26
Yearbook	\$3,881.12	\$3,997.58	\$4,077.56

Middle Schools	2019-2020	2020-2021	2021-2022
	2%	3%	2%
A-V Coordinator	\$849.68	\$875.20	\$892.72
Band	\$1,248.50	\$1,285.99	\$1,311.72
Chorus	\$1,248.50	\$1,285.99	\$1,311.72
Community Service Club	\$1,480.04	\$1,524.47	\$1,554.98
Computer Service Coord.	\$1,213.82	\$1,250.26	\$1,275.29
Concert Choir	\$1,759.52	\$1,812.34	\$1,848.60
Jazz Band	\$1,248.50	\$1,285.99	\$1,311.72
Math Team	\$970.04	\$999.17	\$1,019.17
Orchestra	\$1,248.50	\$1,285.99	\$1,311.72
Out-of-State Trip Coord.	\$1,213.82	\$1,250.26	\$1,275.29
Grade 8 Trip (2)	\$1,213.82	\$1,250.26	\$1,275.29
Robotics (2)	\$970.04	\$999.17	\$1,019.17
School Climate/Culture	\$970.04	\$999.17	\$1,019.17
Ski Club/per trip	\$242.78	\$250.09	\$255.12
Student Council	\$1,480.04	\$1,524.47	\$1,554.98
Theatre Guild	\$1,698.32	\$1,749.30	\$1,784.31
Treasurer	\$1,480.04	\$1,524.47	\$1,554.98
Yearbook	\$1,698.32	\$1,749.30	\$1,784.31

Elementary Schools	2019-2020	2020-2021	2021-2022
	2%	3%	2%
After School Enrichment	\$4,851.14	\$4,996.70	\$5,096.66

**COACHING SALARIES
2016-2019**

HEAD COACHES	2019-2020 2%			2020-2021 3%			2021-2022 2% Plus an Additional 1% to ALL TOP Steps		
	STEP 1	STEP 2	STEP 3	STEP 1	STEP 2	STEP 3	STEP 1	STEP 2	STEP 3
Baseball (B)	\$7,208.36	\$7,612.28	\$8,012.12	\$7,424.64	\$7,840.68	\$8,252.51	\$7,573.15	\$7,997.51	\$8,501.77
Basketball (B)	\$7,208.36	\$7,612.28	\$8,012.12	\$7,424.64	\$7,840.68	\$8,252.51	\$7,573.15	\$7,997.51	\$8,501.77
Basketball (G)	\$7,208.36	\$7,612.28	\$8,012.12	\$7,424.64	\$7,840.68	\$8,252.51	\$7,573.15	\$7,997.51	\$8,501.77
Cheerleading - Fall	\$6,609.62	\$7,008.44	\$7,411.34	\$6,807.94	\$7,218.72	\$7,633.71	\$6,944.12	\$7,363.12	\$7,864.28
Cheerleading - Winter	\$6,609.62	\$7,008.44	\$7,411.34	\$6,807.94	\$7,218.72	\$7,633.71	\$6,944.12	\$7,363.12	\$7,864.28
Dance (Fall)	\$6,609.62	\$7,008.44	\$7,411.34	\$6,807.94	\$7,218.72	\$7,633.71	\$6,944.12	\$7,363.12	\$7,864.28
Dance (W)	\$6,609.62	\$7,008.44	\$7,411.34	\$6,807.94	\$7,218.72	\$7,633.71	\$6,944.12	\$7,363.12	\$7,864.28
Cross Country (B)	\$5,607.98	\$6,007.82	\$6,407.66	\$5,776.25	\$6,188.08	\$6,599.92	\$5,891.79	\$6,311.87	\$6,799.27
Cross Country (G)	\$5,607.98	\$6,007.82	\$6,407.66	\$5,776.25	\$6,188.08	\$6,599.92	\$5,891.79	\$6,311.87	\$6,799.27
Faculty Manager	\$7,208.36	\$7,612.28	\$8,012.12	\$7,424.64	\$7,840.68	\$8,252.51	\$7,573.15	\$7,997.51	\$8,501.77
Field Hockey	\$7,208.36	\$7,612.28	\$8,012.12	\$7,424.64	\$7,840.68	\$8,252.51	\$7,573.15	\$7,997.51	\$8,501.77
Football	\$10,012.34	\$10,416.26	\$10,816.10	\$10,312.74	\$10,728.78	\$11,140.61	\$10,519.02	\$10,943.37	\$11,477.09
Golf (B)	\$5,607.98	\$6,007.82	\$6,407.66	\$5,776.25	\$6,188.08	\$6,599.92	\$5,891.79	\$6,311.87	\$6,799.27
Golf (G)	\$5,607.98	\$6,007.82	\$6,407.66	\$5,776.25	\$6,188.08	\$6,599.92	\$5,891.79	\$6,311.87	\$6,799.27
Gymnastics (B)	\$6,609.62	\$7,008.44	\$7,411.34	\$6,807.94	\$7,218.72	\$7,633.71	\$6,944.12	\$7,363.12	\$7,864.28
Gymnastics (G)	\$6,609.62	\$7,008.44	\$7,411.34	\$6,807.94	\$7,218.72	\$7,633.71	\$6,944.12	\$7,363.12	\$7,864.28
Ice Hockey (B)	\$7,612.28	\$8,012.12	\$8,411.96	\$7,840.68	\$8,252.51	\$8,664.35	\$7,997.51	\$8,417.58	\$8,926.04
Ice Hockey (G)	\$7,612.28	\$8,012.12	\$8,411.96	\$7,840.68	\$8,252.51	\$8,664.35	\$7,997.51	\$8,417.58	\$8,926.04
Indoor Track (B)	\$6,609.62	\$7,008.44	\$7,411.34	\$6,807.94	\$7,218.72	\$7,633.71	\$6,944.12	\$7,363.12	\$7,864.28
Indoor Track (G)	\$6,609.62	\$7,008.44	\$7,411.34	\$6,807.94	\$7,218.72	\$7,633.71	\$6,944.12	\$7,363.12	\$7,864.28
Lacrosse (B)	\$7,208.36	\$7,612.28	\$8,012.12	\$7,424.64	\$7,840.68	\$8,252.51	\$7,573.15	\$7,997.51	\$8,501.77
Lacrosse (G)	\$7,208.36	\$7,612.28	\$8,012.12	\$7,424.64	\$7,840.68	\$8,252.51	\$7,573.15	\$7,997.51	\$8,501.77
Outdoor Track (B)	\$7,208.36	\$7,612.28	\$8,012.12	\$7,424.64	\$7,840.68	\$8,252.51	\$7,573.15	\$7,997.51	\$8,501.77
Outdoor Track (G)	\$7,208.36	\$7,612.28	\$8,012.12	\$7,424.64	\$7,840.68	\$8,252.51	\$7,573.15	\$7,997.51	\$8,501.77
Rugby (B)	\$7,208.36			\$7,424.64			\$7,573.15		
Rugby (G)	\$7,208.36			\$7,424.64			\$7,573.15		
Soccer (B)	\$7,208.36	\$7,612.28	\$8,012.12	\$7,424.64	\$7,840.68	\$8,252.51	\$7,573.15	\$7,997.51	\$8,501.77
Soccer (G)	\$7,208.36	\$7,612.28	\$8,012.12	\$7,424.64	\$7,840.68	\$8,252.51	\$7,573.15	\$7,997.51	\$8,501.77
Softball (G)	\$7,208.36	\$7,612.28	\$8,012.12	\$7,424.64	\$7,840.68	\$8,252.51	\$7,573.15	\$7,997.51	\$8,501.77
Spec. Olympics Prog. Coord.	\$2,780.54			\$2,863.99			\$2,921.29		
Spec. Olympics Prog. Instr.									
Swim Team (B)	\$5,607.98	\$6,007.82	\$6,407.66	\$5,776.25	\$6,188.08	\$6,599.92	\$5,891.79	\$6,311.87	\$6,799.27
Swim Team (G)	\$5,607.98	\$6,007.82	\$6,407.66	\$5,776.25	\$6,188.08	\$6,599.92	\$5,891.79	\$6,311.87	\$6,799.27
Tennis (B)	\$5,607.98	\$6,007.82	\$6,407.66	\$5,776.25	\$6,188.08	\$6,599.92	\$5,891.79	\$6,311.87	\$6,799.27
Tennis (G)	\$5,607.98	\$6,007.82	\$6,407.66	\$5,776.25	\$6,188.08	\$6,599.92	\$5,891.79	\$6,311.87	\$6,799.27
Volleyball (B)	\$6,609.62	\$7,008.44	\$7,411.34	\$6,807.94	\$7,218.72	\$7,633.71	\$6,944.12	\$7,363.12	\$7,864.28
Volleyball (G)	\$6,609.62	\$7,008.44	\$7,411.34	\$6,807.94	\$7,218.72	\$7,633.71	\$6,944.12	\$7,363.12	\$7,864.28
Wrestling	\$6,609.62	\$7,008.44	\$7,411.34	\$6,807.94	\$7,218.72	\$7,633.71	\$6,944.12	\$7,363.12	\$7,864.28

Varsity Assistants	2019-2020 2%			2020-2021 3%			2021-2022 2% Plus an Additional 1% to ALL TOP Steps		
	STEP 1	STEP 2	STEP 3	STEP 1	STEP 2	STEP 3	STEP 1	STEP 2	STEP 3
Football – offensive coordinator	\$5,167.34	\$5,466.20	\$5,769.14	\$5,322.39	\$5,630.22	\$5,942.24	\$5,428.86	\$5,742.84	\$6,121.73
Football – defensive coordinator	\$5,167.34	\$5,466.20	\$5,769.14	\$5,322.39	\$5,630.22	\$5,942.24	\$5,428.86	\$5,742.84	\$6,121.73
Football	\$2,899.88	\$3,200.78	\$3,502.70	\$2,986.91	\$3,296.83	\$3,607.81	\$3,046.66	\$3,362.79	\$3,716.80
Football	\$2,899.88	\$3,200.78	\$3,502.70	\$2,986.91	\$3,296.83	\$3,607.81	\$3,046.66	\$3,362.79	\$3,716.80
Football JV Asst	\$2,899.88	\$3,200.78	\$3,502.70	\$2,986.91	\$3,296.83	\$3,607.81	\$3,046.66	\$3,362.79	\$3,716.80
Gymnastics (B)	\$4,415.60	\$4,716.50	\$5,018.42	\$4,548.10	\$4,858.03	\$5,169.00	\$4,639.08	\$4,955.21	\$5,325.14
Gymnastics (G)	\$4,415.60	\$4,716.50	\$5,018.42	\$4,548.10	\$4,858.03	\$5,169.00	\$4,639.08	\$4,955.21	\$5,325.14
Ice Hockey (B)	\$2,742.80	\$2,888.66	\$2,917.22	\$2,825.11	\$2,975.35	\$3,004.77	\$2,881.64	\$3,034.88	\$3,095.54
Ice Hockey (B)	\$2,125.70	\$2,275.64	\$2,917.22	\$2,189.50	\$2,343.94	\$3,004.77	\$2,233.31	\$2,390.84	\$3,095.54
Ice Hockey (G)	\$4,868.48	\$5,167.34	\$5,468.24	\$5,014.56	\$5,322.39	\$5,632.32	\$5,114.88	\$5,428.86	\$5,802.44
Indoor Track (B)	\$4,415.60	\$4,716.50	\$5,018.42	\$4,548.10	\$4,858.03	\$5,169.00	\$4,639.08	\$4,955.21	\$5,325.14
Indoor Track (G)	\$4,415.60	\$4,716.50	\$5,018.42	\$4,548.10	\$4,858.03	\$5,169.00	\$4,639.08	\$4,955.21	\$5,325.14
Outdoor Track (B)	\$4,806.26	\$5,109.20	\$5,407.04	\$4,950.48	\$5,262.51	\$5,569.28	\$5,100.01	\$5,367.78	\$5,737.50
Outdoor Track (G)		\$5,109.20	\$5,407.04		\$5,262.51	\$5,569.28		\$5,421.46	\$5,737.50

Junior Varsity Assistants	2019-2020 2%			2020-2021 3%			2021-2022 2% Plus an Additional 1% to ALL TOP Steps		
	STEP 1	STEP 2	STEP 3	STEP 1	STEP 2	STEP 3	STEP 1	STEP 2	STEP 3
Baseball (B)	\$4,806.26	\$5,107.16	\$5,407.04	\$4,950.48	\$5,260.40	\$5,569.28	\$5,049.51	\$5,365.63	\$5,737.50
Basketball (B)	\$4,806.26	\$5,107.16	\$5,407.04	\$4,950.48	\$5,260.40	\$5,569.28	\$5,049.51	\$5,365.63	\$5,737.50
Basketball (G)	\$4,806.26	\$5,107.16	\$5,407.04	\$4,950.48	\$5,260.40	\$5,569.28	\$5,049.51	\$5,365.63	\$5,737.50
Cheerleading – Fall	\$4,415.60	\$4,716.50	\$5,018.42	\$4,548.10	\$4,858.03	\$5,169.00	\$4,639.08	\$4,955.21	\$5,325.14
Cheerleading - Winter	\$4,415.60	\$4,716.50	\$5,018.42	\$4,548.10	\$4,858.03	\$5,169.00	\$4,639.08	\$4,955.21	\$5,325.14
Dance -Fall	\$4,415.60	\$4,716.50	\$5,018.42	\$4,548.10	\$4,858.03	\$5,169.00	\$4,639.08	\$4,955.21	\$5,325.14
Dance - Winter	\$4,415.60	\$4,716.50	\$5,018.42	\$4,548.10	\$4,858.03	\$5,169.00	\$4,639.08	\$4,955.21	\$5,325.14
Field Hockey	\$4,806.26	\$5,107.16	\$5,407.04	\$4,950.48	\$5,260.40	\$5,569.28	\$5,049.51	\$5,365.63	\$5,737.50
Football JV Head	\$4,593.08	\$4,888.88	\$5,185.70	\$4,730.90	\$5,035.58	\$5,341.30	\$4,825.54	\$5,136.31	\$5,502.64
Golf (B)	\$4,158.56	\$4,423.76	\$4,695.08	\$4,283.35	\$4,556.50	\$4,835.96	\$4,369.03	\$4,647.65	\$4,982.04
Golf (G)	\$4,158.56	\$4,423.76	\$4,695.08	\$4,283.35	\$4,556.50	\$4,835.96	\$4,369.03	\$4,647.65	\$4,982.04
Ice Hockey (B)	\$5,067.38	\$5,369.30	\$5,667.14	\$5,219.43	\$5,530.41	\$5,837.18	\$5,323.84	\$5,641.04	\$6,013.50
Ice Hockey (G)	\$5,067.38	\$5,369.30	\$5,667.14	\$5,219.43	\$5,530.41	\$5,837.18	\$5,323.84	\$5,641.04	\$6,013.50
Lacrosse (B)	\$4,806.26	\$5,107.16	\$5,407.04	\$4,950.48	\$5,260.40	\$5,569.28	\$5,049.51	\$5,365.63	\$5,737.50
Lacrosse (G)	\$4,806.26	\$5,107.16	\$5,407.04	\$4,950.48	\$5,260.40	\$5,569.28	\$5,049.51	\$5,365.63	\$5,737.50
Rugby (B)	\$4,806.26	\$5,107.16	\$5,407.04	\$4,950.48	\$5,260.40	\$5,569.28	\$5,049.51	\$5,365.63	\$5,737.50
Rugby (G)	\$4,806.26	\$5,107.16	\$5,407.04	\$4,950.48	\$5,260.40	\$5,569.28	\$5,049.51	\$5,365.63	\$5,737.50
Soccer (B)	\$4,806.26	\$5,107.16	\$5,407.04	\$4,950.48	\$5,260.40	\$5,569.28	\$5,049.51	\$5,365.63	\$5,737.50
Soccer (G)	\$4,806.26	\$5,107.16	\$5,407.04	\$4,950.48	\$5,260.40	\$5,569.28	\$5,049.51	\$5,365.63	\$5,737.50
Softball (G)	\$4,806.26	\$5,107.16	\$5,407.04	\$4,950.48	\$5,260.40	\$5,569.28	\$5,049.51	\$5,365.63	\$5,737.50
Swim Team (G)	\$4,158.56	\$4,423.76	\$4,695.08	\$4,283.35	\$4,556.50	\$4,835.96	\$4,369.03	\$4,647.65	\$4,982.04
Tennis (B)	\$4,158.56			\$4,283.35			\$4,369.03		
Tennis (G)	\$4,158.56			\$4,283.35			\$4,369.03		
Volleyball (B)	\$4,415.60	\$4,716.50	\$5,018.42	\$4,548.10	\$4,858.03	\$5,169.00	\$4,639.08	\$4,955.21	\$5,325.14
Volleyball (G)	\$4,415.60	\$4,716.50	\$5,018.42	\$4,548.10	\$4,858.03	\$5,169.00	\$4,639.08	\$4,955.21	\$5,325.14
Wrestling	\$4,415.60	\$4,716.50	\$5,018.42	\$4,548.10	\$4,858.03	\$5,169.00	\$4,639.08	\$4,955.21	\$5,325.14

Freshman Coaches	2019-2020 2%			2020-2021 3%			2021-2022 2% Plus an Additional 1% to ALL TOP Steps		
	STEP 1	STEP 2	STEP 3	STEP 1	STEP 2	STEP 3	STEP 1	STEP 2	STEP 3
Baseball (B)	\$3,804.62	\$4,005.56	\$4,205.48	\$3,918.79	\$4,125.76	\$4,331.67	\$3,997.18	\$4,208.29	\$4,462.52
Basketball (B)	\$3,804.62	\$4,005.56	\$4,205.48	\$3,918.79	\$4,125.76	\$4,331.67	\$3,997.18	\$4,208.29	\$4,462.52
Basketball (G)	\$3,804.62	\$4,005.56	\$4,205.48	\$3,918.79	\$4,125.76	\$4,331.67	\$3,997.18	\$4,208.29	\$4,462.52
Field Hockey	\$3,804.62	\$4,005.56	\$4,205.48	\$3,918.79	\$4,125.76	\$4,331.67	\$3,997.18	\$4,208.29	\$4,462.52
Football	\$4,607.36	\$4,806.26	\$5,006.18	\$4,745.61	\$4,950.48	\$5,156.40	\$4,840.54	\$5,049.51	\$5,312.15
Football Assistant	\$3,204.86	\$3,404.78	\$3,603.68	\$3,301.04	\$3,506.95	\$3,711.82	\$3,367.08	\$3,577.11	\$3,823.95
Ice Hockey (B)	\$3,994.34			\$4,114.20			\$4,196.50		
Lacrosse (B)	\$3,804.62	\$4,005.56	\$4,205.48	\$3,918.79	\$4,125.76	\$4,331.67	\$3,997.18	\$4,208.29	\$4,462.52
Lacrosse (G)	\$3,804.62	\$4,005.56	\$4,205.48	\$3,918.79	\$4,125.76	\$4,331.67	\$3,997.18	\$4,208.29	\$4,462.52
Soccer (B)	\$3,804.62	\$4,005.56	\$4,205.48	\$3,918.79	\$4,125.76	\$4,331.67	\$3,997.18	\$4,208.29	\$4,462.52
Soccer (G)	\$3,804.62	\$4,005.56	\$4,205.48	\$3,918.79	\$4,125.76	\$4,331.67	\$3,997.18	\$4,208.29	\$4,462.52
Softball (G)	\$3,804.62	\$4,005.56	\$4,205.48	\$3,918.79	\$4,125.76	\$4,331.67	\$3,997.18	\$4,208.29	\$4,462.52
Volleyball (B)	\$3,523.10	\$3,708.74	\$3,893.36	\$3,628.82	\$3,820.03	\$4,010.19	\$3,701.42	\$3,896.45	\$4,131.33
Volleyball (G)	\$3,523.10	\$3,708.74	\$3,893.36	\$3,628.82	\$3,820.03	\$4,010.19	\$3,701.42	\$3,896.45	\$4,131.33

Assistant Coaches Stipends	2019-2020			2020-2021			2021-2022		
	STEP 1	STEP 2	STEP 3	STEP 1	STEP 2	STEP 3	STEP 1	STEP 2	STEP 3
Baseball Varsity (B)	\$1,500			\$1,500			\$1,500		
Basketball Varsity (B)_	\$1,500			\$1,500			\$1,500		
Basketball Varsity (G)	\$1,500			\$1,500			\$1,500		
Basketball Freshman (B)	\$1,200			\$1,200			\$1,200		
Cheerleading Varsity – Fall	\$1,500			\$1,500			\$1,500		
Cheerleading Varsity - Winter	\$1,200			\$1,200			\$1,200		
Cheerleading JV - Fall	\$1,200			\$1,200			\$1,200		
Cheerleading JV - Winter	\$1,200			\$1,200			\$1,200		
Cross Country Varsity	\$1,500			\$1,500			\$1,500		
Dance Varsity - Fall	\$1,500			\$1,500			\$1,500		
Dance Varsity - Winter	\$1,500			\$1,500			\$1,500		
Dance JV - Fall	\$1,200			\$1,200			\$1,200		
Dance JV - Winter	\$1,200			\$1,200			\$1,200		
Field Hockey Varsity	\$1,500			\$1,500			\$1,500		
Football Varsity	\$1,500			\$1,500			\$1,500		
Football Freshman	\$1,200			\$1,200			\$1,200		
Golf (B)	\$1,500			\$1,500			\$1,500		
Golf (G)	\$1,500			\$1,500			\$1,500		
Ice Hockey Varsity (B)	\$1,500			\$1,500			\$1,500		
Ice Hockey Varsity (G)	\$1,500			\$1,500			\$1,500		
Ice Hockey JV (B)	\$1,200			\$1,200			\$1,200		
Ice Hockey JV (G)	\$1,200			\$1,200			\$1,200		
Ice Hockey Freshman (B)	\$1,200			\$1,200			\$1,200		
Lacrosse Varsity (B)	\$1,500			\$1,500			\$1,500		
Lacrosse Varsity (G)	\$1,500			\$1,500			\$1,500		
Soccer Varsity (B)	\$1,500			\$1,500			\$1,500		
Soccer Varsity (G)	\$1,500			\$1,500			\$1,500		
Soccer – Goalkeeper (B + G)	\$400			\$400			\$400		
Softball Varsity	\$1,500			\$1,500			\$1,500		
Swim Team (Diving)	\$1,500			\$1,500			\$1,500		
Tennis Varsity (B)	\$1,500			\$1,500			\$1,500		
Tennis Varsity (G)	\$1,500			\$1,500			\$1,500		
Track Indoor Varsity	\$1,500			\$1,500			\$1,500		
Track Outdoor Varsity	\$1,500			\$1,500			\$1,500		
Volleyball Varsity (B)	\$1,500			\$1,500			\$1,500		
Volleyball Varsity (G)	\$1,500			\$1,500			\$1,500		
Wrestling Varsity	\$1,500			\$1,500			\$1,500		

Middle School Coaches	2019-2020 2%			2020-2021 3%			2021-2022 2% Plus an Additional 1% to ALL TOP Steps		
	STEP 1	STEP 2	STEP 3	STEP 1	STEP 2	STEP 3	STEP 1	STEP 2	STEP 3
Baseball (B)	\$2,654.06	\$2,802.98	\$2,954.96	\$2,733.71	\$2,887.10	\$3,043.64	\$2,788.41	\$2,944.86	\$3,135.59
Baseball (B)	\$2,654.06	\$2,802.98	\$2,954.96	\$2,733.71	\$2,887.10	\$3,043.64	\$2,788.41	\$2,944.86	\$3,135.59
Basketball (East) (B)	\$2,654.06	\$2,802.98	\$2,954.96	\$2,733.71	\$2,887.10	\$3,043.64	\$2,788.41	\$2,944.86	\$3,135.59
Basketball (South) (B)	\$2,654.06	\$2,802.98	\$2,954.96	\$2,733.71	\$2,887.10	\$3,043.64	\$2,788.41	\$2,944.86	\$3,135.59
Basketball (East) (G)	\$2,654.06	\$2,802.98	\$2,954.96	\$2,733.71	\$2,887.10	\$3,043.64	\$2,788.41	\$2,944.86	\$3,135.59
Basketball (South) (G)	\$2,654.06	\$2,802.98	\$2,954.96	\$2,733.71	\$2,887.10	\$3,043.64	\$2,788.41	\$2,944.86	\$3,135.59
Soccer (East) (B)	\$2,654.06	\$2,802.98	\$2,954.96	\$2,733.71	\$2,887.10	\$3,043.64	\$2,788.41	\$2,944.86	\$3,135.59
Soccer South (B)	\$2,654.06	\$2,802.98	\$2,954.96	\$2,733.71	\$2,887.10	\$3,043.64	\$2,788.41	\$2,944.86	\$3,135.59
Soccer (East) (G)	\$2,654.06	\$2,802.98	\$2,954.96	\$2,733.71	\$2,887.10	\$3,043.64	\$2,788.41	\$2,944.86	\$3,135.59
Soccer (South) (G)	\$2,654.06	\$2,802.98	\$2,954.96	\$2,733.71	\$2,887.10	\$3,043.64	\$2,788.41	\$2,944.86	\$3,135.59
Softball (G)	\$2,654.06	\$2,802.98	\$2,954.96	\$2,733.71	\$2,887.10	\$3,043.64	\$2,788.41	\$2,944.86	\$3,135.59
Softball (G)	\$2,654.06	\$2,802.98	\$2,954.96	\$2,733.71	\$2,887.10	\$3,043.64	\$2,788.41	\$2,944.86	\$3,135.59
Track (B)	\$2,654.06	\$2,802.98	\$2,954.96	\$2,733.71	\$2,887.10	\$3,043.64	\$2,788.41	\$2,944.86	\$3,135.59
Track (G)	\$2,654.06	\$2,802.98	\$2,954.96	\$2,733.71	\$2,887.10	\$3,043.64	\$2,788.41	\$2,944.86	\$3,135.59

APPENDIX B

EVALUATION PROCEDURE, STANDARDS AND FORMS

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APPENDIX B1

EVALUATION PROCEDURE AND STANDARDS FOR TEACHERS

Teacher and Caseload Educator Model Contract Language

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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.; and the Model System for Educator Evaluation developed and which may be updated from time to time by the Department of Elementary and Secondary Education. See 603 CMR 35.02 (definition of model system). 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
- iv) To assure effective teaching and administrative leadership, 35.01(3).

2) **Definitions (* indicates definition is generally based on 603 CMR 35.02)**

- A) ***Artifacts of Professional Practice:** Products of an Educator's work and student work samples that demonstrate the Educator's knowledge and skills with respect to specific performance standards.
- B) **Caseload Educator:** Educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example, school nurses, guidance counselors, speech and language pathologists, and some reading specialists and special education teachers.
- C) **Classroom teacher:** Educators who teach preK-12 whole classes, and teachers of special subjects as such as art, music, library, and physical education. May also include special education teachers and reading specialists who teach whole classes.
- D) **Categories of Evidence:** Multiple measures of student learning, growth, and achievement, judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration; and additional evidence relevant to one or more Standards of Effective Teaching Practice (603 CMR 35.03).
- E) ***District-determined Measures:** 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.
- F) ***Educator(s):** Inclusive term that applies to all classroom teachers and caseload educators, unless otherwise noted.
- G) ***Educator Plan:** The growth or improvement actions identified as part of each Educator's evaluation. The type of plan is determined by the Educator's career stage, overall performance rating, and the rating of impact on student learning, growth and achievement. There shall be four types of Educator Plans:

- i) **Developing Educator Plan** shall mean a plan developed by the Educator and the Evaluator for one school year or less for an Educator 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 developed by the Educator and the Evaluator of one school year or less for Educators with PTS who are rated needs improvement.
 - iv) **Improvement Plan** shall mean a plan developed by the Evaluator of at least 60 calendar days and no more than one school year for Educators with PTS who are rated unsatisfactory with goals specific to improving the Educator's unsatisfactory performance. In those cases where an Educator is rated unsatisfactory near the close of a school year, the plan may include activities during the summer preceding the next school year.
- H) ***ESE:** The Massachusetts Department of Elementary and Secondary Education.
- I) ***Evaluation:** The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the "formative evaluation" and "formative assessment") and to assess total job effectiveness and make personnel decisions (the "summative evaluation").
- J) **Evaluators:**
- 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 used by the district. These may be electronically provided.
 - iii) The faculty meeting may be digitally recorded to facilitate orientation of Educators hired after the beginning of the school year. It must be announced at the beginning of the meeting that it is being recorded.
 - iv) **Teaching Staff Assigned to More Than One Building:** Each Educator who is assigned to more than one building will be evaluated by the appropriate administrator where the individual is assigned most of the time. The principal of each building in which the Educator serves must review and sign the evaluation, and may add written comments. In cases where there is no predominate assignment, the superintendent will determine who the primary evaluator will be.
 - v) **Notification:** 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.
- K) **Evaluation Cycle:** 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.
- L) ***Experienced Educator:** An educator with Professional Teacher Status (PTS).
- M) ***Family:** Includes students' parents, legal guardians, foster parents, or primary caregivers.

- N) ***Formative Assessment:** The process used to assess progress towards attaining goals set forth in Educator plans, performance on standards, or both. This process may take place at any time(s) during the cycle of evaluation, but typically takes place at mid-cycle.
- O) ***Formative Evaluation:** An evaluation conducted at the end of Year 1 for an Educator on a 2-year Self-Directed Growth plan or midyear for an Educator on a 1-year plan which is used to arrive at a rating on progress toward attaining the goals set forth in the Educator Plan, performance on Standards and Indicators of Effective Teaching Practice, or both.
- P) ***Goal:** 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.
- Q) ***Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.
- R) **Multiple Measures of Student Learning:** Measures must include a combination of classroom, school and district assessments, student growth percentiles on state assessments, if state assessments are available, and student MEPA gain scores.
- S) ***Observation:** A data gathering process that includes notes 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. An observation **must** occur in person. Classroom or worksite observations conducted pursuant to this Section must result in feedback to the Educator. Normal supervisory responsibilities of department, building and district administrators will also cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive feedback to the Educator, are not observations as defined in this Article. At least one observation will be a minimum of 10 minutes.
- T) **Parties:** The parties to this Agreement are the Braintree School Committee and the Braintree Education Association that represents the Educators covered by this Agreement for purposes of collective bargaining (“Employee Organization/Association”).
- U) ***Performance Rating:** Describes the Educator’s performance on each performance standard and overall. There shall be four performance ratings:
- Exemplary: The Educator’s performance consistently and significantly exceeds the requirements of a standard or overall. The rating of exemplary on a standard indicates that practice significantly exceeds proficient and could serve as a model of practice on that standard district-wide.
 - Proficient: The Educator’s performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
 - Needs Improvement: 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: 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.

- V) ***Performance Standards:** The parties agree to limit standards and indicators to those set forth in 603 CMR 35.03.
- W) ***Professional Teacher Status:** PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.
- X) **Rating of Educator Impact on Student Learning:** A rating of high, moderate or low based on trends and patterns on state assessments and district-determined measures.
- Y) **Rating of Overall Educator Performance:** The Educator’s overall performance rating is based on the Evaluator’s professional judgment from 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)
- Z) ***Rubric:** 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
- AA) ***Summative Evaluation:** 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.
- BB) ***Superintendent:** The person employed by the school committee pursuant to M.G.L. c. 71 §59 and §59A. The superintendent is responsible for the implementation of 603 CMR 35.00.
- CC) ***Teacher:** An Educator employed in a position requiring a certificate or license as described in 603 CMR 7.04(3)(a, b, and d) and in the area of vocational education as provided in 603 CMR 4.00. Teachers may include, for example, classroom teachers, librarians, guidance counselors, or school nurses.
- DD) ***Trends in student learning:** At least two 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:
 - (a) 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;
 - ii) Evidence of active outreach to and engagement with families;
 - iii) Evidence of progress towards professional practice goal(s);
 - iv) Evidence of progress toward student learning outcomes goal(s).
 - iv) Student and Staff Feedback – see # 22-23, below; and
 - v) Any other relevant evidence from any source that the Evaluator shares with the Educator, provided that any evidence that gives the evaluator concern regarding the educator’s performance shall be promptly shared with the educator. Other relevant evidence could include information provided by other administrators such as the superintendent.

4) Rubric

The rubrics are a scoring tool used for the Educator’s self-assessment, the formative assessment, the formative evaluation and the summative evaluation. The districts will use the rubrics provided by DESE.

5) Evaluation Cycle: Annual Orientation and Training

- A) At the start of each school year, the superintendent, principal or designee shall conduct a meeting for new Educators Evaluators and any interested party focused substantially on educator evaluation. The superintendent, principal or 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 used by the district. These may be electronically provided.
 - iii) The faculty meeting may be digitally recorded to facilitate orientation of Educators hired after the beginning of the school year. It must be announced at the beginning of the meeting that it is being recorded.
- B) Educators hired after the beginning of the school year shall complete such a professional learning activity about self-assessment and goal-setting within three months of the date of hire.

6) 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 15 or within four weeks of the start of their employment at the school.
- ii) The self-assessment includes:
 - (a) An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility.
 - (b) An assessment of practice against each of the four Performance Standards of effective practice using the district's rubric.
 - (c) Proposed goals to pursue:
 - (1) At least one goal directly related to improving the Educator's own professional practice.
 - (2) At least one goal directed related to improving student learning.

B) Proposing the goals

- i) At the start of the year Educators will be provided with District-wide, School, and Department Goals to use in setting their own goals. 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.

7) **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.
- C) 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.
- D) 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.
Evaluator's approval shall not be unreasonably withheld.

8) **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 10B, 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.

9) 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 fewer than one announced and two unannounced observations.

10) Observations

The Evaluator's first observation of the first year Educators should take place by October 1st, non-PTS Educators by October 15th, and PTS Educators by December 1st. Observations required by the Educator Plan for first year Educators should be completed by April 1st, non-PTS by April 1st, and PTS by June 1st. The Evaluator may conduct additional observations after this date. See #18.

The Evaluator is not required nor expected to review all the indicators in a rubric during an observation.

A) Unannounced Observations

- i) Unannounced observations may be in the form of partial or full-period classroom visitations, or any other means deemed useful by the Evaluator, principal, superintendent or other administrator. At least one observation will be a minimum of 10 minutes in length.
- 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, placed in the Educator's mailbox or mailed to the Educator's home. There may be a conference after any observation and/or after the teacher receives the written feedback at the request of either the evaluator or the educator.
- iii) If in the opinion of the evaluator, any observation or series of observations that could result in one or more standards being judged as unsatisfactory or needs improvement on a Formative or Summative Assessment must be followed by at least one observation of at least 30 minutes in duration within 30 school days to address the evaluator's concerns.

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.

- (a) 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.
- (b) 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
 - (1) 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.
 - (2) 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.
- (c) 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.
- (d) 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:
 - (1) Describe the basis for the Evaluator's judgment.
 - (2) Describe actions the Educator should take to improve his/her performance.
 - (3) Identify support and/or resources the Educator may use in his/her improvement.
 - (4) State that the Educator is responsible for addressing the need for improvement.

11) 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 12, below.
- C) 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

- 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.
- 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 paper copy to the Educator. All Formative Assessment reports must be signed by the Evaluator and delivered face-to-face, by email or to the Educator's school mailbox or home.
- G) The Educator may reply in writing to the Formative Assessment report within 5 school days of receiving the report.
- 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.
- 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.

12) 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.
- B) 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.
- 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.
- D) The Evaluator shall complete the Formative Evaluation report and provide a paper copy to the Educator. All Formative Evaluation reports must be signed by the Evaluator and delivered face-to-face, by email or to the Educator's school mailbox or home.

- 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.
- 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.
- 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.

13) Evaluation Cycle: Summative Evaluation

- A) The evaluation cycle concludes with a summative evaluation report. For Educators on a one or two year Educator Plan, the summative report must be written and provided to the educator by May June 1st.
- 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.
- 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 serves as the primary evaluator, the superintendent'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.
- 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.
- 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 paper copy of the Summative Evaluation report to the Educator face-to-face, by email or to the Educator's school mailbox or home no later than May 15th.

- 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 within 5 days prior to the end of the school year. 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.
- N) The Educator shall have the right to respond in writing to the summative evaluation which shall become part of the final Summative Evaluation report.
- O) A copy of the signed final Summative Evaluation report shall be filed in the Educator's personnel file.
- P) No information of a negative nature shall be included in the formative or summative evaluation unless it has been substantiated and is based on the evaluator's own observations, documentation, and/or reasonable investigation conducted with the knowledge of the teacher. No criticisms shall appear on the formative or summative evaluation unless they have been discussed in a timely fashion by the educator and the evaluator and documented in written form.

14) 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.
- 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.

15) 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 requiring a different licensure.
- B) The Educator shall be evaluated at least annually.

16) 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 the current year 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 the current year 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.

17) Educator Plans: Directed Growth Plan

- A) A Directed Growth Plan is for those Educators with PTS whose overall rating is needs improvement.
- 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 1st.
- 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.

18) 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 60 calendar 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.
- 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 in

collaboration with the educator will develop the Improvement Plan, which will include the provision of specific assistance to the Educator. The Evaluator retains final authority over the content of the improvement plan.

- ii) The Educator may request that a representative of the Employee Organization/Association attend the meeting(s).
 - iii) If the Educator consents, the Employee Organization/Association 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. 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.
- I) Decision on the Educator's status at the conclusion of the Improvement Plan.
- i) All determinations below must be made no later than June 1. One of three decisions must be made at the conclusion of the Improvement Plan:
 - (a) If the Evaluator determines that the Educator has improved his/her practice to the level of proficiency, the Educator will be placed on a Self-Directed Growth Plan.
 - (b) 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.
 - (c) 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 that the Educator be dismissed.
 - (d) If the Evaluator determines that the Educator's practice remains at the level of unsatisfactory, the Evaluator shall recommend to the superintendent that the Educator be dismissed.

19. Timelines (Dates in italics are provided as guidance)

	Teachers with Professional Status	Teachers with Non-Professional Status*	First year teaching in Braintree
Length and type of evaluation cycle	Typically 2-year Self-Directed Growth Plan cycle	1-year Educator Development Plan cycle	
Minimum number of classroom observations	At least 1 unannounced	At least 3 unannounced	At least 1 announced and 3 unannounced
	At least one observation must be at a minimum duration of 15 minutes	At least one observation must be at a minimum duration of 15 minutes	At least one observation must be at a minimum duration of 15 minutes
October 1			First observation completed
October 15	Evaluative Goals and Plan Due	Evaluative Goals Due and Plan Due/1st Observation Completed and Meeting held.	Evaluative Goals and Plan Due
December 1		2nd Observation must be completed	
December 1		Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired)	
December 15		Evaluator completes mid-cycle Formative Assessment Reports for Educators on one-year Educator Plans	
January 15	1st Observation must be completed	Evaluator holds Formative Assessment Meetings if requested by either Evaluator or Educator	
April 1		Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired)	
April 1		All observation reports due and evidence submitted	
April 15		Evaluator completes Summative Evaluation Report	
May 1	Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired)	Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	
June 1	Evaluator completes formative or summative Evaluation Report of PTS educators and meets with any staff member rated "needs improvement" or "unsatisfactory"		
June 10	Evaluator meets with Educators whose ratings are proficient or exemplary at request of Evaluator or Educator		
Within five (5) days of receiving either Summative or Formative Evaluation	Educator signs Summative or Formative Evaluation Report and adds response, if any, within five (5) school days of receipt		

* Teachers in their second and third year of teaching in the Braintree schools.

The Educator must sign the Formative Assessment report within 5 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.

Unannounced Observation: The Educator must receive written feedback within 3-5 school days of the observation.

Announced Observation: The Educator must receive a post-conference with the evaluator within 5 school days of the observation. The Educator must receive written feedback within 5 days of the post-conference.

A) Educators on Plans of Less than One Year

i) The timeline for educators on Plans of less than one year will be established in the Educator Plan.

20. Career Advancement

A) In order to attain Professional Teacher Status, 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 by May 1. The principal's decision is subject to review and approval by the superintendent.

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 performance rating is exemplary and, after the current year whose impact on student learning is rated moderate or high, shall be recognized and/or may be rewarded with leadership roles, promotions, additional compensation, public commendation, or other acknowledgement as determined by the district through collective bargaining where applicable.

21. Rating Impact on Student Learning Growth

ESE will provide model contract language and guidance on rating educator impact on student learning growth based on state and district-determined measures of student learning by July 15, 2012. Upon receiving this model contract language and guidance, the parties agree to bargain with respect to this matter.

22. Using Student feedback in Educator Evaluation

ESE will provide model contract language, direction and guidance on using student feedback in Educator Evaluation by June 30, 2013. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter.

23. Using Staff feedback in Educator Evaluation

ESE will provide model contract language, direction and guidance on using staff feedback in Administrator Evaluation by June 30, 2013. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter.

24. Transition from Existing Evaluation System

The existing evaluation system will remain in effect until the provisions set forth in this Article are implemented. The relevant timeframe for adopting and implementing new systems is set forth in 603 CMR 35.11(1).

25. General Provisions

A) Only Educators who are licensed may serve as primary evaluators of Educators.

- B) Evaluators shall not make negative comments about the Educator's performance, or comments of a negative evaluative nature, in the presence of students, parents or other staff, except in the unusual circumstance where the Evaluator concludes that s/he must immediately and directly intervene. Nothing in this paragraph is intended to limit an administrator's ability to investigate a complaint, or secure assistance to support an Educator.
- C) The superintendent shall ensure that Evaluators have training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by ESE (35.03), and the evaluation Standards and Procedures established in this Agreement.
- D) Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating of unsatisfactory, the Educator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Educator request such a meeting, the Evaluator's supervisor must meet with the Educator. The Evaluator may attend any such meeting at the discretion of the superintendent. The educator upon his/her request may be accompanied by a representative of the Braintree Educators Association.
- E) The parties agree to establish a joint labor-management evaluation team which shall review the evaluation processes and procedures annually through the first four years of implementation and recommend adjustments to the parties.
- F) Violations of this Article are subject to the grievance and arbitration procedures as set forth in Article 4 of the collective bargaining agreement.
- G) This provision of the collective bargaining agreement shall be effective only for the two school years beginning September 1, 2014. The parties will begin negotiating a successor to this provision as soon as practicable after January 1, 2016.
- H) This document will replace parts of Appendix B as it applies to teachers, nurses, OT, PT, OTA and PTAs and administrators. However, it doesn't affect the current evaluation language for secretaries, paraprofessionals and Article 9 of the collective bargaining agreement.

APPENDIX B2

BRAINTREE PUBLIC SCHOOLS

DIRECTORS AND ADMINISTRATORS EVALUATION PROCESS & PROCEDURES

1. Evaluation for administrators will be in accord with the evaluation procedures set forth in Article 9. Administrators will be evaluated by the immediate supervisor assigned in their job description.

2. The parties agree that Assistant Principals and Housemasters follow same evaluative procedures as were applied to Directors during the 2018-2019 school year.

- i. 1st Observation by November 30th
- ii. 2nd Observation by April 30th
- iii. Formative or Summative Evaluation by June 30th

BRAINTREE PUBLIC SCHOOLS – ADMINISTRATORS - EVALUATION RUBRIC

STANDARD I: Instructional Leadership				
<i>The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.</i>				
Indicator I-A. Curriculum				
Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary[1]
I-A-1. Standards-Based Unit and Lesson Support	Does not adequately support educators in implementing standards-based units of instruction, and/or fails to provide adequate resources/instructional materials aligned to state standards/local curricula; and/or does not provide planning support or feedback.	Supports most educators to implement standards-based units comprised of well-structured lessons aligned to state standards/local curricula, but inconsistently checks to ensure that teachers engage in instructional planning, and/or does not consistently provide planning support or feedback.	Provides supports to all educators and teams to adapt as needed and implement standards-based units comprised of well-structured lessons, such that students are able to learn the knowledge and skills defined in state standards/local curricula. Frequently provides feedback as necessary.	Empowers and provides opportunities for all educators to collaboratively plan, adapt as needed, and implement standards-based units of instruction that are (a) aligned across grade levels and content areas; and (b) comprised of interconnected, well-structured lessons, such that students are able to learn the knowledge and skills defined in state standards/local curricula. Continually provides feedback, and identifies and shares exemplars. Models this practice for others.
Exemplary practice in many elements includes the expectation that an educator model the practice for other educators. Modeling can occur in formal and informal ways, including but not limited to training, teaching, coaching, assisting, sharing, and/or demonstrating good practice. Where and when this expectation is appropriate, this level of expertise is denoted by “Models this practice for others.”				
Indicator I-B. Instruction				
Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Student Engagement	Does not look for evidence of and/or cannot accurately identify or provide feedback on more than a few effective instructional practices that are likely to motivate and engage students.	While observing practice and reviewing unit and/or lesson plans, occasionally looks for evidence of or provides feedback on instructional practices that are likely to motivate and engage students.	While observing practice and reviewing unit and/or lesson plans, regularly provides quality feedback on the use of effective, high-leverage instructional practices that are likely to motivate and engage most students in the content of the lesson.	Through observing practice, reviewing unit and/or lesson plans, and providing quality feedback, ensures that all teachers know and employ effective instructional practices that motivate and engage all students during both the lesson and independent work. Models this practice for others.
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of instruction and student work and the effort required to produce it, or expectations are inappropriate.	Sets high expectations for the quality of instruction and student work, and the perseverance and effort required to produce it, but allows expectations to be inconsistently applied across the school; may establish inappropriately low expectations for quality of instruction and/or student work.	Defines high expectations for the quality of instruction, student work, and the perseverance and effort required to produce it; supports all educators to uphold these expectations for all students.	Defines and models high expectations for the quality of instruction and student work, and the perseverance required to meet these expectations. Empowers educators and students to uphold these expectations throughout the school, and provides quality feedback to all staff, especially those who are not meeting expectations.

<p>I-B-3. Meeting Diverse Needs</p>	<p>Does not look for evidence of and/or cannot accurately identify more than a few effective inclusive practices that are appropriate for diverse learners.</p>	<p>While observing practice and reviewing unit and/or lesson plans, occasionally looks for evidence of or provides feedback on the use of inclusive practices that are appropriate for diverse learners.</p>	<p>While observing practice and reviewing unit and/or lesson plans, regularly provides quality feedback to teachers on the use of appropriate inclusive practices that meet the diverse learning needs of all students, including those of academically advanced students, students with disabilities, and English learners.</p>	<p>Through observing practice, reviewing unit and/or lesson plans, and consistently providing quality feedback, ensures that all teachers know and employ a variety of appropriate inclusive practices to address specific differences in students' learning needs, thereby creating structured opportunities for all students to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others.</p>
<p>Indicator I-C. Assessment</p> <p>Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, and also make necessary adjustments to their practice when students are not learning.</p>				
	<p>Unsatisfactory</p>	<p>Needs Improvement</p>	<p>Proficient</p>	<p>Exemplary</p>
<p>I-C-1. Variety of Assessment Methods</p>	<p>Does not communicate or monitor a strategy for assessments, leaving it up to educators to design and implement their own assessments.</p>	<p>Provides educators with some informal and/or formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments, but does not monitor this practice.</p>	<p>Supports educator teams to use a variety of informal and formal assessment methods, including common interim assessments that are aligned across grade levels and subject areas, to measure each students' learning, growth, and progress toward achieving state/local standards. Monitors the use of these assessment methods throughout the school.</p>	<p>Empowers educator teams to design and administer a comprehensive system of informal and formal assessments, including common interim assessments that are aligned across grade levels and subject areas, to accurately measure each student's learning, growth, and progress toward achieving state/local standards. Monitors the use of these assessment methods throughout the school. Models this practice for others.</p>
<p>I-C-2. Adjustments to Practice</p>	<p>Does not encourage or facilitate teams to review assessment data.</p>	<p>Suggests that teams meet to review assessment data in order to adjust practice and identify appropriate interventions, but inconsistently monitors this practice.</p>	<p>Provides regular planning time and effectively supports educator teams to (a) analyze results from a variety of assessments to determine progress toward anticipated student learning gains, and (b) use findings to adjust practice and implement appropriate interventions and enhancements for students. Provides feedback and monitors educators' efforts and successes in this area.</p>	<p>Empowers teams of educators—both within and across grade levels—to (a) analyze results from a variety of assessments throughout the year in order to determine progress toward anticipated student learning gains, and (b) use findings to adjust practice and implement appropriate interventions and enhancements for students. Discusses efforts and successes in this area with staff, provides feedback when appropriate, and shares effective practices.</p>

Indicator I-D. Evaluation

Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:

1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals.
2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.
3. Exercises sound judgment in assigning ratings for performance.
4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support educators to develop professional practice and/or student learning goals, review the goals for quality, and/or support educators in attaining goals.	Supports educators and educator teams to develop professional practice and student learning goals but does not consistently review them for quality and/or monitor progress.	Supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals. Encourages alignment to district and school improvement goals. Regularly monitors and supports progress.	Consistently supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals that align to district and school improvement goals and priorities. Facilitates their progress through a variety of methods and shares best practices and success with the school community. Models this process through the leader's own evaluation process.
I-D-2. Student Learning Measures	Supports fewer than half of educators in the identification of appropriate measures and anticipated student learning gains for use in the evaluation process.	Supports most educators to identify appropriate measures during development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures, but does not consistently review them for quality and/or monitor progress.	Supports all educators to identify appropriate measures of student learning during development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures. Encourages alignment to school and district learning goals. Regularly monitors and reviews them for quality.	Supports all educators to identify and evaluate appropriate measures of student learning during the development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures. Ensures that measures align to school and district learning goals, and provides clear next steps for improving quality of measures when necessary. Models this process through the leader's own evaluation.
I-D-3. Observations and Feedback	Observes educators only in formal observation visits and/or does not provide quality feedback to educators who are not performing proficiently.	Makes infrequent unannounced visits to classrooms, rarely provides feedback that is specific, timely, or actionable, and/or critiques struggling educators without providing support to improve their performance.	Typically, makes unannounced visits to classrooms every day and provides quality, content-aligned feedback (specific, timely, actionable) to all educators; feedback reinforces effective practice and provides clear next steps and support for improvement from one performance level to the next.	Makes multiple unannounced visits to classrooms every day and provides quality, content-aligned feedback (specific, timely, actionable) to all educators. Regularly engages with educators in conversations to reinforce effective practice. Provides clear next steps and support for improvement from one performance level to the next, as well as subsequent monitoring and follow up observation. Celebrates and shares effective practices and strategies with staff. Models this practice for others.

<p>I-D-4. Ratings and Alignment</p>	<p>Assigns performance ratings without sufficient or appropriate evidence related to the Standards of Effective Teaching; fails to appropriately review the alignment between judgments of practice and student performance data, and/or does not assign ratings for some educators.</p>	<p>Assigns performance ratings that reflect evidence of practice related to the Standards of Effective Teaching, and occasionally reviews alignment between judgments about practice and student performance data; but evidence is incomplete or insufficient for some educators, and/or the process is not consistently transparent to educators.</p>	<p>Exercises sound and reliable judgment in assigning performance ratings related to the Standards of Effective Teaching that reflect evidence of practice, impact on student learning, student feedback, and goal attainment for all educators; consistently reviews alignment between judgments of practice and student performance data; ensures that educators understand why they received their ratings.</p>	<p>Exercises sound and reliable judgment in assigning performance ratings related to the Standards of Effective Teaching that reflect evidence of practice, impact on student learning, student feedback, and goal attainment for all educators. Ensures that educators understand in detail why they received their ratings, provides clear next steps for all educators to further develop their instructional practice, and monitors the implementation of those strategies over time. Regularly calibrates judgments of practice with peers to ensure consistency of ratings across a school or district. Models this element for others.</p>
<p>Indicator I-E. Data-Informed Decision Making Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.</p>				
	<p>Unsatisfactory</p>	<p>Needs Improvement</p>	<p>Proficient</p>	<p>Exemplary</p>
<p>I-E-1. Data-Informed Decision Making</p>	<p>May rely on and communicate a few data sources related to student learning when making decisions, but data is insufficient and/or analyses of the data is inaccurate.</p>	<p>Identifies multiple sources of evidence related to student learning to assess the school's strengths and areas for improvement, but these data are not fully comprehensive and/or analysis of the data is sometimes inaccurate. Uses appropriate data to make some but not all decisions related to organizational performance, educator effectiveness, and/or student learning.</p>	<p>Uses multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, and school culture and climate information, to accurately assess and communicate the school's strengths and areas for improvement. Regularly uses this data to make informed decisions related to organizational performance, educator effectiveness, and student learning.</p>	<p>Leads educators in identifying and using multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, and school culture and climate information, to accurately assess and communicate the school's strengths and areas for improvement. Regularly uses this data to make informed decisions about and monitor progress in organizational performance, educator effectiveness, and student learning. Models effective data-informed decision making for others.</p>
<p>I-E-2. School Goals</p>	<p>Creates school goals based on limited or inaccurate information on the school's strengths and weaknesses, and/or does not create school goals.</p>	<p>Creates and monitors school goals using some evidence-based assessments of organizational performance, educator effectiveness, and student learning, but data are not carefully analyzed and/or insufficient.</p>	<p>Involves stakeholders in creating focused, measurable school goals using evidence-based assessments of organizational performance, educator effectiveness, and student learning that will elevate both school and district effectiveness. Regularly monitors and shares progress.</p>	<p>Facilitates stakeholders in the creation of measurable, results-oriented school goals using evidence-based assessments of organizational performance, educator effectiveness, and student learning that will elevate both school and district effectiveness. Empowers teacher leaders to contribute their voice, ownership, and leadership in implementation and monitoring of annual goals. Models this practice for others.</p>

Indicator I-F. Student Learning

Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.

The model rubrics describe *educator practice* and provide clear criteria across four performance levels that focus on the educator's actions and behaviors.

The Student Learning Indicator is about the *impact of those actions relative to student learning*. Did students learn as much as educators set out to teach?

For administrators, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator when determining a performance rating for Standard I. Because evaluators are not required to make a rating determination for any individual Indicator, this allows them to consider evidence of impact alongside evidence of practice when determining a rating for Standard I. **There are no associated elements or performance descriptors for the Student Learning Indicator.**

Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan.

STANDARD II: Management and Operations

Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Indicator II-A. Environment

Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Operational Systems and Routines	Does not organize the school effectively for orderly and efficient movement of students. Inadequately coordinates or supports auxiliary services so that the campus is not generally clean, attractive, welcoming and/or safe.	Establishes operational systems, procedures, and routines but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient. Provides inconsistent coordination of or support to auxiliary services, such that the campus is not consistently clean, attractive, welcoming and/or safe.	Establishes operational systems, procedures, and routines that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Coordinates and supports custodial/maintenance workers, transportation staff, clerical and administrative assistants, food service workers, and other staff effectively. Ensures the campus is clean, attractive, welcoming, and safe.	Establishes operational systems, procedures, and routines that empower students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; and cultivates a school environment in which all staff and students take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Regularly assesses the effectiveness of these systems, procedures, and routines, and makes adjustments when appropriate. Models this practice for others.
II-A-2. Social Emotional Well-Being	Does not provide training or support to staff in developing age-appropriate social emotional competencies in students. Does not utilize partnerships to address student needs in a proactive or systemic way.	Provides training and/or support to assist staff in developing age-appropriate social emotional competencies in students as they progress academically (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), but training is inconsistent and/or insufficient. Sometimes uses partnerships with outside agencies to address student needs.	Provides training and supports to assist staff in developing age-appropriate social emotional competencies in students as they progress academically (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). Fosters and utilizes partnerships with outside agencies and organizations to address student needs in a proactive and systematic way.	Cultivates a schoolwide commitment to developing age-appropriate social emotional competencies in all students as they progress academically (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) by providing appropriate training, supports, and resources. Fosters and utilizes partnerships with outside agencies and organizations to address student needs in a proactive and systematic way. Assesses progress using student and staff feedback and other data sources and makes adjustments as necessary.

<p>II-A-3. Student Health and Safety</p>	<p>Leaves student discipline largely up to teachers to address on their own or delegates to an assistant. Often tolerates discipline violations, bullying, and other unsafe behaviors, and/or enforces the rules inconsistently.</p>	<p>Sets some expectations for student behavior and encourages staff to reinforce these expectations, but allows varying standards to exist and/or expectations are inconsistently enforced. Addresses student discipline and bullying matters on a case-by-case basis.</p>	<p>Defines high expectations for student behavior and provides training for staff to uphold these expectations. Establishes schoolwide routines, policies, and systems that (a) foster a safe and supportive school environment for all students, and (b) prevent and address bullying and other unsafe behaviors in a developmentally appropriate way that allows students to grow from these experiences. Checks for implicit and explicit bias in decision-making procedures.</p>	<p>Defines and celebrates high expectations for student behavior and empowers staff and students in upholding these expectations. Successfully implements schoolwide routines, policies, and systems that (a) support a safe and supportive school environment for all students, (b) prevent and address bullying and other unsafe behaviors in developmentally appropriate ways, and (c) create opportunities for students to take an active role in preventing behaviors that interfere with learning, allowing all students to grow from these experiences. Checks for implicit and explicit bias in decision-making procedures. Models this practice for others.</p>
<p align="center">Indicator II-B. Human Resources Management and Development Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.</p>				
	<p align="center">Unsatisfactory</p>	<p align="center">Needs Improvement</p>	<p align="center">Proficient</p>	<p align="center">Exemplary</p>
<p>II-B-1. Recruitment and Hiring Strategies</p>	<p>Does not lead the recruitment and hiring process, or leads a recruitment and hiring process that does not result in effective educators.</p>	<p>Leads the recruitment and hiring process but does not consistently identify effective educators that meet the learning needs of the school's students.</p>	<p>Leads the school's recruitment and hiring process and, through it, consistently identifies effective educators who share the school's mission and will meet the learning needs of the school's students. Involves faculty members in the interview process.</p>	<p>Leads a system for recruiting and hiring effective educators who share the school's mission and core values, and meet the learning needs of the school's students. Uses data to identify priority areas of need, works with educator preparation providers to identify and prepare effective candidates for potential employment in the school or district, and empowers faculty members to participate in and, when appropriate, lead the interview process. Models this practice for others.</p>
<p>II-B-2. Induction, Professional Development, and Career Growth Strategies</p>	<p>Does not support new teachers, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.</p>	<p>Develops only a limited school-based induction program for new teachers and/or inconsistently implements the district's induction strategy; organizes professional development that is not consistently high quality, job-embedded, or aligned with goals; and/or does not consistently support effective educators' career growth.</p>	<p>Develops school-based induction support for new teachers and/or faithfully implements the district's induction strategy; organizes high-quality professional development that includes job-embedded and teacher-led learning opportunities and is aligned with school and educator goals; and supports the career growth of effective educators by distributing leadership opportunities and monitoring progress and development.</p>	<p>Supports the growth of all educators throughout the career continuum by ensuring effective implementation of comprehensive induction supports for new teachers; provides regular, high-quality professional development to all teachers that elevates practice in support of both school and educator goals; and strategically distributes leadership opportunities to staff. Differentiated career growth opportunities are consistently viewed by educators as effective and valuable. Models this practice for others.</p>

Indicator II-C. Scheduling and Management Information Systems				
Uses systems to ensure optimal use of time for teaching, learning, and collaboration.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Time for Teaching and Learning	Does not create a master schedule and/or related systems to maximize blocks of uninterrupted instructional time.	Creates a master schedule and related systems that prioritize instructional time but do not effectively eliminate unnecessary interruptions to instruction.	Creates and maintains a master schedule and related systems and practices that maximize blocks of uninterrupted instructional time across all content areas and eliminate unnecessary interruptions to instruction. Makes adjustments to the schedule based on student data to meet the needs of all students.	Creates and maintains a master schedule and related systems and practices that maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction, such that all students have a well-rounded academic experience. Makes adjustments to the schedule based on student data to meet the needs of all students. Empowers staff to maximize time on learning and minimize disruptions in their classrooms. Models this practice for others.
II-C-2. Time for Collaboration	Sets unrealistic expectations for collaboration if at all and/or does not create a schedule that provides adequate meeting time for educators to collaborate. Does not work to prevent or deflect time-wasting activities.	Sets inconsistent expectations for collaboration and/or creates a schedule that only provides adequate meeting time for educators to collaborate around instructional practice. Prevents some but not all distractions and/or time wasting activities.	Sets expectations for collaboration and creates a schedule that provides sufficient time for all educators to collaborate around instructional practice and student learning. Prevents or deflects most activities that prevent staff from meaningful collaboration during team time.	Is transparent and forthcoming about expectations for collaboration. Creates a schedule that maximizes time for all educators to collaborate around instructional practices and student learning. Prevents or deflects all barriers to meaningful collaboration. Models this practice for others.
Indicator II-D. Law, Ethics, and Policies				
Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies.	Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements.	Both individually and with staff, invests time and support in understanding and complying with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Models this practice for others.
II-D-2. Ethical Behavior	Demonstrates poor professional judgment, fails to adhere to the school or district code of ethics, and/or does not adequately protect student, family, and/or staff confidentiality.	Sometimes demonstrates questionable professional judgment or insufficient knowledge of the school or district's existing code of ethics; and/or does not always protect student, family, and/or staff	Demonstrates sound, professional judgment; adheres to school and/or district's existing code of ethics; protects student, family, and staff confidentiality; and expects staff to do all as well.	Models sound, professional judgment; adheres to school and/or district's existing code of ethics; and protects student, family, and staff confidentiality. Effectively supports all staff to do the same.

		confidentiality appropriately.		
Indicator II-E. Fiscal Systems				
Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Fiscal Systems	Builds a budget that does not align with the district’s goals or mismanages available resources.	Develops a budget that loosely aligns with the district’s vision, mission, and goals, or inconsistently manages expenditures and available resources.	Uses data to develop a schoolwide budget that aligns with the district’s vision, mission, and goals. Allocates, manages, and justifies expenditures consistent with district/school-level goals and available resources.	Consistently leads a team to evaluate multiple years of available data and develop a comprehensive and schoolwide budget that aligns with the district/school’s vision, mission, and goals with supporting rationale. Allocates, manages, and justifies expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Models this practice for others.

STANDARD III: Family and Community Engagement				
<i>Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.</i>				
Indicator III-A. Engagement				
Welcomes and encourages every family to become active participants in the classroom and school community.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family Engagement	Does little to welcome families as members of the classroom or school community or tolerates an environment that is unwelcoming to some families.	Makes some attempts to welcome families as members of the classroom and school community but does not consistently use culturally responsive practices and/or work to identify and remove barriers to family involvement.	Engages with families in a way that is culturally responsive and collaborative to ensure that all families are welcome and can contribute to the classroom, school, and community’s effectiveness. Works with staff to identify and remove barriers to families’ involvement, including but not limited to families with limited access to technology, and families whose home language is not English.	Successfully engages with families in a way that is culturally responsive and collaborative to ensure meaningful contributions to classroom, school, and community effectiveness. Works with staff, families, and organizations to identify and remove barriers, and to create opportunities for all families to get involved, including but not limited to families with limited access to technology, and families whose home language is not English. Models this practice for others.
III-A-2. Community and Stakeholder Engagement	Limits work to the immediate context of the school. Does not make efforts to reach out to community organizations, community members, or	Engages some community organizations, community members, and/or businesses in annual school events but does not make efforts to increase their	Establishes ongoing relationships with community organizations, community members, and businesses either individually or through district initiatives and partnerships. Engages	Establishes strategic partnerships-- either individually or through district initiatives and partnerships-- with community organizations, community members, and businesses. Continually works to strengthen and/or expand partnerships in order to maximize

	businesses that could otherwise contribute to school effectiveness.	involvement to maximize community contributions for school effectiveness.	them to maximize community contributions for school effectiveness.	contributions for school effectiveness. Models this practice for others.
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Indicator III-B. Sharing Responsibility

Continuously collaborates with families to support student learning and development both at home and at school.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Student Support	Does not work with educators to identify student needs, does not work with families to address student needs, and/or does not draw upon internal or external resources.	Supports educators to identify students struggling academically or behaviorally and/or works with a limited number of families to address student needs; utilizes some but not all available resources within and outside of the school.	Supports educators to identify each student’s academic, social, emotional, and behavioral needs, including students with disabilities and English learners, and collaborates with families to address student needs, utilizing resources within and outside of the school.	Models for educators how to identify each student’s academic, social, emotional, and behavioral needs, including students with disabilities and English learners, and communicates those needs to families with an asset-based approach. Collaborates with families to effectively address student needs and improve academic and social emotional well-being by connecting students with a network of resources within and outside the school. Follows up with staff to ensure students’ needs are being addressed.
III-B-2. Family Support	Does not work to ensure that families understand and/or can engage in school-based policies, resources, and routines that ensure student learning and achievement, and/or does not set expectations regarding how specialized support staff should partner with families in accessing relevant support services, either within or outside of school.	Communicates to families about some but not all school-based policies, resources, and routines that ensure student learning and achievement. Sets general expectations regarding how specialized support staff should partner with families in accessing support services, but does not consistently monitor these activities.	Supports families in understanding district and school-based policies and resources that ensure student learning and achievement. This includes but is not limited to parent teacher organizations, child study/intervention teams, IEP referral processes, and student attendance policies. Sets clear expectations regarding how specialized support staff should partner with families in accessing support services within and outside of school, and monitors adherence to these policies.	Ensures that families understand and feel supported to engage in district and school-based policies, resources, and routines that ensure student learning and achievement, including but not limited to parent/teacher organizations, child study/intervention teams, IEP referral processes, and student attendance policies. Empowers specialized support staff to develop and implement a comprehensive strategy to partner with families in accessing support services within and outside of school, and follows up with families to ensure all needs are being met.

Indicator III-C. Communication

Engages in regular, two-way, culturally proficient communication with families about student learning and performance.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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III-C-1. Culturally Proficient Communication	Does not set expectations for or provide support to educators regarding regular or culturally sensitive communication with families, and/or allows culturally insensitive, inappropriate, or disrespectful communication with families to occur. School and classroom communication regarding student learning and performance occurs primarily through report cards.	May set expectations for educators regarding regular and culturally proficient communication with families, but does not provide appropriate supports to educators, and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values. School and classroom communication regarding student learning and performance primarily occurs through newsletters and other one-way media.	Sets clear expectations for and provides appropriate supports to educators regarding regular, two-way, culturally proficient communication with families. Ensures that all communication with families demonstrates understanding of and respect for different home languages, culture, and values.	Sets clear expectations for, models, and provides differentiated supports to educators regarding regular, culturally proficient communication with families. Encourages educators to engage in proactive and personalized two-way communication with families about student learning and performance, and ensures that all communication with families demonstrates understanding of and respect for different families' home language, culture, and values. Solicits feedback from families that informs improvements to communications.
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Indicator III-D. Family Concerns
Addresses family concerns in an equitable, effective, and efficient manner.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. Family Concerns	Does not set clear expectations for or provide support to educators to regularly communicate with families on ways to support their children's learning at home and at school. Inconsistently contacts families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	Ensures that most concerns with families are addressed as they arise, but responses may be delayed or ineffective; works to reach solutions to family concerns but may not always ensure equitable or transparent resolutions that are in the best interest of students.	Responds to families as concerns arise in a timely and effective manner, and supports educators to do the same; works to reach equitable solutions in the best interest of students. Is able to articulate rationale for decisions made.	Responds and proactively reaches out to families when either academic or non-academic concerns arise in a timely and effective manner, and supports all educators to do the same. Promotes collaborative problem solving to arrive at solutions that reflect relevant information from all parties including families, faculty, and staff, and are in the best interest of students. Effectively articulates rationale for decisions made. Models this practice for others.

STANDARD IV: Professional Culture
Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Indicator IV-A. Commitment to High Standards

Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:

1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.
2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement and/or may demonstrate low expectations for staff.	May ask for a commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all.	Leads faculty in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with faculty regularly.
IV-A-2. Mission and Core Values	Does not develop core values and mission statements for the school.	May develop core values and mission statements but fails to secure staff commitment and/or rarely uses the mission or core values to guide decision-making.	Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.	Leads faculty to develop core values and mission statements, shares these statements with families and the school community, and uses them to guide decision-making.
IV-A-3. Meetings	Leads meetings, the majority of which lack clear purpose and/or are primarily used for one-way informational updates.	Leads meetings, the majority of which include both one-way informational updates and participatory activities focused on matters of consequence.	Regularly plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.	Consistently plans and facilitates staff-led meetings that have clear purpose, focus on matters of consequence, and engage participants in thoughtful, productive conversations and deliberations about important school matters. Provides regular opportunities to build staff capacity in facilitating whole school and small group meetings. Models this practice for others.
Indicator IV-B. Cultural Proficiency				
Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Develops and implements culturally insensitive or inappropriate policies, does not support staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse faculty and/or student body, but some policies are not culturally responsive and/or provides limited resources for educators to support the development of cultural proficiency.	Develops and implements culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Provides staff with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.	Leads stakeholders to develop and implement culturally responsive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Empowers staff with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences.
Indicator IV-C. Communications				
Demonstrates strong interpersonal, written, and verbal communication skills.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary

<p>IV-C-1. Communication Skills</p>	<p>Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.</p>	<p>May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.</p>	<p>Utilizes strong interpersonal, written, and verbal skills to consistently and effectively communicate with stakeholders.</p>	<p>Utilizes and models strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to effectively convey rationale and/or connections to school and district goals when communicating with others.</p>
<p>Indicator IV-D. Continuous Learning</p> <p>Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator’s own practice.</p>				
	<p>Unsatisfactory</p>	<p>Needs Improvement</p>	<p>Proficient</p>	<p>Exemplary</p>
<p>IV-D-1. Continuous Learning of Staff</p>	<p>Accepts the practice of educators working largely in isolation, without consideration of data and best practices, and/or discourages reflection about practice among staff.</p>	<p>May encourage educators and teams to reflect on the effectiveness of instructional practice and student learning and to use data and best practices to adapt instruction, but does not adequately support educators in these practices.</p>	<p>Sets expectations for educators and teams to reflect on and collaborate around the effectiveness of a wide range of tasks related to instructional practice and student learning, including but not limited to implementing standards-based units and well-structured lessons, examining student work, and analyzing student performance and behavior. Supports educators to use data, research, and best practices to adapt instruction and plan appropriate interventions to achieve improved results.</p>	<p>Models for educators how to be continually reflective about their practice, and supports educators as often as is feasible and appropriate to collaborate in teams around the effectiveness of a wide range of tasks related to instructional practice and student learning, including but not limited to implementing standards-based units and well-structured lessons, examining student work, and analyzing student performance and behavior. Empowers educators to use data, research, and best practices to adapt instruction to achieve improved results.</p>
<p>IV-D-2. Continuous Learning of Administrator</p>	<p>Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership.</p>	<p>Occasionally reflects on leadership practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.</p>	<p>Using relevant data, research, and best practices, regularly reflects on and improves leadership practice, sets meaningful goals, and develops new approaches in order to improve the efficiency and practices of the school.</p>	<p>Demonstrates and models a commitment to continuous learning; regularly reflects on and improves leadership practice; and utilizes relevant student data, current research, and best practices to set meaningful goals and develop new approaches in order to improve overall school effectiveness.</p>
<p>Indicator IV-E. Shared Vision</p> <p>Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become responsible citizens and community contributors.</p>				
	<p>Unsatisfactory</p>	<p>Needs Improvement</p>	<p>Proficient</p>	<p>Exemplary</p>
<p>IV-E-1. Shared Vision Development</p>	<p>Does not engage stakeholders in the creation of a shared educational vision, or the vision is so limited as to be disconnected from college and career readiness, civic</p>	<p>Engages staff, students, families, and community members in developing a shared educational vision focused on aspects of student preparation for college and career readiness, civic</p>	<p>Continuously engages staff, students, families, and community members in developing a shared educational vision focused on student preparation for college and career readiness, civic engagement, community</p>	<p>Leads staff, students of all ages, families, and community members to develop, internalize, and celebrate a shared educational vision around student preparation for college and careers, civic engagement, community contributions, and responsible</p>

	engagement, responsible citizenship, and/or community contributions.	engagement, responsible citizenship, and community contributions, but stakeholder engagement is limited or unrepresentative.	contributions, and responsible citizenship.	citizenship. Models this practice for others.
Indicator IV-F. Managing Conflict				
Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Response to Disagreement and Conflict Resolution	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but relies upon a limited range of strategies to resolve conflicts that do not always result in constructive resolutions.	Regularly employs a respectful, non-confrontational approach when responding to disagreement and dissent, and utilizes a variety of strategies to resolve conflicts in a constructive manner.	Consistently employs and models a respectful, non-confrontational approach when responding to disagreement and dissent, and effectively utilizes a variety of strategies to resolve conflicts in a constructive manner. Empowers staff to do the same when appropriate.
IV-F-2. Consensus Building	Does not attempt to build consensus within the school community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school community, with varying degrees of success.	Employs a variety of strategies to build consensus within the school community around critical school decisions.	Employs a variety of strategies to regularly achieve consensus within the school community around critical school decisions while encouraging dialogue and different points of view. Models this practice for others.

BRAINTREE PUBLIC SCHOOLS - DIRECTOR - EVALUATION RUBRIC

STANDARD I: Instructional Leadership				
The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.				
Indicator I-A. Curriculum				
Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary[1]
I-A-1. Standards-Based Unit and Lesson Support	Does not adequately support educators in implementing standards-based units of instruction, and/or fails to provide adequate resources/instructional materials aligned to state standards/local curricula; and/or does not provide planning support or feedback.	Supports most educators to implement standards-based units comprised of well-structured lessons aligned to state standards/local curricula, but inconsistently checks to ensure that teachers engage in instructional planning, and/or does not consistently provide planning support or feedback.	Provides supports to all educators and teams to adapt as needed and implement standards-based units comprised of well-structured lessons, such that students are able to learn the knowledge and skills defined in state standards/local curricula. Frequently provides feedback as necessary.	Empowers and provides opportunities for all educators to collaboratively plan, adapt as needed, and implement standards-based units of instruction that are (a) aligned across grade levels and content areas; and (b) comprised of interconnected, well-structured lessons, such that students are able to learn the knowledge and skills defined in state standards/local curricula. Continually provides feedback, and identifies and shares exemplars. Models this practice for others.
[1]Exemplary practice in many elements includes the expectation that an educator model the practice for other educators. Modeling can occur in formal and informal ways, including but not limited to training, teaching, coaching, assisting, sharing, and/or demonstrating good practice. Where and when this expectation is appropriate, this level of expertise is denoted by “Models this practice for others.”				
Indicator I-B. Instruction				
Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Student Engagement	Does not look for evidence of and/or cannot accurately identify or provide feedback on more than a few effective instructional practices that are likely to motivate and engage students.	While observing practice and reviewing unit and/or lesson plans, occasionally looks for evidence of or provides feedback on instructional practices that are likely to motivate and engage students.	While observing practice and reviewing unit and/or lesson plans, regularly provides quality feedback on the use of effective, high-leverage instructional practices that are likely to motivate and engage most students in the content of the lesson.	Through observing practice, reviewing unit and/or lesson plans, and providing quality feedback, ensures that all teachers know and employ effective instructional practices that motivate and engage all students during both the lesson and independent work. Models this practice for others.
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of instruction and student work and the effort required to produce it, or expectations are inappropriate.	Sets high expectations for the quality of instruction and student work, and the perseverance and effort required to produce it, but allows expectations to be inconsistently applied across the school; may establish inappropriately low expectations for quality of instruction and/or student work.	Defines high expectations for the quality of instruction, student work, and the perseverance and effort required to produce it; supports all educators to uphold these expectations for all students.	Defines and models high expectations for the quality of instruction and student work, and the perseverance required to meet these expectations. Empowers educators and students to uphold these expectations throughout the school, and provides quality feedback to all staff, especially those who are not meeting expectations.
I-B-3. Meeting Diverse Needs	Does not look for evidence of and/or cannot accurately	While observing practice and reviewing unit and/or lesson plans, occasionally	While observing practice and reviewing unit and/or lesson	Through observing practice, reviewing unit and/or lesson plans, and consistently

	identify more than a few effective inclusive practices that are appropriate for diverse learners.	looks for evidence of or provides feedback on the use of inclusive practices that are appropriate for diverse learners.	plans, regularly provides quality feedback to teachers on the use of appropriate inclusive practices that meet the diverse learning needs of all students, including those of academically advanced students, students with disabilities, and English learners.	providing quality feedback, ensures that all teachers know and employ a variety of appropriate inclusive practices to address specific differences in students' learning needs, thereby creating structured opportunities for all students to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others.
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Indicator I-C. Assessment

Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, and also make necessary adjustments to their practice when students are not learning.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Variety of Assessment Methods	Does not communicate or monitor a strategy for assessments, leaving it up to educators to design and implement their own assessments.	Provides educators with some informal and/or formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments, but does not monitor this practice.	Supports educator teams to use a variety of informal and formal assessment methods, including common interim assessments that are aligned across grade levels and subject areas, to measure each students' learning, growth, and progress toward achieving state/local standards. Monitors the use of these assessment methods throughout the school.	Empowers educator teams to design and administer a comprehensive system of informal and formal assessments, including common interim assessments that are aligned across grade levels and subject areas, to accurately measure each student's learning, growth, and progress toward achieving state/local standards. Monitors the use of these assessment methods throughout the school. Models this practice for others.
I-C-2. Adjustments to Practice	Does not encourage or facilitate teams to review assessment data.	Suggests that teams meet to review assessment data in order to adjust practice and identify appropriate interventions, but inconsistently monitors this practice.	Provides regular planning time and effectively supports educator teams to (a) analyze results from a variety of assessments to determine progress toward anticipated student learning gains, and (b) use findings to adjust practice and implement appropriate interventions and enhancements for students. Provides feedback and monitors educators' efforts and successes in this area.	Empowers teams of educators—both within and across grade levels—to (a) analyze results from a variety of assessments throughout the year in order to determine progress toward anticipated student learning gains, and (b) use findings to adjust practice and implement appropriate interventions and enhancements for students. Discusses efforts and successes in this area with staff, provides feedback when appropriate, and shares effective practices.

Indicator I-D. Evaluation

Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:

1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals.
2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.
3. Exercises sound judgment in assigning ratings for performance.
4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support educators to develop professional practice and/or student learning goals, review the goals for quality, and/or support educators in attaining goals.	Supports educators and educator teams to develop professional practice and student learning goals but does not consistently review them for quality and/or monitor progress.	Supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals. Encourages alignment to district and school improvement goals. Regularly monitors and supports progress.	Consistently supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals that align to district and school improvement goals and priorities. Facilitates their progress through a variety of methods and shares best practices and success with the school community. Models this process through the leader's own evaluation process.
I-D-2. Student Learning Measures	Supports most educators to identify appropriate measures during development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures, but does not consistently review them for quality and/or monitor progress.	Supports most educators to identify appropriate measures during development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures, but does not consistently review them for quality and/or monitor progress.	Supports all educators to identify appropriate measures of student learning during development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures. Encourages alignment to school and district learning goals. Regularly monitors and reviews them for quality.	Supports all educators to identify and evaluate appropriate measures of student learning during the development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures. Ensures that measures align to school and district learning goals, and provides clear next steps for improving quality of measures when necessary. Models this process through the leader's own evaluation.
I-D-3. Observations and Feedback	Observes educators only in formal observation visits and/or does not provide quality feedback to educators who are not performing proficiently.	Makes infrequent unannounced visits to classrooms, rarely provides feedback that is specific, timely, or actionable, and/or critiques struggling educators without providing support to improve their performance.	Works with co-evaluators to make at least 1 announced and 3 unannounced classroom observations for first year teachers in Braintree, at least 3 unannounced classroom observations for non-professional status teachers in their second and third years in Braintree, and at least 1 unannounced classroom observation for all professional status teachers in Braintree. Provides quality, content-aligned (specific, timely, actionable) to all educators; feedback reinforces effective practice and provides clear next steps and support for improvement for those	Makes multiple unannounced visits to classrooms every day and provides quality, content-aligned feedback (specific, timely, actionable) to all educators. Regularly engages with educators in conversations to reinforce effective practice. Provides clear next steps and support for improvement from one performance level to the next, as well as subsequent monitoring and follow up observation. Celebrates and shares effective practices and strategies with staff. Models this practice for others.

			whose practice is less than Proficient.	
I-D-4. Ratings and Alignment	Assigns performance ratings without sufficient or appropriate evidence related to the Standards of Effective Teaching; fails to appropriately review the alignment between judgments of practice and student performance data, and/or does not assign ratings for some educators.	Assigns performance ratings that reflect evidence of practice related to the Standards of Effective Teaching, and occasionally reviews alignment between judgments about practice and student performance data; but evidence is incomplete or insufficient for some educators, and/or the process is not consistently transparent to educators.	Exercises sound and reliable judgment in assigning performance ratings related to the Standards of Effective Teaching that reflect evidence of practice, impact on student learning, student feedback, and goal attainment for all educators; consistently reviews alignment between judgments of practice and student performance data; ensures that educators understand why they received their ratings.	Exercises sound and reliable judgment in assigning performance ratings related to the Standards of Effective Teaching that reflect evidence of practice, impact on student learning, student feedback, and goal attainment for all educators. Ensures that educators understand in detail why they received their ratings, provides clear next steps for all educators to further develop their instructional practice, and monitors the implementation of those strategies over time. Regularly calibrates judgments of practice with peers to ensure consistency of ratings across a school or district. Models this element for others.
Indicator I-E. Data-Informed Decision Making				
Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Data-Informed Decision Making	May rely on and communicate a few data sources related to student learning when making decisions, but data is insufficient and/or analyses of the data is inaccurate.	Identifies multiple sources of evidence related to student learning to assess the school's strengths and areas for improvement, but these data are not fully comprehensive and/or analysis of the data is sometimes inaccurate. Uses appropriate data to make some but not all decisions related to organizational performance, educator effectiveness, and/or student learning.	Uses multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, and content area culture and climate information, to accurately assess and communicate the content area's strengths and areas for improvement. Regularly uses this data to make informed decisions related to organizational performance, educator effectiveness, and student learning.	Leads educators in identifying and using multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, and content area culture and climate information, to accurately assess and communicate the content area's strengths and areas for improvement. Regularly uses this data to make informed decisions about and monitor progress in organizational performance, educator effectiveness, and student learning. Models effective data-informed decision making for others.
I-E-2. Content Area Goals	Creates content area goals based on limited or inaccurate information on the content area's strengths and weaknesses, and/or does not create content area goals.	Creates and monitors content area goals using some evidence-based assessments of organizational performance, educator effectiveness, and student learning, but data are not	Involves stakeholders in creating focused, measurable content area goals using evidence-based assessments of organizational performance, educator effectiveness, and	Facilitates stakeholders in the creation of measurable, results-oriented content area goals using evidence-based assessments of organizational performance, educator effectiveness, and student learning that will elevate both content area and district

		carefully analyzed and/or insufficient.	student learning that will elevate both content area and district effectiveness. Regularly monitors and shares progress.	effectiveness. Empowers teacher leaders to contribute their voice, ownership, and leadership in implementation and monitoring of annual goals. Models this practice for others.
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Indicator I-F. Student Learning

Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. The model rubrics describe educator practice and provide clear criteria across four performance levels that focus on the educator's actions and behaviors.

The Student Learning Indicator is about the impact of those actions relative to student learning. Did students learn as much as educators set out to teach?

For administrators, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator when determining a performance rating for Standard I. Because evaluators are not required to make a rating determination for any individual Indicator, this allows them to consider evidence of impact alongside evidence of practice when determining a rating for Standard I. There are no associated elements or performance descriptors for the Student Learning Indicator.

Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan.

APPENDIX B3

BRAINTREE PUBLIC SCHOOLS - ADMINISTRATIVE ASSISTANTS EVALUATION FORM

EVALUATION CATEGORIES

1. **Effectively communicates with others, particularly students and families, using a variety of communication modes while maintaining high levels of confidentiality where appropriate.**

N/A Exemplary Proficient Needs Improvement

2. **Demonstrates competence and comfort in utilizing relevant software, including district's student management systems, financial software systems, automated communication system, and others identified by supervisor.**

Exemplary Proficient Needs Improvement N/A

3. **Demonstrates the skills required to effectively assist in the purchasing process, including creating purchase orders, placing orders, communicating with vendors, and collaborating with business office on budget/procurement.**

Exemplary Proficient Needs Improvement N/A

4. **Is reliable, dependable, and competent in the completion of assigned duties.**

Exemplary Proficient Needs Improvement N/A

5. **Summary of this evaluation.**

Exemplary Proficient Needs Improvement N/A

The Evaluator will document in the narrative any rating other than "Proficient".

NARRATIVE:

**BRAINTREE PUBLIC SCHOOLS - ADMINISTRATIVE ASSISTANTS –
EVALUATION RUBRIC**

	Exemplary	Proficient	Needs Improvement
Knowledge, skills, and abilities	Consistently and enthusiastically reinforces learning and instructs all students, under the direction of teacher. Models this practice for others.	With direction, demonstrates ability to reinforce material and instruct individual and small groups of students.	With direction, limited in the ability to reinforce material or instruct with individual or small groups of students
Interpersonal relations	Cultivates positive, collaborative, and culturally responsive relationships with all stakeholders. Maintains high-levels of confidentiality, while supporting positive behaviors and discipline	Effectively interacts with all stakeholders and demonstrates ability to work as part of interdisciplinary team. Maintains confidentiality.	Limited ability to interact with stakeholders. Struggles in working as a team-member and with respecting confidentiality.
Communication	Excellent written and oral communication skills that enhance understanding and coherence.	Solid written and oral communication skills that are age and situational appropriate.	Limited written and oral communication skills.
Modeling Behavior	Leads others in facilitating students' positive social interactions and coping skills. Models this practice for others.	Demonstrates ability to support students' positive social interactions, coping skills, and self-regulation.	Limited in the support of students' use of positive social interactions, coping skills, and self-regulation.
Attendance and Punctuality	Demonstrates excellent attendance is on-time or early for all job assignments and responsibilities. Models this behavior for others.	Solid attendance and consistently on-time for all job assignments and responsibilities.	Poor attendance and frequently late for assigned duties and/or responsibilities.
Attitude and Cooperation	Highly positive and cooperative attitude in work assignment. Models this practice for others.	Positive and cooperative attitude towards work assignments.	Does not regularly maintain a positive and cooperative attitude
Dependability	Enthusiastically follows directions and completes assigned responsibilities in highly competent manner. Models this practice for others.	Follows directions and assigned responsibilities, including behavioral plans, as directed by teachers.	Limited in following directions or completing responsibilities.
Initiative	Self-motivated team player able to who actively acquires and applies new skills to the benefit of students and school. Models this behavior for others.	Demonstrates personal motivation to learn new skills and apply them in their work. Able to generalize skills to apply them in varied settings.	Limited self-motivation. Unable or unwilling to acquire additional skills or to apply skills over varied settings.
Adaptability	With limited direction and prompting, consistently provides students with appropriately adapted work and materials. Models this practice for others.	With direction from teacher, regularly provides students with appropriately adapted work and materials.	Under direction, fails to or is limited in adapting work and materials.

APPENDIX B4

PARAEDUCATOR EVALUATION

Purpose of Evaluation

The purposes of evaluation are:

- a. To enhance learning and the delivery of services to students through continuous improvement in job performance.
- b. To motivate employees to improve by providing for an exchange of information between the evaluator and the person being evaluated.
- c. To provide a record of facts and assessments for personnel decisions.

The following process and procedures have been developed so that the primary purposes of evaluation may be realized. The process provides for a collaborative approach to evaluation. It is understood by all parties that the content of the evaluation will remain confidential.

Evaluation Process & Evaluation

Paraeducators will be evaluated annually.

Paraeducators will complete and submit a self-evaluation each year.

1. Self-Evaluation due by December 15.
2. Principal/Supervisor will collaborate with teachers to ask for feedback.
3. By January 15, the evaluation will be approved or within two weeks that staff member will have a scheduled meeting with their supervisor.
4. By March 1, any paraeducator with a self-evaluation not approved must have had a scheduled observation

The evaluator will be the administrator who directly supervises the paraeducator.

A meeting will be held at the beginning of each school year between the evaluator and the paraeducator to discuss the paraeducator's job description and the specific expectations for his/her or her assignment.

The attached form will be used to evaluate the paraeducator's performance.

The paraeducator will have an opportunity to discuss the evaluation with the evaluator.

**BRAINTREE PUBLIC SCHOOLS - PARAEDUCATOR
EVALUATION FORM**

A. PERFORMANCE

1. Knowledge, skills and abilities

Does the employee exhibit an understanding of his/her responsibilities and the use of techniques, materials and equipment in order to fulfill them satisfactorily?

Superior Effective Progressing Deficient N/A

2. Interpersonal relations

Does the employee interact effectively with students?

Superior Effective Progressing Deficient N/A

Does the employee interact effectively with staff?

Superior Effective Progressing Deficient N/A

Does the employee interact effectively with parents?

Superior Effective Progressing Deficient N/A

3. Communication

Is the employee's oral and/or written communication clear and appropriate for the situation and grade level?

Superior Effective Progressing Deficient N/A

4. Decision-making and judgment

Does the employee exhibit responsible decision-making and judgment in the performance of job responsibilities?

Superior Effective Progressing Deficient N/A

5. Modeling behavior

Does the employee serve as a positive role model for students in the following areas: exhibiting attitudes of fairness, courtesy and respect, using language free of sexism, racism or bias?

Superior Effective Progressing Deficient N/A

B. SELF-MANAGEMENT

1. Attendance and punctuality

Does the employee report to work regularly and on time?

Superior Effective Progressing Deficient N/A

2. Attitude and cooperation

Does the employee exhibit a positive, cooperative attitude toward work assignments and requirements?

Superior Effective Progressing Deficient N/A

3. Dependability

Does the employee successfully carry out instructions and fulfill responsibilities and commitments?

Superior Effective Progressing Deficient N/A

4. Initiative

Does the employee seek to assume greater responsibility when the opportunity presents itself?

Superior Effective Progressing Deficient N/A

5. Adaptability

Does the employee adjust easily to changes in duties, procedures or other factors in the work environment? How well does the employee accept new ideas and approaches to work, respond appropriately to constructive criticism and to suggestions for work improvement?

Superior Effective Progressing Deficient N/A

C. SUMMARY

1. Comments

Comment about any additional qualities of this employee’s performance that you feel are relevant to this evaluation.

2. Professional Development

Identify possible developmental steps that this employee could take in order to improve effectiveness in the present job and/or prepare for future responsibilities.

Recommend for rehire? Yes No

Signatures

Employee

Date: _____

Evaluator

Date: _____

BRAINTREE PUBLIC SCHOOLS – PARAEDUCATOR - EVALUATION RUBRIC

	Exemplary	Proficient	Needs Improvement
Effectively Communicates with Others	Engages others using a variety of culturally responsive practices and communication strategies that result in increased and/or more meaningful participation in the school community. Diligently protects confidentiality of information. Models this practice for others.	Communicates with students and families in a timely and appropriate manner. Respects the confidentiality of information.	Makes limited attempts to engage or involve others. Fails to respect the confidentiality of information.
Demonstrates Competence and comfort in utilizing relevant software	Consistently demonstrates effective use and knowledge of all software programs related to job assignment. Models practice for others.	Demonstrates working knowledge of relevant software programs. Is able to complete job responsibilities using technology.	Demonstrates limited ability to effectively use related software programs.
Demonstrates the skills required to effectively assist in the purchasing process	Demonstrates a thorough understanding of the purchasing process and completes all steps in a timely fashion. Establishes positive relationships with vendors.	Demonstrates an understanding of the purchasing process and procures materials as needed. Maintains a working relationship with vendors.	Demonstrates limited understanding and compliance with purchasing process. Promotes little or no working relationship with vendors.
Is reliable, dependable, and competent in the completion of assigned duties	Consistently fulfills all professional responsibilities to high standards. Models this practice for others, including students and families.	Regularly fulfills all professional responsibilities.	Demonstrates limited fulfillment of professional responsibilities.

APPENDIX B5

BRAINTREE PUBLIC SCHOOLS EVALUATION PROCESS & PROCEDURES

*REGISTERED OCCUPATIONAL THERAPIST *REGISTERED PHYSICAL THERAPIST
*CERTIFIED OCCUPATIONAL THERAPY ASSISTANT (COTA)
*PHYSICAL THERAPY ASSISTANT (PTA)

I. Therapists Employed 1 to 3 Consecutive Years

The therapists in this category will be evaluated annually and receive a minimum of three Classroom Observations per year within the following time period:

- a. First observation completed by October 30
- b. Second observation completed by December 15
- c. Third observation completed by April 1

More observations may be held at any time at the discretion of the evaluator or evaluatee. A pre-observation conference may be used to discuss the objectives of the particular lesson. A post-observation conference will be held no later than five school days after the observation. A written report of the observation will be given to the therapist within five school days after the post conference, but no later than ten school days after the observation.

The evaluator shall gather data regarding the therapist's performance from:

- Formal observations
- Informal observations and visits by administrators
- Information shared by the therapist regarding professional performance
- Performance standards not readily available in the classroom

No information of a negative nature shall be included in the summative evaluation unless it has been substantiated and is based on the evaluator's own observations, documentation, and/or reasonable investigation conducted with the knowledge of the therapist. No criticisms shall appear on the summative evaluation unless they have been discussed in a timely fashion by the therapist and the administrator and documented in written form. The final evaluation will be presented in person to the therapist by April 15th.

EVALUATION PROCESS & PROCEDURES

II. Therapists Employed Beyond 3 Consecutive Years

Therapists in this category will be evaluated every other year and receive a minimum of two classroom observations during the evaluation year, one to be held between September 15th and December 15th, and the other to be held between the first full week in January and April 15th. More observations may be held at any time during the two-year cycle at the discretion of the evaluator or evaluatee.

A pre-observation conference may be used to discuss the objectives of the particular lesson. A written report of the observation will be given to the therapist no later than ten school days after the observation.

There will be a conference within five school days after each observation and/or after the therapist receives the written observation report at the request of either the evaluator or the evaluatee.

The evaluator shall gather data regarding the therapist's performance from:

- Formal observations
- Informal observations and visits by administrators
- Information shared by the therapist regarding professional performance
- Performance standard not readily observable in the classroom

No information of a negative nature shall be included in the summative evaluation unless it has been substantiated and is based on the evaluator's own observations, documentation, and/or reasonable investigation conducted with the knowledge of the therapist. No criticisms shall appear on the summative evaluation unless they have been discussed in a timely fashion by the therapist and the administrator and documented in written form. The final evaluation will be presented in person to the therapist by May 31st.

For reasons that are documented and substantiated, and based on major deficiencies, which, in the evaluator's judgment, have an adverse impact on students, a therapist may be evaluated off-cycle. The evaluator will inform the therapist of such off-cycle evaluation by May 31st of the regular evaluation year. Subsequent to the off-cycle evaluation year, the evaluator will determine the evaluation cycle.

BRAINTREE PUBLIC SCHOOLS
DESCRIPTION OF THERAPIST'S PERFORMANCE STANDARDS

The following items are to be excluded in the evaluation of

Certified Occupation Therapy Assistants (COTA) and Physical Therapy Assistants (PTA)

Items: I a, I b, I c1 thru c4, II a1 thru a3

I. Diagnostic Skills and Reporting

a. *Use of diagnostic skills/observation:*

1. *Select relevant assessments including formal and if needed informal tools*

b. *Interpretation of results:*

1. *Administers and scores the assessment accurately*

c. *Reporting of results:*

1. *Notes when applicable that chronological age exceeds the test norms*
2. *Able to relate test results to classroom and community based performance*
3. *Attends scheduled meetings*
4. *Completes evaluations within prescribed time frames*
5. *Attends IEP meetings*
6. *Presents information to TEAM parents, administrators at their level of Understanding*
7. *Demonstrates sensitivity to parents or guardians emotional needs relating to their child's disability*

II. Developing Planning and Implementation of Treatment Practices

a. *Ability to establish appropriate general goals and specific objectives:*

1. *Are goals and objectives observable, definable and measurable?*
2. *Are goals and objectives relevant to a school-based setting?*
3. *Are goals and objectives stated in educational terminology?*

b. *Ability to select appropriate treatment approaches, techniques and equipment:*

1. *Selects treatment approaches that are creative, varied and motivating for the student.*
2. *Bears in mind the developmental age of the student.*
3. *Is able to verbalize the purpose of activity in relating the goal to the educational settings.*
4. *Is able to relate the activity curriculum content when applicable.*
5. *Demonstrates knowledge of adaptation needed to enhance performance.*
6. *When applicable, uses appropriate positioning and handling techniques.*
7. *In group settings to foster appropriate interactions among participants.*
8. *Devises alternative modes of communication when appropriate.*

- c. Documentation of progress:
 - 1. Completes progress reports in a timely and accurate manner.
 - 2. When requested, completes other paperwork relating to the student's progress.
 - 3. Keeps daily and weekly logs of activities and student's performance.
- d. Coordination with TEAM and family:
 - 1. Shares information with other TEAM members relating to the student's strengths and weaknesses.
 - 2. Seeks information from other TEAM members.
 - 3. Demonstrates flexibility in dealing with TEAM members; e.g., scheduling, sharing treatment space, coordinating mutually agreeable meeting times and places.
 - 4. Apprises TEAM and family members of changes in behavior and affect as they relate to therapy sessions.
 - 5. Develops and maintains rapport with TEAM members, family, guardians.
 - 6. When requested, participates in home/clinic visits.
 - 7. When requested, will develop and write up home programs within a mutually agreed time frame.

III. Interaction with Students

- a. Sensitivity and responsiveness to students:
 - 1. Exhibits positive attitude and expectations.
 - 2. Uses a wide range of positive reinforcement techniques.
 - 3. Interacts comfortably with students.
- b. Ability to set and enforce limits:
 - 1. Demonstrates knowledge of what is generally defined as acceptable behavior within the school-based setting.
 - 2. Is able to adapt this plan to meet the needs of therapy setting.
 - 3. Demonstrates knowledge of what is generally defined as acceptable behavior within the school-based setting.
 - 4. When needed, is able to consequence inappropriate behaviors in a firm, fair and consistent manner.
- c. Awareness of precautions/adaptations:
 - 1. Keeps the therapy area clean
 - 2. Keeps therapy area free of harmful objects, etc.
 - 3. Selects treatment approaches that demonstrate attention to the child's and the therapist's safety.
 - 4. Demonstrates knowledge of student's specific medical issues.
 - 5. Is able to adapt the therapy setting based on the student's medical issues.

IV. Professional Responsibilities

- a. Licensure
 - 1. Has current Commonwealth of Massachusetts, Division of Professional Licensure of Allied Health Professionals.

- b. Compliance with Professional Policies and Procedures:
 - 1. Completes required therapy documentation
 - 2. Demonstrates proficiency in therapy techniques

- c. Participation *in* staff meetings and trainings:
 - 1. Attends departmental meetings
 - 2. Attends relevant service trainings in school settings

- d. Interaction with supervisor:
 - 1. Formulates questions
 - 2. Seeks clarification of procedural matters when needed
 - 3. Follows through with supervisor's recommendations and or feedback
 - 4. Keeps supervisor informed of potential problems

- e. Manages assigned responsibilities:
 - 1. Is able to effectively schedule and treat students on caseload
 - 2. Is able to order equipment when necessary
 - 3. Prepares in-service when requested
 - 4. Uses supervisor effectively

- f. Effective use of time and resources:
 - 1. Is able to account for daily/weekly time
 - 2. Draws upon strengths of other therapists to improve therapy skills
 - 3. Attends in-service workshops

- g. Good attendance as an important prerequisite of effective service delivery:
 - 1. Makes sure that the performance of criteria in Principles I-IV is not affected negatively because of attendance patterns
 - 2. Is not absent in excess of 5 separate occasions annually during a period of three (3) consecutive school years without sufficient justification of absences

**BRAINTREE PUBLIC SCHOOLS
THERAPIST OBSERVATION FORM**

THERAPIST NAME

SCHOOL

POSITION

Pre-Observation Conference Date ____ / ____ / ____ Time: ____ : ____

Observation Date: ____ / ____ / ____ **Beginning Time:** ____ : ____ **Ending Time:** ____ : ____

Post-Observation Conference Date: ____ / ____ / ____ Time: ____ : ____

OBSERVATION NOTES:

Evaluator's Signature

Date: ____ / ____ / ____

Therapist's Signature

Date: ____ / ____ / ____

(The Therapist's signature on this evaluation form indicates he/she has seen all comments on the form, but does not necessarily indicate agreement with the Evaluator's report.)

**BRAINTREE PUBLIC SCHOOLS
THERAPIST EVALUATION FORM**

THERAPIST NAME

SCHOOL

POSITION

ATTENDANCE:

School Year: _____

School Year: _____

____ Sick Leave Days
____ Sick Leave Occasions
____ Professional Leave
____ Personal Leave
____ Other

____ Total Leave

____ Sick Leave Days
____ Sick Leave Occasions
____ Professional Leave
____ Personal Leave
____ Other

____ Total Leave

AREAS OF PERFORMANCE TO BE EVALUATED:

- I. Diagnostic Skills & Reporting
- II. Developing, Planning & Implementation of Treatment Practices
- III. Interaction with Students
- IV. Professional Responsibilities

STRENGTHS:

GOALS FOR GROWTH:

(All criteria not mentioned are assumed to be at system standard)

**BRAINTREE PUBLIC SCHOOLS
THERAPIST EVALUATION FORM**

THERAPIST NAME

SCHOOL

POSITION

ACKNOWLEDGED CONTRIBUTIONS:

PROFESSIONAL CONTRIBUTIONS:

(Attached By Therapist)

FOR THERAPISTS EMPLOYED FROM 1-3 CONSECUTIVE YEARS:

Recommended for Rehire? Yes No

Not Recommended for Rehire: Yes No

FOR THERAPISTS EMPLOYED BEYOND 3 CONSECUTIVE YEARS:

Recommended for off-cycle evaluation? Yes No

THERAPIST'S COMMENTS:

Therapist's Signature

Date ____/____/____

Evaluator's Signature

Date ____/____/____

(The Therapist's signature on this Evaluation Form indicates he/she has seen all comments on the form, but does not necessarily indicate agreement with the Evaluator's report.)

APPENDIX C

Health Insurance Co-Pays

<https://www.braintreema.gov/163/Employee-Benefits>

APPENDIX D

MENTORING AGREEMENT

The Braintree School System supports the continued improvement of teachers through a Mentoring Program. The purpose of the Mentoring Program is to facilitate the growth of the beginning teacher toward the highest levels of professional and personal development possible during the first year of teaching in Braintree. A long line of research tells us that beginning teachers experience problems during the induction period, which if unaddressed, can lead to negative attitudes, poor instructional performance, and departure from the teaching profession. Mentoring programs have been shown to help solve or reduce problems faced by new teachers, improve the quality of their instruction and their students' learning, and help retain promising teachers. This document describes the role of the mentor, how mentors will be selected, and the agreement between the mentor and beginning teacher.

THE ROLE OF THE MENTOR

The mentor will be readily accessible to the beginning teacher and will meet with her/him on a weekly basis. Observation and feedback sessions will occur. It is understood that the relationship between the mentor and mentee is a confidential one. Mentors will provide some or all of the following services:

- *Model instructional techniques.
- *Help to construct lesson plans.
- *Arrange for the beginning teacher to visit other classrooms.
- *Introduced the beginning teacher to visit other classrooms.
- *Identify and provide curriculum and technology resources.
- *Help the beginning teacher to develop the practice of reflective teaching through the use of a journal and other devices.
- *Share the knowledge gained in the Research for Better Teaching (RBT) training.
- *Design informal observation around RBT concepts such as attention moves, clarity, momentum, etc.
- *Guide the mentee in practicing the tenets of the Massachusetts Curriculum Frameworks.
- *Assist the mentee in establishing behavioral and academic standards and expectations.

SELECTION, TRAINING, AND REMUNERATION OF MENTORS

In June, the Superintendent will post the mentor positions. Teachers who wish to be mentors should apply to the Superintendent. Principals and directors will collaborate on the selection of mentors.

Mentors will serve for a one-year appointment. The following qualifications will be considered in selecting the mentors:

- *At least five years of teaching experience preferred, but not required, said experience preferably in the Braintree School System.
- *Completion of the Understanding Teaching course desirable.
- *Participation in mentor training.

- *Accessibility to the beginning teacher, such as being located in the same building (may not always be possible as in the case with specialists).
- *Professional qualities such as acknowledged mastery of a broad range of teaching skills, content and understanding of the district’s mission, social context, and regulatory environment.
- *Personal qualities such as enthusiasm, commitment to teaching, and demonstrated ability to work with peers.
- *Ideally, but not mandatory, a match in grade level and certification area with the beginning teacher.
- *Mastery of conference, observation, and communication skills.
- *Successful current evaluations.

The Superintendent may waive a qualification requirement based upon the needs of the system.

MENTORING PROGRAM OUTLINE

JUNE	The Superintendent will post a notice for teachers interested in becoming a mentor. Interested teachers apply to the Superintendent.
JUNE-AUGUST	Mentors are selected and notified. New teachers (mentees) are notified who their mentors will be.
AUGUST (week before School opens)	Mentor training. Orientation for New Teachers – 2 days. Mentors and mentees meet.
SEPTEMBER	Individual pairs of mentors and mentees establish a schedule of meetings, observations, etc. Principals establish a schedule of meetings for new teachers (mentees) to get together throughout the years (minimum of two).
SEPT.-DECEMBER	Meetings, observations continue.
JANUARY	All mentors throughout the district meet to discuss issues, concerns, and the program in general.
JANUARY-APRIL	Meetings, observations continue.
MAY	All mentors meet to discuss and assess program.
JUNE	Mentors notify the Superintendent if they wish to continue to be mentors. Mentees complete a survey on the Induction/Mentoring Program for the purposes of evaluating the program.

The Braintree Mentoring Committee will meet periodically and monitor the activities of the Mentoring Program.

BUDGET

Orientation Day

Mentor Training

Mentors are paid for two days based on summer workshop hourly wage as specified in the Teachers' Contract.

Stipend

Mentors shall receive a stipend of \$1,000.00 per mentee. Mentors will not be assigned more than two mentees and mentor duties will be assigned and performed consistent with the mentor-mentee agreement.

Cost of substitute teachers to cover classes so mentors/mentees can do classroom observations.

MENTOR/MENTEE AGREEMENT

Both parties agree to:

- *Maintain a confidential non-evaluative relationship.
- *Spend a minimum of one working day before the opening of school consulting on lesson plans. During this day, a tentative schedule of visits, meetings, and observations will be planned.
- *Meet on a weekly basis to determine progress, identify needs, and volunteer assistance.
- *Observe and provide feedback on a monthly basis at a mutually agreed upon time.
- *Incorporate the Curriculum Frameworks into practice.
- *Arrange monthly observations between the mentor and the mentee, and/or between the mentee and other colleagues. Mentors will submit a monthly log of all mentoring activities to the principals. A copy will be sent to the mentee.
- *Attend system-wide meetings throughout the year. Mentor meetings will be held in January and May. A minimum of two meetings will be held for beginning teachers.

The mentor/mentee relationship may be terminated by mutual agreement at any time. In the event one party wishes to terminate the agreement, approval will be required by the Principal and/or Director, if applicable.

Signed _____
Mentor Teacher

Signed _____
Mentee Teacher

Signed _____
Principal

Signed _____
Director

MONTH _____

Mentee

Mentor

Monthly Mentor Log

The mentor and mentee should use this space to record observations, discussions, and other activities. Both should initial the record after each activity.

Date

Activity

Time

Initials

APPENDIX E

RECERTIFICATION

Pursuant to the requirements of Recertification Regulations, CMR 44.00, adopted by the Massachusetts Board of Education, the parties agree as follows:

1. The Principal shall be responsible for approving the Individual Professional Development Plans (IPDPs) of educators at the elementary level. The Curriculum Director shall be responsible for approving the IPDPs for all specialists (K-12) and all other educators at the middle school and high school levels.
2. The IPDP will be submitted on the form approved by the Association and the Committee.
3. IPDPs which are consistent with current district, school or department goals, shall be approved. Each educator will be provided with a copy of such documents(s) within five school days of request.
4. The supervisor responsible for approval will return the approved IPDP to the individual educator no later than 10 school days following receipt of the IPDP. This timeline also applies to disapproval and final endorsements.
5. In the case of disapproval, the supervisor will state specific reasons for disapproval in writing to the educator and will specify what changes need to be made in the IPDP to gain approval. This provision will also apply in the case of any amendment to the plan and/or withdrawal of approval at any time during the recertification cycle.
6. An educator on leave of absence shall be granted three (3) months from the date of return to work to obtain approval of the IPDP.
7. This Memorandum shall be considered as incorporated into the collective bargaining agreement between the parties. However, in the event that educators are no longer required by regulation to obtain initial approval or final endorsement of an IPDP for recertification, this Memorandum shall be declared null and void.

APPENDIX F

POLICY REGARDING COMPLAINTS ABOUT INSTRUCTIONAL MATERIALS

The Braintree School Committee recognizes that citizens of a community have a right to examine and criticize school materials. In order to assist school personnel in handling complaints concerning instructional materials, procedures based on due process are to be established by the Superintendent of Schools.

The final decision for controversial reading material shall rest with the Braintree School Committee after careful examination of the material and consideration of the recommendation of the Superintendent of Schools.

PROCEDURE FOR HANDLING COMPLAINTS CONCERNING INSTRUCTIONAL MATTERIALS

1. All criticisms or challenges of materials should be received courteously. The critic should be thanked for his or her interest in the education of the community's children. The name of the complainant should be requested.
2. If the complainant identifies himself, he should then be informed that a procedure has been established. A "Request for Reconsideration of Materials" form should be completed and submitted. A form letter outlining the school policy should be available with a "Request" form attached. The need for obtaining specific information should be emphasized as essential to a speedy resolution of the complaint or the problem.
3. After the complaint is reduced to writing and is formally received, an appropriate administrator should consult with the teacher concerned, any other individual he/she may wish to involve, check the material, and make a judgment. If in the administrator's judgment the material in question is appropriate this shall be communicated to the parties involved.
4. If the complainant is not satisfied, or if the administrator feels that there is some validity to the complaint, the matter will be referred to the Superintendent of Schools.
5. The final step in the process rests with the policy statement that the School Committee will make the final judgment after considering the recommendation from the Superintendent of Schools.

BRAINTREE PUBLIC SCHOOLS

Request for Reconsideration of Materials

Type of material (book, film, pamphlet, etc.): _____

Title of material: _____

Author (if known): _____

Publisher: _____

Date of Publication: _____

Request initiated by (name, address, phone number): _____

Do you have a child in the school concerned? _____ Yes _____ No

Complainant represents: _____ Self
_____ Organization – name
_____ Other group – identify

1. To what in the material do you object? (Please be specific. Cite words, pages and nature of content): _____

2. Why do you object to this material?

3. Are you acquainted with the range of materials being used in the school system on this general topic? _____

4. Do you approve of presenting a diversity of points of view in the classroom?

5. What would you like your school to do about this material?
_____ Do not expose or assign to my child.
_____ Withdraw it from all students as well as my child.
_____ Send it back to the appropriate school department for re-evaluation.
_____ Other (explain)

Signature of Complainant: _____ Date: _____

APPENDIX G

AGREEMENT

Between

The Braintree School Committee

And the

Braintree Education Association

Regarding

Implementation of Chapter 385 of the Acts of 2002, An Act Further Protecting Children

This Agreement is reached on August 26, 2003 regarding the implementation of the above-named statute, known as the "CORI Law" which requires the School Committee to obtain Criminal offender record information ("CORI") on all current and prospective employees who may have direct and unmonitored contact with children. The above-cited legislation amends M.G.L. c. 71, §. 38R. The parties (the School Committee and the Association) agree as follows:

In compliance with the provisions of Chapter 385 of the Acts of 2002, the Superintendent of Schools shall request and review CORI checks. Employees shall be made aware that CORI reports concerning them are being requested and when such request is actually made. Such checks with respect to current employees shall take place not more than once every three (3) years. Employees shall be made aware that upon request they shall be provided with a copy of the CORI report received by the Superintendent. All CORI reports shall be kept in a separate, secure file maintained in the office of the Superintendent. All CORI reports shall be kept in a separate, secure file maintained in the office of the Superintendent. Upon termination of employment, an employee may request in writing, that he/she be given his/her report.

After review of a CORI report, the Superintendent, if he/she deems it necessary, may meet with the employee who may at such meeting, be represented by the Association. Any and all personnel actions resulting from information acquired from a CORI report shall be conducted pursuant to the provisions of the collective bargaining agreement and the General Laws of the Commonwealth.

APPENDIX H

JOB DESCRIPTIONS

Braintree Public Schools Job Description

Title: Instructional and School Support Paraeducator

Qualifications: High School diploma required. Associate's or Bachelor's degree is preferred and/or experience working with students with special needs

Reports To: The building Principal, Director of Special Services or designee

Performance Responsibilities: Paraeducators who engage in the support of students accessing the curriculum and school activities. Responsibilities vary according to the school, student, and/or program to which the paraeducator is assigned

1. Reinforces and instructs learning with individual and small groups of students under the direction of the classroom teacher or specialist.
2. Adapts work or classroom materials under the direction of the classroom teacher or specialist.
3. Assists students with Activities of Daily Life (ADLs) that are developmentally appropriate for the student's age level (e.g. toileting, nose wiping, opening containers, tying shoes in preschool and kindergarten students).
4. Assists in observing, data collection, and the use of positive behavior supports including but not limited to token economy systems, point charts, etc.
5. Demonstrates dependability, integrity, and respect for student differences and high standards of conduct.
6. Supports the creation and maintenance of an inclusive, student-focused, and culturally proficient learning environment.
7. Maintains strict ethical standards of student and family confidentiality.
8. Assists the professional staff in maintaining appropriate school behavior and discipline.
9. Facilitates and supports student's use of positive social interactions, coping skills, and self-regulation strategies.
10. Supervises students during school-day activities in common areas such as lunchrooms, hallways, playground, bus pick up, drop off, bus riding, and other central locations at the request of the building principal.
11. Follows the directions and assigned responsibilities as directed by the classroom teachers, Special education teachers, specialists, and administrative staff.
12. Demonstrates self-motivation and the ability to apply and generalize new skills.
13. Proficient oral and written communication skills.
14. Participates in professional development training as directed.
15. Assists with clerical duties as assigned by the building principal.
16. Demonstrates consistent and dependable attendance, and is punctual to both work and to job responsibilities.
17. Works collaboratively, cooperatively, independently and professionally as part of an interdisciplinary team.

Braintree Public Schools Job Description

Title: Specialized Support Paraeducator

Qualifications: High School diploma required. Associate's or Bachelor's degree is preferred and/or experience working with students with special needs

Reports To: The building Principal, Director of Special Services, Assistant Director of Special Services

Performance Responsibilities: Paraeducators who provide specialized instructional support, safety management, physical intervention, or support of developmentally atypical ADLs (responsibilities vary according to the school, student, and/or program to which the para is assigned).

Must engage in one or more of the activities in #1-3 on a consistent basis: *Primary instructional support responsibilities are the delivery of discrete trial training, pivotal response training, natural environment teaching with continuous data collection, and task analyzed chaining procedures.

1. *Primary instructional support responsibilities are the delivery of discrete trial training, pivotal response training, natural environment teaching with continuous data collection, and task analyzed chaining procedures.
2. *Assists students with Activities of Daily Life (ADLs) that may include toileting, feeding, mobility, support for students that are not developmentally typical.
3. *Delivers safety management and physical intervention utilizing the district's safety program (currently Safety Care) as part of a student's positive behavior support plan. Paraeducator must complete Safety Care certification.
4. Reinforces and instructs learning with individual and small groups of students under the direction of the classroom teacher or specialist.
5. Assists in observing, data collection, and the use of positive behavior supports including but not limited to token economy systems, point charts, etc.
6. Demonstrates dependability, integrity, and respect for student differences and high standards of conduct.
7. Supports the creation and maintenance of an inclusive, student-focused, and culturally proficient learning environment.
8. Maintains strict ethical standards of student and family confidentiality.
9. Assists the professional staff in maintaining appropriate school behavior and discipline.
10. Facilitates and supports student's use of positive social interactions, coping skills, and self-regulation strategies.
11. Supervises students during school-day activities in common areas such as lunchrooms, hallways, playground, bus pick up, drop off, bus riding and other central locations at the request of the building principal.
12. Follows the directions and assigned responsibilities as directed by the classroom and special education teachers, specialists, and administrative staff.
13. Demonstrates self-motivation and the ability to apply and generalize new skills.
14. Proficient oral and written communication skills.
15. Participates in professional development training as directed.
16. Assists with clerical duties as assigned by the building principal.
17. Demonstrates consistent and dependable attendance, and is punctual to both work and to job responsibilities
18. Works collaboratively, cooperatively, independently and professionally as part of an interdisciplinary team.



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2019-2020 School Calendar

Administration	School Committee
Dr. Frank Hackett, Superintendent	Thomas Devin, Chairman
James Lee, Assistant Superintendent	Cyril Chafe, Vice Chairman
Edward Cronin, Director of Finance & Operations	George Kokoros, Recording Secretary
	Jennifer Aborn Dolan
	Kelly Cobo-Lemire
	Karla Psaros
	Charles C. Kokoros, Mayor

School	Principal	Phone	Regular School Hours	Early Release Hours
Braintree High	Dr. Christopher Scully	781-843-4000	7:35AM-2:05PM	7:35AM-11:08AM
East Middle	John Sheehan	781 380 0170	8:02AM 2:25PM	8:02AM 11:45AM
South Middle	Damon Rainie	781-380-0160		
Mary E. Flaherty Elementary	Stacey Soto	781-380-0180	8:45AM-2:50PM	8:45AM-12:10PM
Highlands Elementary	Dr. Nancy Pelletier	781-380-0190	AM Kindergarten	AM Kindergarten
Hollis Elementary	Timothy MacDonald	781-380-0120	9:00AM-11:30AM	9:00AM-10:30AM
Liberty Elementary	Tara Boening	781-380-0210	PM Kindergarten	PM Kindergarten
Archie T. Morrison Elementary	John Ricordan	781-380-0230	12:05 PM-2:35PM	No School
Donald Ross Elementary	Jennifer Fay	781-380-0240	9:00AM-2:35PM	FDX 9:00AM-11:55AM
Monatiquot School Kindergarten Center	Donna Anderson	781-794-8420		
Integrated Preschool	Dr. Mllo Kippenhan	781-843-4000	AM Preschool: 7:50AM-10:20AM PM Preschool: 11:20AM-1:50PM	AM Preschool: 7:50AM-10:20AM PM Preschool: No School

September - 19 Days (19) M T W T F 2 3 4 5 6 9 10 11 12 13 16 17 18 19 20 23 24 25 26 27 30	9/2 NO SCHOOL - Labor Day 9/3 NO SCHOOL - Full Day Teacher Workshop 9/4 First Day Students Grades 1-12 9/5 Kindergarten Story Hour 9/6 First Day for All Kindergarteners 9/9 First Day for Preschool 9/17 1/2 Day—Teacher Workshop	February - 15 Days (109) M T W T F 3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26 27 28	2/17-2/21 NO SCHOOL - February Break
October - 22 Days (41) M T W T F 1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30 31	10/14 NO SCHOOL - Columbus Day 10/23 1/2 Day - Teacher Workshop	March - 21 Days (130) M T W T F 2 3 4 5 6 9 10 11 12 13 16 17 18 19 20 23 24 25 26 27 30 31	3/3 NO SCHOOL—Presidents Primary Election 3/30 1/2 Day-Teacher Workshop
November - 17 Days (58) M T W T F 4 5 6 7 8 11 12 13 14 15 18 19 20 21 22 25 26 27 28 29	11/5 NO SCHOOL - Teacher Workshop 11/11 NO SCHOOL - Veteran's Day Observed 11/27 1/2 Day - Day Before Thanksgiving 11/28 NO SCHOOL - Thanksgiving 11/29 NO SCHOOL - Thanksgiving Break	April - 16 Days (146) M T W T F 1 2 3 6 7 8 9 10 13 14 15 16 17 20 21 22 23 24 27 28 29 30	4/10 NO SCHOOL—Good Friday 4/20-4/24 NO SCHOOL - Spring Break
December - 15 Days (73) M T W T F 2 3 4 5 6 9 10 11 12 13 16 17 18 19 20 23 24 25 26 27 30 31	12/3 *NO SCHOOL—SNOW DAY 12/5 1/2 Day - Teacher Workshop 12/23-12/31 NO SCHOOL - Winter Break	May - 20 Days (166) M T W T F 4 5 6 7 8 11 12 13 14 15 18 19 20 21 22 25 26 27 28 29	5/25 NO SCHOOL—Memorial Day 5/26 Last Day School for Seniors Prior to Final Exams
January - 21 Days (94) M T W T F 6 7 8 9 10 13 14 15 16 17 20 21 22 23 24 27 28 29 30 31	1/1 NO SCHOOL - New Year's Observance 1/20 NO SCHOOL - Martin Luther King Jr. Day 1/28 1/2 Day - Teacher Workshop	June - 19 Days (185) M T W T F 1 2 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26 29 30	6/6 Graduation @ 10:00 a.m. 6/9 1/2 Day—Teacher Workshop 6/12 Last Day of Preschool 6/25 Last Day of School if 5 snow days are used; 1/2 Day for Students* *1 day used 12.3.19

*The end date of 6/25 includes 5 snow days.
 With 1 snow day used, school will finish on 6/19 for all students and teachers.

Key: = NO SCHOOL = 1/2 Day

APPROVED 2-11-2019-REVISED 1.8.2020

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