

A G R E E M E N T

between the

CANTON SCHOOL COMMITTEE

and the

CANTON TEACHERS' ASSOCIATION

September 1, 2012 - August 31, 2015

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

PREAMBLE

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

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

ARTICLE I **RECOGNITION**

- A. The Committee recognizes the Association for the purpose of collective bargaining as the exclusive bargaining agent for professional employees during the regular school year in the following categories:
classroom teachers, guidance counselors, speech pathologists, occupational therapists, physical therapists, school psychologists, elementary school assistant principals, department chairpersons and advisors, librarians, coaches, teachers of extra-curricular activities, and school nurses.

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

- B. The Committee agrees not to bargain with any teachers' organization other than that designated as the exclusive bargaining agent pursuant to Chapter 150E (the

Canton Teachers' Association). The Committee further agrees not to negotiate with any other teachers' organization in regard to changes in wages, hours, and other conditions of employment to become effective during the term of this Agreement.

- C. Should a new position be created during the term of this Agreement, the parties agree to meet to negotiate as to whether said position is to be included in the bargaining unit. If no agreement is reached, the parties agree to jointly submit the matter to arbitration as provided in this Agreement.
- D. Unless otherwise indicated, the employees in this bargaining unit will be hereinafter referred to as teachers.

ARTICLE II **MANAGEMENT RIGHTS**

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

ARTICLE III **MEMBERS' RIGHTS**

- A. There will be no reprisals of any kind taken against any teacher by reason of his/her membership in the Association or participation in its activities.
- B. Teachers will be entitled to full rights of citizenship, and no religious or political activities of any teacher or lack thereof will be grounds for any discipline or discrimination with respect to the professional employment of such teacher.
- C. No teacher with professional status shall be discharged, suspended, or reduced in rank or compensation without just cause. In the event of the same, the teacher may elect either the statutory remedy available to him/her or the grievance procedure within fourteen (14) calendar days of the action. Such election shall be

made in writing. The election of one remedy shall be a waiver of the teacher's rights under the alternative remedy.

- D. References to teachers with Professional Teacher Status shall be deemed to refer to any professional employee in the bargaining unit who has completed at least three consecutive school years of service in the Canton Public Schools. References to teachers who have not acquired Professional Teacher Status shall be deemed to refer to any professional employee in the bargaining unit who has not completed at least three consecutive school years of service in the Canton Public Schools. This section does not apply to coaches or to teachers in their role as extra-curricular advisors or other stipended positions.

ARTICLE IV
NO STRIKE CLAUSE

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

ARTICLE V
GRIEVANCE AND ARBITRATION PROCEDURE

- A. The term "grievance" shall include those claims or disputes which allege a violation of a specific provision of this Agreement.
- B. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement.

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

Failure to institute a grievance within the time limits set forth in the provisions of this Article shall conclusively be deemed to constitute a waiver of all rights under this Article unless mutually waived by the parties.

- C. Grievances shall at all levels, including Level One, be submitted in writing on a formal grievance instrument (to be mutually developed by the parties). The grievance shall be signed by the employee and/or a representative of the

Association, stipulating the sections of the Agreement which have been violated. There shall be a twenty (20) school day limit for filing a grievance, to be computed from the date of the event or condition which gave rise to the filing of the grievance or from when the individual first became aware of the condition giving rise to the grievance. Responses to the grievance shall be in writing, as specified in Section E. 2 of this Article, and shall set forth the reasons for the decision.

- D.
1. Level One. A teacher with a grievance will first discuss it with his/her principal or immediate superior, either directly or through the Association's School Representative, with the objective of resolving the matter informally.
 2. Level Two. If the teacher is not satisfied with the disposition of his/her grievance at Level One, or if no decision has been rendered within five (5) days after presentation of the grievance, he/she may file a grievance, within five (5) school days thereafter, with the Superintendent of Schools, or his designee and at the same time will file a copy with the Chairman of the Professional Rights and Responsibilities Committee. The Superintendent or his/her designee shall meet with the teacher and a member of the Professional Rights and Responsibilities Committee for the purpose of resolving the grievance.
 3. Level Three. If the teacher and a member of the Professional Rights and Responsibilities Committee are not satisfied with the disposition of his/her grievance at Level Two, or if no decision has been rendered within five (5) school days after he/she has first met with the Superintendent, the teacher or the Professional Rights and Responsibilities Committee may refer it to the School Committee. Within ten (10) days after receiving the written grievance, the School Committee will meet with the teacher and a member of the Professional Rights and Responsibilities Committee for the purpose of resolving the grievance.
 4. Level Four.
 - a. If the teacher is not satisfied with the disposition of his/her grievance at Level Three or if no decision has been rendered within five (5) school days after he/she has first met with the School Committee, he/she may request, in writing, the Chairman of the Professional Rights and Responsibilities Committee to submit his/her grievance to arbitration. If the Professional Rights and Responsibilities Committee determines that the grievance is meritorious, it may submit the grievance to binding arbitration within fifteen (15) school days after receipt of the request from the aggrieved person.

- b. Within ten (10) school days after such written notice of submission to arbitration, the Committee and the Professional Rights and Responsibilities Committee will agree upon a mutually acceptable arbitrator and will obtain a commitment from said arbitrator to serve. If the parties are unable to agree on an arbitrator or to obtain a commitment within the specified period, a request for a list of arbitrators may be made to the American Arbitration Association by either party. The parties will be bound by the rules and procedures of the American Arbitration Association in the selection of an arbitrator.
 - c. The Arbitrator so selected will confer with representatives of the School Committee and the Professional Rights and Responsibilities Committee and hold hearings promptly and will issue his/her decision not later than thirty (30) days from the date of the close of the hearings. The arbitrator's decision will be in writing and will set forth his/her findings of fact, reasoning, and conclusions on issues submitted. The decision of the arbitrator will be binding on all parties concerned.
 - d. The costs for the services of the arbitrator, including per diem expense, if any, and actual and necessary travel and subsistence expenses, will be borne equally by the School Committee and the Association, but each party shall bear its own expense for the presentation of its case.
- E.
- 1. If, in the judgment of the Professional Rights and Responsibilities Committee, a grievance affects a group or class of teachers, the Professional Rights and Responsibilities Committee may submit such grievance in writing to the Superintendent directly and the processing of such grievance will be commenced at Level Two. The Professional Rights and Responsibilities Committee may process such a grievance through all levels of the grievance procedure.
 - 2. Decisions rendered at Level One, Two and Three of the grievance procedure will be in writing setting forth the decisions and the reasons therefore and will be transmitted promptly to all parties of interest and to the chairman of the Professional Rights and Responsibilities Committee. Decisions rendered at Level Four will be in accordance with paragraph I of Level Four. The settlement will be written by the employee and signed by the employee and by the one to whom the grievance has been presented.
 - 3. All documents, communications, and records dealing with the processing of a grievance will be filed separately from the personnel files of the participant.

4. Forms for filing grievances, serving notices, taking appeals, making reports and other documents will be prepared by the Association and given appropriate distribution so as to facilitate operation of the grievance procedure.
 5. Nothing in this Agreement shall affect the right of the School Committee to renew or not renew a contract of employment for non-tenured teachers.
- F. The Committee, will upon request, provide the Association with any documents which will assist the Association in developing intelligent, accurate, informed and constructive programs on behalf of the teachers and their students, together with any other available information which may be necessary for the Association to process grievances under this Agreement provided these documents are not in themselves confidential.

ARTICLE VI
LONGEVITY

- A. The purpose of this provision is to reward those members who have dedicated many years of service to insure a quality education program in the Town of Canton. To be eligible, members must have a minimum of twelve (12) years of experience, five (5) of which must be in the Canton Public Schools.

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

The school year following completion of:

12 th – 14 th year	\$ 850
15 th – 19 th year	\$ 1,250
20 th – 24 th year	\$ 1,500
25 th – 29 th year	\$ 1,800
30 th – 34 th year	\$ 2,450
35 th + year	\$ 2,900

- B. Teachers with fifteen (15) years of service in the Canton Public Schools may elect an additional longevity payment of one-half of their available sick leave buy-back (to a maximum of \$2000) per year for two (2) consecutive years. The longevity payments specified above in this Article will cease for that teacher after he/she has exercised the two-year option set forth herein. Teachers who wish to exercise this option must notify the Superintendent in writing by December 31 of the school year preceding the school year in which the longevity under this option is to be paid. This language applies only to any teacher who began receiving this benefit prior to September 1, 2007.

ARTICLE VII
TEACHING HOURS AND TEACHING LOAD

- A. The starting and dismissal times for students will be as stated by the Superintendent's office.
- B. Teachers may be required to attend three (3) evening meetings each year. Attendance at all other evening meetings will be at the option of individual teachers except for those whose duties and responsibilities require them to participate at graduation.
- C. Classroom teachers at the William H. Galvin Middle School and at Canton High School, including special education teachers and speech and language pathologists, will have a daily preparation period consisting of one regular period. During that time they will not be assigned to any other duties. Teachers who volunteer to cover a class for an absent teacher during a preparation period will be paid \$20 per period for such voluntary coverage.
- D. High School and Middle School Coordinators:
 - 1. In departments of 8 or fewer teachers, the high school coordinator shall teach 80% of full time. In departments of between 9 and 12 teachers, the high school coordinator shall teach 60% of full time. In departments of 13 or more teachers, the high school coordinator shall teach 40% of full time. The incumbent high school Social Studies Coordinator will teach a minimum of 60% of full time, but may be required to teach up to 80% of full time (as required by this Section) if necessary to meet scheduling requirements as determined solely by the high school principal. This work load exception shall only apply to the high school Social Studies Coordinator who is in the position as of September 1, 2001. All middle school coordinators shall teach 80% of full time.
 - 2. All high school and middle school coordinators shall be evaluated in writing annually by the Principal(s) with input from the Director of Curriculum. Coordinators shall be reappointed annually unless the annual evaluation is unsatisfactory. Non-renewal shall occur in cases of two consecutive unsatisfactory annual evaluations.
- E. Elementary school classroom teachers will have a preparation period under the following circumstances:
 - 1. When the class is receiving instruction in Physical Education.
 - 2. When the class is receiving instruction in Art, Music, Library, and Health Education, except that inexperienced teachers are asked to remain with the

class to gain insight and understanding in the methods used in these special subject areas.

3. They will, however, remain in the room for the time required to present material for the week.
- F. Elementary teachers will be guaranteed five (5) preparation periods per week. The Committee will strive toward a goal of one (1) preparation period per day. Teachers who volunteer to cover a class for an absent teacher during a preparation period will be paid \$20 per period for such voluntary coverage. Elementary teachers will be provided with four (4) common planning periods of no less than one hour, scheduled one (1) per quarter.
- G. Personnel other than regular classroom teachers will work at their assigned tasks for at least the length of a regular teacher's work day.
- H. School Day and Year
1. All teachers shall report to their schools at least 15 minutes prior to the commencement of homeroom. During this 15 minute period, teachers at the Galvin Middle School may not be required to perform supervisory duties in excess of 10 minutes. During this 15-minute period, teachers at the High School would not be required to perform supervisory duties in excess of what they presently perform before school. After school, all teachers shall remain in their schools for at least 20 minutes after the end of the scheduled school day. During this time they will be available for student assistance and to perform supervisory duties to the extent that such duties have been performed in the past.

It is recognized by the Association and the School Committee that teachers will have to devote many more hours in addition to the above to successfully satisfy their professional responsibilities. Therefore, in addition to the above, teachers shall be required to attend core evaluations, team meetings, parent conferences, faculty and department meetings, to confer with and help students, to supervise detention, and to carry out such other professional responsibilities as they have performed in the past.

Teachers at the Galvin Middle School will not be assigned to more than one (1) period of lunch supervision per week. Teachers at Canton High School will not be assigned to more than three (3) periods of lunch supervision per week. The high school administration will seek volunteers before assigning lunch supervision. The performance of lunchroom supervisory duties over and above the limitations herein stated shall be on a voluntary basis.

2. Teachers at Canton High School will teach 30 periods and have at least 7 preparation periods in a 7-day cycle. Teachers will also have up to 5 supervisory periods in a 7-day cycle. Directed studies will count as two (2) supervisory periods. Teachers will not be assigned more than two (2) directed studies in a 7-day cycle.
 3. Of the 42 periods in the 6-day cycle at Galvin Middle School, there will be a total of 30 classes, at least 7 preparation periods, 1 directed study, 1 supervisory lunch period, 1 non-lunch supervisory period, and 1 team planning period.
 4. The school year for teachers, other than new personnel who may be required to attend additional orientation sessions, will begin no earlier than September 1 (unless there is mutual agreement to begin earlier) and terminate no later than June 30, but will in no event be longer than three (3) days more than the number of days that pupils are required to be in attendance by the approved Committee calendar for each school year. The three (3) additional days will be used as professional development days.
 5. Study Halls: Recognizing that study halls are to be directed study and not limited to supervision of students, administration shall make a sincere effort not to use study halls as a substitute for finding coverage for absent teachers. However, should administration be unable to find substitutes, and should classes be moved into a study hall, the teacher in charge of the study hall shall receive the additional compensation of twenty dollars (\$20) for each such class so moved into the study hall.
- I. Teachers will have a duty-free lunch period as determined by the respective principals of at least the following lengths:
- | | | |
|----|---------------------------------|------------|
| 1. | Elementary School | 25 minutes |
| 2. | William H. Galvin Middle School | 20 minutes |
| 3. | Senior High School | 23 minutes |
- J. Indoor or outdoor recess shall be held during the school day in the elementary schools.
- K. Academic subject area William H. Galvin Middle School and Senior High School teachers will not be assigned more than seven (7) periods per day, consisting of at least one (1) preparation period and not more than six (6) student supervision periods of which not more than five (5) may be teaching periods. Department heads will be provided with adequate time to perform their supervisory duties within said seven (7) period limitation and without being deprived of their guaranteed daily preparation time.

- L. Teacher participation in Extracurricular Activities will be strictly voluntary and teachers will be compensated for all such participation in accordance with the Extracurricular Salary Schedule in the contract.
- M. SPED teachers shall be provided with the same common planning time as classroom teachers, one (1) period of no less than one (1) hour every three (3) weeks.
- N. Last Day: The last day of school shall be a half-day provided that the requisite Department of Education minimum number of instructional hours has been met.
- O. On early release days, there will be no fewer than thirty (30) minutes after the end of the instructional day before the commencement of meetings or professional development work.
- P. The last school day before the December holiday break will be a half-day for students and teachers.

ARTICLE VIII
CLASS SIZE

- A. The Committee and the Association recognize class size as an important factor in good education. To ensure that class size is conducive to an effective learning atmosphere, the Committee and the Association will strive to improve upon the following goals:

Elementary Schools: 40 classroom teachers per 1000 students
Secondary Schools: 60 classroom teachers per 1000 students

- B. The Committee and the Association realize that space availability precludes implementation of Section A above at this time. The provisions of Section A will therefore take effect as soon as physically possible.
- C. The provisions of Section A above may be waived by a teacher, a group of teachers, or an entire department after consultation with administration, if he/she, they, or the department feel in certain situations (e.g., specifically “Team Teaching”) it is in the best interests of the educational process to do so.

ARTICLE IX
NON-TEACHING DUTIES

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

- A. Assignment of teachers for non-teaching duties shall be on a reasonable and equitable basis.

- B. Teachers may be required to collect and transmit money to be used for educational purposes and limited number of non-educational programs, but they will not be required to tabulate or account for such money.
- C. Teachers will not be required to drive pupils anywhere.
- D. Teachers issuing classroom detentions are required to supervise that detention period. Teachers are also required to serve regular assigned office detention periods.
- E. Teachers will not be required to perform any custodial duties.
- F. Teachers will not be required to deliver books to classrooms, or keep registers.
- G. Elementary teachers may be assigned up to 60 minutes per week. Such duties shall not be assigned unless the Principal deems it necessary.

ARTICLE X
TEACHER ASSIGNMENT

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

ARTICLE XI
VACANCIES AND PROMOTIONS

- A. Whenever any vacancy occurs in a professional position, a notice will be sent to the president of the Association at least ten (10) days in advance of the appointment unless mutually agreed otherwise between the Superintendent and

the Association president. Written qualifications for the position, its duties, and its rate of compensation will be clearly set forth. Temporary appointments will be made only within the period of processing of applications.

- B. In filling such vacancies, equal consideration will be given to qualified teachers already employed by the Committee. Each teacher applicant not selected, upon request, will be given an explanation by the Superintendent.
- C. All qualified teachers will be given the opportunity to make application for such positions through the Office of the Superintendent of Schools and to represent themselves to the Superintendent. Each teacher not selected will, upon request, receive an explanation from the Superintendent of Schools.
- D. All notices concerning positions in summer School and Federal Programs will be posted on the Association bulletin boards.
- E. The final decision in the filling of vacancies, new positions, and promotions rests exclusively with the Superintendent or his/her designee, and said decision is not subject to the grievance and arbitration procedure of this Agreement.
- F. All vacancies in positions covered by this Agreement to be filled will be posted in each school building for a period of ten (10) calendar days prior to the selection of the successful candidate unless otherwise mutually agreed by the parties.
- G. Teachers and others covered by this Agreement must give at least 30 calendar days' notice to the Superintendent or his/her designee before resigning. This provision may be waived by mutual agreement between the Superintendent and the Association.

ARTICLE XII **TEACHER EVALUATION**

- A. All monitoring or observation of the work performance of a teacher will be conducted openly and with the teacher's knowledge.
- B. Teacher performance shall be evaluated by the criteria in the evaluation procedure and instrument.
- C. Teachers will be given a copy of any evaluation report and will have the right to discuss the report with the evaluator(s). Teachers may make written comments to be attached to such reports.
- D. Each written evaluation will be preceded by one or more classroom observations or structured conferences by the evaluator(s). Each evaluator shall make and sign a separate written observation report of each observation. A copy of each observation report shall be given to the teacher evaluated who shall have the right

to discuss the report with the evaluator and to make written comments to be attached to such reports. Observation reports are for the use of administrators and teachers will ordinarily not become part of the teacher's personnel file.

- E. Teachers shall acknowledge that they have had the opportunity to review evaluation and observation reports by affixing their signatures to the reports, with the express understanding that such signature in no way indicates agreement with the reports.
- F. In accordance with Chapter 71, Section 42C of the Massachusetts General Laws, teachers have the right to inspect the contents of their personnel folders.
- G. 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 the material. 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.
- H. Any written and/or serious complaints regarding a teacher made to any member of the administration by any parent, student, or other person, including by electronic communication in any form, will be promptly called to the attention of the teacher, providing the complaint is not subject to criminal investigation.
- I. During the life of the Agreement, an Ad Hoc evaluation committee will be available to review, assess and fine-tune the evaluation instrument and procedures where needed. This committee will consist of four (4) members appointed by the Association and four members appointed by the Committee. The Association representatives on the committee shall consist of one member from the elementary level; one from the Middle School; one from the High School and one at-large. No more than one can be a bargaining team member. Further, no more than one school committee bargaining team member can be on this committee.

Either the Committee or the Association can call this committee into existence. This committee will have the authority, by majority vote, to recommend to the respective parties any changes to this Agreement for finalizing through the collective bargaining process.
- J. A teacher without professional teacher status will be notified in writing on or before June 15 whenever such teacher is not to be employed for the following school year.
(See also related deletion from Article XXV-Reduction Force, Section M)

ARTICLE XIII
USE OF SCHOOL FACILITIES

- A. Upon making arrangements with the Superintendent of Schools, the Association may use the school buildings without cost at reasonable times for meetings. The principal of the building in question will be notified in advance of the time and place of all such meetings. Any additional expenses incurred by the use of School facilities by the Association shall be paid for by the Association.
- B. There will be one (1) bulletin board in each school building, preferably in the faculty lounge, for the purpose of displaying official Association notices, circulars and other material pertinent to the Association and to the School Committee. Copies of all such material will be shown to the Principal. All posted notices shall be signed by an authorized representative of the Association.

ARTICLE XIV
SICK LEAVE POLICY

- A. It is recognized that from time to time illnesses and injuries that necessitate absence from school will occur, but it is further recognized that absence of the regular teacher from the classroom interrupts the educational process and must, therefore, be held to a minimum.
- B. All regularly appointed teachers shall be entitled to sick leave with full pay for fifteen (15) days per year. The Committee will grant up to five (5) days of the entitled fifteen (15) days for immediate family-related (spouse, child, parent, or a relative living with the family) illnesses. When notifying his/her supervisor, the staff member must specify the use as either a personal sick day or an immediate family-related illness day.
- C. The number of sick leave days a teacher may accrue will be unlimited.
- D. An employee using accumulated sick leave must submit a periodic written statement, from a physician affirming that personal ill health makes extended absence necessary.
- E. If a teacher is absent for extenuating circumstances not covered by this Agreement, the teacher will be charged, upon approval of the Superintendent, the cost of the substitute teacher.
- F. Suspected cases of sick leave abuse will be handled and investigated on an individual basis, with appropriate discipline, if needed, being taken by the Superintendent or his designee.

- G. In case of death during the school year of any member of a teacher's family (grandparent, grandchild, brother, sister, mother-in-law, father-in-law, brother-in-law, and sister-in-law), no reduction of salary or reduction in accumulated sick leave shall be made for absence not exceeding three (3) school days. In case of death during the school year of a teacher's spouse, parent, child, or person living in the teacher's household, no reduction of salary or reduction in accumulated sick leave shall be made for absence not exceeding five (5) school days. In case of death during the school year of a teacher's nephew, niece, or other relative not mentioned elsewhere in this Section, one (1) day's leave without loss of pay or accumulated sick leave shall be granted on the day of the funeral.
- H. Three (3) days may be used for personal matters which require absence from school hours. These days are not deductible from sick leave. Application for these days of personal business must be made in writing to the Superintendent of Schools through the Principal at least twenty-four (24) hours before the taking of such leave, except in case of emergency. The nature of the personal business does not have to be stipulated. At the close of each school year, if a person has not taken any personal days during that year, then three (3) days shall be added to that person's sick leave accumulation. If a person has used one personal day during that year, then two (2) days shall be added to his/her sick leave accumulation. If a person has used two (2) personal days during that year, then one (1) day shall be added to his/her sick leave accumulation.

As an alternative to the above, a person who has not used all of his/her personal days during the year may carry over up to two (2) unused personal days with a maximum accrual of five (5) personal days in anyone year. No such days that have been carried over may be used to extend a holiday or a vacation. Any unused personal days that have not been carried over as personal days will be added to the person's sick leave accumulation.

- I. Each member shall be allowed up to two (2) days of leave with pay during each school year for observance of religious days when the tenets of that member's religion require abstinence from work on those days. Such leave is contingent upon that member having unused sick leave or personal leave which can be so charged. At least one (1) week's notice must be given to the building principal by the member prior to the taking of this leave.
- J. Request to attend educational meetings or conferences, including MTA/NEA conferences, or meetings which are held in Massachusetts may be approved by the Principal. Those held outside the state must be approved by the Committee. Nothing herein shall be construed to grant any teacher, as a matter of right, leave to attend any such meeting or conference.
- K. If a member with ten (10) years of teaching experience retires from the Canton School System and is accepted into the Massachusetts Retirement Plan, s/he shall

receive \$40.00 per day for each day of unused accumulated sick leave in excess of eighty (80) days up to a maximum of \$4,000.00.

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

M. Sick Leave Bank

1. Introductory Statement

A Sick Leave Bank shall be established whereby all members covered by the Agreement shall receive additional sick leave upon exhaustion of their own earned and accrued sick leave.

2. Eligibility for Membership

a. All members of the bargaining unit are eligible to participate in the Sick Leave Bank.

b. At the commencement of the bank, each member who wishes to participate must contribute one day of sick leave to the bank, said contribution to be demonstrated by submitting a signed form to the bank committee on or before September 30, 1986. Only those teachers who so contribute shall be eligible for a grant from the Sick Leave Bank.

c. Newly hired members of the bargaining unit can join the sick leave bank by submitting the signed form within ten (10) school days of their first work day.

3. Funding the Bank

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

4. Administration of the Bank

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

5. Provisions for Benefit Payment

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

f. The maximum number of days a member may use from the Sick Leave Bank annually are:

90 days to 1 year's service ... 20 days
2-3 years' service 30 days
4-10 years' service 60 days
over 10 years' service 90 days

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

ARTICLE XV
MILITARY LEAVES OF ABSENCE

- A. The number of school days specified by Massachusetts State Law will be allowed for persons called into temporary active duty of any unit of the United States Reserves or the State National Guard, provided such obligations cannot be fulfilled on days when school is not in session.

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

ARTICLE XVI
SABBATICAL LEAVES

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

- A. Not more than three (3) members of the professional staff will be absent on sabbatical leave at one time with preference given to seniority.

- B. Preliminary requests for sabbatical leave must be received by the Superintendent of Schools in such form as may be required on or before November 30, if leave is

to be granted for the ensuing year. The specific details of said request shall be made on or before May 1.

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

ARTICLE XVII
PROFESSIONAL IMPROVEMENTS

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

ARTICLE XVIII
TEXTBOOKS

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

ARTICLE XIX
GROUP INSURANCE

The Committee will provide a plan of group life, accidental death and dismemberment and general or blanket hospital, surgical and medical insurance as authorized under the provisions of G.L. Chapter 32B. The Committee will pay 75% of the premium and the employees will pay 25% of the premium for the indemnity plan and for all HMO's. Dental insurance shall also be paid seventy-five percent (75%) by the Committee and twenty-five percent (25%) by the employees. The following health insurance changes will go into effect on January 1, 2006:

Effective July 1, 2012, co-pays for the PPO and the HMO shall be as follows:

Office visits:	\$20/\$35 (PCP/Specialists)
Emergency Room Co-Pay:	\$100
Hospital Admissions:	\$300
Outpatient Surgery:	\$150
High Tech Imaging:	\$100
Prescriptions:	\$10/\$25/\$50 for both retail and 90 day mail order
	Effective July 1 2013
	\$20/\$50/\$100 for both retail and 90 day mail order
Medex Prescriptions:	\$10/\$20/\$35 for both retail and 90-day mail order

ARTICLE XX
GENERAL

- A. The Association will be provided with copies of approved minutes of official School Committee meetings that are distributed to School Committee members. A copy of the official agenda of the meeting will be given to the Association prior to said meeting.

- B. 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.

- C. The Committee will amend its Administrative Regulations and take such other action as may be necessary in order to give full force and effect to the provisions of this Agreement.
- D. The Committee agrees to abide by the certification requirements, set out under the Massachusetts General Laws, in the hiring of teachers in the Canton School System.
- E. The Town of Canton will assign a payroll deduction slot for employees to participate in the Massachusetts Teachers Association disability insurance plan. The Association will provide the premium amounts of the plan, along with the deduction authorizations for those employees who are eligible for and wish to participate in the plan.

ARTICLE XXI
NO DISCRIMINATION

There shall be no discrimination, interference, restraint or coercion by the Committee, the Association, or their respective agents against any teacher because of membership or non-membership in the Association. No one shall be required to become a member or remain a member of the Association as a condition of employment in the Canton Public Schools.

ARTICLE XXII
SALARIES AND OTHER COMPENSATION

Section 1.

- A. Salaries and other compensation of employees covered by this Agreement are set forth as an Appendix to this Agreement and made a part thereof.
- B. Employees covered by this Agreement will be compensated on the basis of twenty-one (21) paychecks during the school year or twenty-six (26) paychecks every two weeks over the calendar year, at the option of the employee. The gross amount of each check shall be substantially equal.
- C. Approved mileage will be paid at the IRS rate as determined by the Town.
- D. The Committee agrees to deduct from teachers' salaries money for NEA and/or MTA services and programs or Agency Service Fee as said teachers individually and voluntarily authorize the Committee to deduct and to transmit the monies in biweekly installments prior to March 15 through the Treasurer of the Association. It is expressly understood that any deduction which a teacher may authorize the Committee to make from his/her earnings will be deducted in ten (10) equal installments or as close to equal as is practicable from paychecks received by said teacher during the year.

- E. The Canton Public Schools agrees to deduct from a teacher's salary an amount in equal installments from each pay period as designated by the teacher. The Canton Public Schools shall cause to be issued one (1) check to the Canton Teachers Association for the total of all deductions each pay period and shall provide the Association with an itemized list containing each teacher's name, amount deducted and credit union. The Association shall disburse these to the appropriate credit unions. An appropriate deduction form shall be supplied by the Association.
- F. Teachers who work only a portion of a school year shall be compensated on the basis of one-one hundred eighty-third (1/183) of their annual salary for each day
- G. Employees eligible for both a step and a lane change on September 1 of a particular year will receive only a lane change.
- H. Teachers who are on leave of absence without pay for more than 90 school days in a school year shall not receive credit for that year for the purpose of movement on the steps of the salary schedule.

Section 2: Lane Changes

- A. Annually during September, the Business Office will distribute to all professional staff a form entitled "Added Degree and longevity Notification Form," hereinafter referred to as the "Notification Form".
- B. Any professional staff member who feels he/she may be eligible for an increase in longevity payment or a salary lane change effective on the following September 1st must complete and return the Notification Form to the School Business Administrator's office by November 15th of the year preceding possible eligibility.
- C. Failure to submit the form by the November 15th deadline will render the employee ineligible for any longevity increase or lane change as of the following September 1st.
- D. Each September, an employee must submit a new Notification Form in order to be eligible on the following September 1st.
- E. New employees hired after November 15th of a given year will not be eligible for a longevity increase or a lane change on the following September 1st.
- F. The Superintendent is authorized to waive the notification requirements in unusual circumstances that in her/his sole judgment are beyond the control of the employee. Any such action by the Superintendent shall not be subject to challenge by the Association, either by grievance or other forms of redress.

ARTICLE XXIII
TRANSFERS

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

ARTICLE XXIV
AGENCY SERVICE FEE

- A. In accordance with the Massachusetts General Laws, any member of the bargaining unit who is not a member of the Association shall, as a condition of employment, during the life of this Agreement, pay on/or after the 30th day following the beginning of his/her employment or September 1, 1976 whichever is later, an agency fee which shall be determined by the Association in accordance with the applicable law.
- B. The agency service fee may be deducted in ten payments from the salary of any employee who signs a written authorization to that effect in accordance with the provisions of Chapter 180, Section 17G of the General Laws and transmitted directly to the Treasurer of the Association.
- C. This article shall have no effect upon employees nor be binding upon the employees hired prior to September 1, 1976.
- D. The Association agrees to indemnify the Town for any damages which the Town is requested to pay by an administrative agency or court of competent jurisdiction as the result of the Town's compliance of this article.

ARTICLE XXV
REDUCTION IN FORCE

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

- A. A teacher with professional status shall not be laid off if there is a teacher without

professional status whose position the teacher with professional status is qualified to fill.

B. Upon determination of the School Committee that there shall be layoffs in any discipline, as set forth below, the following procedures shall apply only to teachers with professional status.

C. Within the following disciplines, layoffs shall be determined by seniority. In determining the order of teachers to be laid off, teachers shall be laid off by discipline. For the purposes of this article, disciplines shall be:

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

In cases involving members who have identical seniority, preference for retention shall be given to the member who, in the judgment of the Superintendent, is most qualified. The Superintendent may base his/her determination on such factors as

professional training, experience within a discipline, performance, and needs of the system.

D. Definitions

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

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

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

However, a sixth (6th) grade teacher certified in a secondary discipline who has also taught in that secondary discipline in Canton in the past will be considered qualified in that secondary discipline notwithstanding the fact that the teacher has not taught in that discipline within the past five (5) years.

E. Bumping

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

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

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

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

3. A teacher certified only K-8 may not bump a teacher with a secondary certification.
 4. If a qualified middle school teacher holds both a K-8 and a secondary certification, s/he may bump a more junior K-8 elementary or secondary certified teacher.
- F. Laid-off members may continue group Health and Life Insurance coverage during the recall period of thirteen (13) months as provided by the Committee to members of the bargaining unit by reimbursing the Town for full premium cost. Failure to forward advance premium payments to the Town by the date(s) set by the Town or refusal to return to employment upon recall will terminate this option. It is understood that there shall be no cost to the Town.
- G. Teachers who are on layoff because of reduction in force shall be on a recall list for the first thirteen (13) months of layoff and shall, if qualified, have preference over new applicants for any new position or full-time vacancy in the bargaining unit that the Committee is going to fill and for which they are qualified. In making a decision as to which of two or more qualified teachers on the recall list will be first recalled, the Superintendent will recall teachers in the inverse order of layoff. The failure of a teacher to accept the assignment within fifteen school days of the postmark of notification thereof shall automatically remove that teacher from the recall list and terminate all recall rights.
- H. The Superintendent's judgment hereunder shall be set aside only where it was not made in good faith and/or was arbitrary or capricious.
- I. In the event an individual is notified of an intent to lay him/her off, s/he shall have 10 days from the postmark of the notification in which to request a hearing under Chapter 71, Section 42 if applicable. In the event s/he elects a c.71, §42 remedy, the individual waives his/her right to recall.
- J. No reduction in force shall take effect on other than the first day of a school year.
- K. Teachers who have been laid off shall, during their recall period, be notified in writing by the Superintendent's Office, provide' they have left their home address with the Superintendent's Office, of any open positions in the system which they may be qualified to fill. Failure to accept an offer of employment for any such suitable position shall terminate the teacher's recall rights.
- L. Teachers recalled after layoff under this Article shall be placed on that step of the salary schedule which is one step higher than the one on which they were at the time of their last day of teaching prior to being laid off. Also such teachers shall carry over only that sick leave which was credited to them at the time of their last day of teaching prior to being laid off.

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

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

- N. Notifications under sections G and I above will be by certified or registered mail.

ARTICLE XXVI **INDIVIDUAL SUPPORT TEAMS**

Each school in the Canton Public Schools will have one Individual Support Team (IST).

The following terms will apply to the IST in each school.

- A. Teachers on the IST shall serve a two-year term. These terms will be staggered so that they do not expire at the same time. Each school will determine the number of members of the IST for that particular school.
- B. Participation on IST's by teachers shall be strictly voluntary.
- C. Teachers may resign from the support team at any time, with thirty (30) days notice to the Superintendent.
- D. The Committee will provide substitute coverage to allow the members to be able participate in the IST meetings during school hours.
- E. Teachers will not be negatively evaluated for their participation or non-participation in the IST program.
- F. Training for IST members will be provided.
- G. Records will be maintained by the IST and will be accessible to the principal and other appropriate administrators. These records shall include the dates of team meetings, the issues discussed, the solutions proposed, and any follow-up on earlier meetings.
- H. IST Compensation: Members of the IST shall be compensated, at their option, with either three (3) credits or a stipend of five hundred dollars (\$500).

ARTICLE XXVII
EDUCATIONAL ENHANCEMENT FUND

The Committee will provide \$1000 per year for each teacher (prorated for part time teachers) to an aggregate cap for the entire bargaining unit of \$100,000 per year from the Professional Enhancement Fund to be used for courses, conferences, workshops, or seminars that have been approved by the Director of Curriculum and Instruction. During the 2007-2008 school year, the Superintendent and the CTA president or their designees will develop a process in order to allow teachers to apply for a second grant if there is money available in this Fund. Any request denied by the Director of Curriculum and Instruction will be reviewed by the Professional Enhancement Committee (PEC). A final decision will be made by a vote of the PEC. The PEC shall consist of four (4) members appointed by the Committee and four (4) members elected by the Association. The Director of C&I and the PEC shall meet before September 30th to discuss the parameters for granting or denying this money. The money in the Professional Enhancement Fund shall only be made available to members of the teacher's bargaining unit'

An annual budget sufficient to fund this Article will be allocated for educationally enriching programs and services. Subject to the restrictions in this Article, the Committee retains the exclusive right to determine the programs and services to be implemented, the amounts to be paid and the process by which the employees are selected to effectuate them. These programs and services will have as their objective the overall enhancement and improvement of the educational programs of the Canton School System and the professional development of the staff. They will include areas such as sabbatical leaves, demonstration teaching, teacher mentoring, curriculum development, Horace Mann type projects and any other projects and services deemed by the Committee to be in the interests of the school system and which would be performed by teachers in addition to their regular professional duties. The decisions of the Committee will be non-grievable. Participation in these services and programs will be voluntary.

ARTICLE XXVIII
NEGOTIATION PROCEDURE

- A. Not later than November 30 of the calendar year preceding the calendar year in which this Agreement expires, the Committee agrees to enter into negotiations with the Association over a successor Agreement in accordance with the procedure set forth herein in a good-faith effort to reach agreement concerning teachers' wages, hours and other conditions of their employment. Such negotiations will include, but not be limited to, the items listed in the table of contents of this Agreement. Any agreement so negotiated will apply to all teachers and will be reduced to writing and signed by the Committee and the Association.

- B. During negotiations, the Committee and the Association will present relevant data, exchange points of view, and make proposals and counter-proposals. The Committee will make available to the Association, if requested, all pertinent records of the school system except those that are confidential. Either party, if it

so desires, may utilize the services of outside consultants and may call upon professional and lay representatives to assist in the negotiations.

- C. If the negotiations described herein have reached an impasse, the procedure described in Chapter 150E of the General Laws of Massachusetts will be applicable.
- D. All negotiation meetings will be scheduled after school hours.

ARTICLE XXIX
ASSOCIATION BUSINESS DAYS

The president of the Association shall be granted, with the approval of the Superintendent, five (5) Association business days per school year. In addition, the president of the Association will not be assigned any non-teaching duties.

ARTICLE XXX
NURSES

Nurses shall be entitled to all of the benefits of this Agreement except as listed below:

1. **General**

- a) Nurses will not be assigned any non-nursing duties.
- b) Evaluation: Nurses will use their current evaluation instrument, which will be included in Appendix G. Nurses shall be evaluated with the same frequency as teachers.
- c) Nurses will be evaluated by the Nurse Leader and the Building Principal. The Head Nurse will be evaluated by the Building Principal and the Superintendent or designee.
- d) Nurses will be notified in writing of any new programs that may effect the health or safety of students under their care. They shall be notified as soon as is practicable so that they may make whatever preparations they deem necessary.
- e) The nurses' salary scale shall be the same as the teachers' scale.
- f) Mentoring: Nurses shall be included in the mentoring program.
- g) Longevity: The nurses' longevity pay will be as follows:

after 5 years	-	\$ 312
after 10 years	-	\$ 440

Longevity payments beyond ten (10) years are listed in Article VI.

- h) Nurses will work two (2) days in addition to the teachers' scheduled year to prepare medical records and meet with parents. The days will be assigned by the Superintendent or his/her designee after consultation with the nurses. Nurses will be compensated for each of these additional days at their per diem rate of 1/183 of their regular salary.
- i) Nurses shall not be eligible for preparation periods.

Head Nurse and Nurse Leader

- 2. The responsibilities of the Head Nurse shall continue to include the oversight of the Health Services' operating budget, which includes purchasing medical supplies and professional development for nurses. The responsibility of supervision and evaluation of the nursing staff shall be addressed by the Nurse Leader under the Essential School Health Services Grant.
- 3. When and if the Essential School Health Services Grant is no longer available, the above paragraph shall not apply, and the job specifications of the Head Nurse will be as specified in the collective bargaining agreement document dated 9/1/2005 – 8/31/2007.

ARTICLE XXXI **OCCUPATIONAL AND PHYSICAL THERAPISTS**

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

- A. A Therapist who works thirty (30) hours per week shall be deemed to be full time.
- B. Each Therapist's schedule shall be determined by the Assistant Superintendent for Student Services. The number of hours assigned shall include specifically designated hours for each of the following: direct service, evaluations, meetings and preparation. The schedule shall also include time for a duty-free lunch as for all other employees in the bargaining unit in accordance with Article VII.
- C. Therapists shall be paid according to Appendix A4.
- D. Any Therapist who agrees to work during the summer shall be paid at her/his hourly rate, calculated by dividing the annual rate for the just completed school year by 183, then by 6. Any Occupational Therapist who as part of any summer assignment supervises a Certified Occupational Therapist Assistant ("COTA") shall be paid one hour for every six (6) hours the COTA works.

- E. No Therapist shall be assigned duties since the position is a system-wide assignment.

ARTICLE XXXII
HEALTH AND SAFETY

The Committee shall provide a safe and healthful working environment. A member of the Association shall be appointed to the Health Advisory Committee (HAC). The HAC shall meet periodically to discuss health and safety matters. The HAC shall also design and implement protocols for responding to complaints regarding problems with health and safety matters at the schools. When requested to do so by the Association, the Committee agrees to meet with the Association to discuss matters involving health and safety.

ARTICLE XXXIII
MENTORING

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

Compensation for each Mentor will be the choice of three (3) in-district credits or a stipend (as listed in Appendix B) per protégé. No mentor shall be assigned more than two (2) protégés per year.

ARTICLE XXXIV
JOB SHARING

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

date of job sharing. Teachers shall be informed of the disposition of their job sharing application by May 1.

- D. The following working conditions shall apply to teachers participating in job sharing:
1. The regular workday for each teacher shall be one-half of the regular workday for full-time teachers unless otherwise agreed upon by the Principal, Superintendent, and School Committee.
 2. Both teachers will be present on duty for the entire workday for the first week of school in September of each year.
 3. To the extent possible and reasonable, half-days and in-service times and department and faculty meetings shall be shared by the two teachers reporting to each other concerning the content of the meetings. Both teachers are responsible for obtaining information regarding the content of any such meetings.
 4. Both teachers will be present simultaneously for parent conferences.
 5. The two teachers who are job sharing will arrange regular times to confer to evaluate students and mark report cards and to discuss student progress and concerns in the classroom.
 6. If one of the participants is absent due to illness or other reason, the other teacher will cover for the absent teacher whenever possible, thereby eliminating the need for a substitute.
 7. The preparation time provided for teachers in the Agreement shall be shared by each teacher.
 8. Each teacher will be paid the prorated amount of his or her appropriate full-time annual salary established pursuant to the terms of this Agreement, except when the teacher works a full day pursuant to the provisions of this Article. On such days, the teacher will be paid his/her full daily rate of compensation.
- E. Job sharing assignments shall be for a period of one year and shall terminate at the end of each school year. Requests to maintain a job-share arrangement must be renewed in writing by March 1 of each year. There is no guarantee that a renewal of a job sharing arrangement will be granted for the following year. Teachers shall be informed of the disposition of their request for renewal by May 1.

- F. No teacher shall be involuntarily transferred in order to create job sharing positions.
- G. When a job sharing position is terminated, the teacher(s) will be assigned to the same position she/he left prior to job sharing, if available, or, if not available, to a substantially equivalent position.

H. **Benefits**

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

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

ARTICLE XXXV

DURATION

- A. This Agreement shall become effective on September 1, 2012 and continue in effect to and including August 31, 2015.
- B. The within Agreement represents the entire agreement of the parties. Any agreement reached during the term of this Agreement by and between the parties will be reduced to writing, signed by the Committee and the Association, and become an addendum to this Agreement.
- C. Negotiations for a successor to this 2012-2015 Agreement between the Committee and the Association shall commence no later than November 30, 2014, pursuant to the terms of Article XXVIII of this Agreement.
- D. It is recognized that this Agreement is subject to funding by the Canton Town Meeting. In the event such funding is not provided, this Agreement shall be considered null and void, and the parties shall return to the bargaining table.

IN WITNESS HERETO, THE PARTIES SET THEIR HANDS THIS _____ DAY
OF _____, 2012.

CANTON TEACHERS ASSOCIATION

CANTON SCHOOL COMMITTEE

APPENDIX A-1

**TEACHER SALARY SCHEDULE
9/1/12 – 8/31/13**

Step	BA	MA	MA+15	MA+30	MA+60	MA+90
1	\$44,717	\$47,466	\$49,545	\$51,708	\$53,956	\$56,293
2	\$46,579	\$49,443	\$51,606	\$53,854	\$56,191	\$58,621
3	\$48,520	\$51,504	\$53,752	\$56,089	\$58,519	\$60,453
4	\$50,542	\$53,650	\$55,987	\$58,417	\$60,320	\$62,973
5	\$52,648	\$55,885	\$58,315	\$60,218	\$62,362	\$65,596
6	\$54,841	\$58,213	\$60,116	\$62,074	\$64,960	\$68,330
7	\$56,538	\$60,014	\$61,972	\$63,988	\$66,969	\$70,443
8	\$58,286	\$61,870	\$63,886	\$65,960	\$69,041	\$72,622
9	\$60,089	\$63,784	\$65,858	\$67,994	\$71,176	\$74,868
10	\$61,948	\$65,756	\$67,892	\$69,859	\$73,377	\$77,183
11	\$63,863	\$67,790	\$69,757	\$71,724	\$75,646	\$79,570
12	\$65,501	\$69,528	\$71,546	\$73,563	\$77,586	\$81,610
13	\$67,180	\$71,311	\$73,380	\$75,449	\$79,575	\$83,703
14	\$68,903	\$73,139	\$75,262	\$77,384	\$81,615	\$85,849
15	\$70,670	\$75,015	\$77,192	\$79,368	\$83,708	\$88,050

NOTE:

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

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

APPENDIX A2

TEACHER SALARY SCHEDULE
9/1/13 – 8/31/14

Step	BA	MA	MA+15	MA+30	MA+60	MA+90
1	\$45,611	\$48,415	\$50,536	\$52,742	\$55,035	\$57,419
2	\$47,511	\$50,432	\$52,638	\$54,931	\$57,315	\$59,794
3	\$49,491	\$52,534	\$54,827	\$57,211	\$59,690	\$61,662
4	\$51,553	\$54,723	\$57,107	\$59,586	\$61,526	\$64,232
5	\$53,701	\$57,002	\$59,482	\$61,422	\$63,609	\$66,908
6	\$55,938	\$59,378	\$61,318	\$63,316	\$66,259	\$69,696
7	\$57,668	\$61,214	\$63,212	\$65,267	\$68,309	\$71,852
8	\$59,452	\$63,108	\$65,163	\$67,280	\$70,422	\$74,074
9	\$61,291	\$65,059	\$67,176	\$69,354	\$72,599	\$76,365
10	\$63,187	\$67,071	\$69,250	\$71,256	\$74,844	\$78,727
11	\$65,140	\$69,146	\$71,152	\$73,159	\$77,159	\$81,162
12	\$66,811	\$70,919	\$72,977	\$75,035	\$79,138	\$83,242
13	\$68,524	\$72,737	\$74,847	\$76,958	\$81,167	\$85,377
14	\$70,281	\$74,602	\$76,767	\$78,932	\$83,248	\$87,566
15	\$72,083	\$76,515	\$78,735	\$80,956	\$85,383	\$89,811

NOTE:

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

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

**APPENDIX A3
TEACHER SALARY SCHEDULE
9/1/14 – 8/31/15**

Step	BA	MA	MA+15	MA+30	MA+60	MA+90
1	\$46,523	\$49,383	\$51,547	\$53,797	\$56,136	\$58,567
2	\$48,461	\$51,441	\$53,691	\$56,030	\$58,461	\$60,990
3	\$50,481	\$53,585	\$55,924	\$58,355	\$60,884	\$62,896
4	\$52,584	\$55,817	\$58,249	\$60,778	\$62,757	\$65,517
5	\$54,775	\$58,143	\$60,671	\$62,651	\$64,881	\$68,246
6	\$57,057	\$60,565	\$62,544	\$64,582	\$67,584	\$71,090
7	\$58,822	\$62,438	\$64,476	\$66,573	\$69,675	\$73,289
8	\$60,641	\$64,370	\$66,467	\$68,625	\$71,830	\$75,556
9	\$62,517	\$66,361	\$68,519	\$70,741	\$74,051	\$77,893
10	\$64,450	\$68,413	\$70,635	\$72,681	\$76,341	\$80,302
11	\$66,443	\$70,529	\$72,575	\$74,622	\$78,702	\$82,785
12	\$68,148	\$72,337	\$74,436	\$76,535	\$80,721	\$84,907
13	\$69,894	\$74,192	\$76,344	\$78,498	\$82,790	\$87,085
14	\$71,687	\$76,094	\$78,302	\$80,511	\$84,913	\$89,318
15	\$73,525	\$78,045	\$80,310	\$82,575	\$87,090	\$91,608

NOTE:

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

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

APPENDIX A4

OT and PT Salary Schedule

9/1/2012	STEP	BACHELOR'S	MASTERS
	1	\$52,255	\$56,597
	2	\$54,666	\$59,017
	3	\$57,481	\$63,866
	4	\$62,434	\$66,776
	5	\$65,580	\$69,925
	6	\$70,670	\$75,015

9/1/2013	STEP	BACHELOR'S	MASTERS
	1	\$53,300	\$57,729
	2	\$55,759	\$60,198
	3	\$58,631	\$65,144
	4	\$63,683	\$68,112
	5	\$66,891	\$71,324
	6	\$72,083	\$76,515

9/1/2014	STEP	BACHELOR'S	MASTERS
	1	\$54,366	\$58,883
	2	\$56,874	\$61,401
	3	\$59,803	\$66,446
	4	\$64,957	\$69,474
	5	\$68,229	\$72,750
	6	\$73,525	\$78,045

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

**APPENDIX B1
STIPENDS
9/1/12 – 8/31/13**

COORDINATORS

ART	\$1,067.27/tchr
ENGLISH	\$1,067.27/tchr
FOREIGN LANGUAGE	\$1,067.27/ tchr
MATHEMATICS	\$1,067.27/ tchr
SCIENCE	\$1,067.27/ tchr
SOCIAL STUDIES	\$1,067.27/ tchr
WELLNESS (K-12)	\$1,067.27/ tchr
PERFORMING ARTS	\$1,067.27/ tchr
COMPUTER (HS & GMS)	7,710
CAREER EDUCATION	10,361

ELEMENTARY ASSISTANT PRINCIPALS

HANSEN	5,891
KENNEDY	5,891
LUCE	5,891

DEPARTMENT ADVISORS

ENGLISH – READING	\$627.93/tchr
MATHEMATICS	\$627.93/tchr
SCIENCE	\$627.93/tchr
SOCIAL STUDIES	\$627.93/tchr
FOREIGN LANGUAGE	\$627.93/tchr

IST/ISSP COORDINATORS

504 COORDINATORS

High School	2,601	1,854
Galvin MS	2,488	1,732
Hansen	1,358	1,067
Kennedy	1,244	1,067
Luce	1,583	1,500
Rodman		1,017

SPECIAL EDUCATION*

ADJUSTMENT COUNSELOR	2,070
DEVELOPMENTALLY DELAYED (CHS only)	1,736
PSYCHOLOGIST	6,851

GUIDANCE COUNSELORS

HIGH SCHOOL	706
GALVIN	706

DRIVER EDUCATION

CLASSROOM	1,228
DRIVING (per student)	333.21
DIRECTOR	5,333

MENTORING

TEACHER MENTOR	1,043
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per year or
3 credits for horizontal
movement on salary
schedule

STEERING COMMITTEE CHAIRPERSON	1,681
STEERING COMMITTEE MEMBERS (2)	1,344
HEAD NURSE	2,098
CIVIL RIGHTS COMPLIANCE OFFICER	2,340

*These stipends do not apply to any employee hired into these positions after August 31, 2009.

APPENDIX B2

**STIPENDS
9/1/13 – 8/31/14**

COORDINATORS

ART	\$1,088.61/tchr
ENGLISH	\$1,088.61/tchr
FOREIGN LANGUAGE	\$1,088.61/tchr
MATHEMATICS	\$1,088.61/tchr
SCIENCE	\$1,088.61/tchr
SOCIAL STUDIES	\$1,088.61/tchr
WELLNESS (K-12)	\$1,088.61/tchr
PERFORMING ARTS	\$1,088.61/tchr
COMPUTER (HS & GMS)	7,864
CAREER EDUCATION	10,568

ELEMENTARY ASSISTANT PRINCIPALS

HANSEN	6,008
KENNEDY	6,008
LUCE	6,008

DEPARTMENT ADVISORS

ENGLISH – READING	\$640.49/tchr
MATHEMATICS	\$640.49/tchr
SCIENCE	\$640.49/tchr
SOCIAL STUDIES	\$640.49/tchr
FOREIGN LANGUAGE	\$640.49/tchr

IST/ISSP COORDINATORS

504 COORDINATORS

High School	2,653	1,891
Galvin MS	2,538	1,767
Hansen	1,385	1,088
Kennedy	1,269	1,088
Luce	1,615	1,530
Rodman		1,037

SPECIAL EDUCATION*

ADJUSTMENT COUNSELOR	2,111
DEVELOPMENTALLY DELAYED (CHS only)	1,771
PSYCHOLOGIST	6,988

GUIDANCE COUNSELORS

HIGH SCHOOL	720
GALVIN	720

DRIVER EDUCATION

CLASSROOM	1,253
DRIVING (per student)	339.88
DIRECTOR	5,439

MENTORING

TEACHER MENTOR	1,064
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per year or
3 credits for horizontal
movement on salary
schedule

STEERING COMMITTEE CHAIRPERSON	1,715
STEERING COMMITTEE MEMBERS (2)	1,371
HEAD NURSE	2,140
CIVIL RIGHTS COMPLIANCE OFFICER	2,387

*These stipends do not apply to any employee hired into these positions after August 31, 2009.

APPENDIX B3

**STIPENDS
9/1/14 – 8/31/15**

COORDINATORS

ART	\$1,110.38/tchr
ENGLISH	\$1,110.38/tchr
FOREIGN LANGUAGE	\$1,110.38/tchr
MATHEMATICS	\$1,110.38/tchr
SCIENCE	\$1,110.38/tchr
SOCIAL STUDIES	\$1,110.38/tchr
WELLNESS (K-12)	\$1,110.38/tchr
PERFORMING ARTS	\$1,110.38/tchr
COMPUTER (HS & GMS)	8,022
CAREER EDUCATION	10,780

ELEMENTARY ASSISTANT PRINCIPALS

HANSEN	6,128
KENNEDY	6,128
LUCE	6,128

DEPARTMENT ADVISORS

ENGLISH – READING	\$653.30/tchr
MATHEMATICS	\$653.30/tchr
SCIENCE	\$653.30/tchr
SOCIAL STUDIES	\$653.30/tchr
FOREIGN LANGUAGE	\$653.30/tchr

IST/ISSP COORDINATORS

504 COORDINATORS

High School	2,706	1,929
Galvin MS	2,588	1,802
Hansen	1,412	1,110
Kennedy	1,295	1,110
Luce	1,647	1,561
Rodman		1,058

SPECIAL EDUCATION*

ADJUSTMENT COUNSELOR	2,153
DEVELOPMENTALLY DELAYED (CHS only)	1,806
PSYCHOLOGIST	7,128

GUIDANCE COUNSELORS

HIGH SCHOOL	734
GALVIN	734

DRIVER EDUCATION

CLASSROOM	1,278
DRIVING (per student)	346.68
DIRECTOR	5,548

MENTORING

TEACHER MENTOR	1,086
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per year or
3 credits for horizontal
movement on salary
schedule

STEERING COMMITTEE CHAIRPERSON	1,749
STEERING COMMITTEE MEMBERS (2)	1,399
HEAD NURSE	2,183
CIVIL RIGHTS COMPLIANCE OFFICER	2,434

*These stipends do not apply to any employee hired into these positions after August 31, 2009.

APPENDIX C1

**TEACHERS' EXTRA CURRICULA PAY SCHEDULE
9/1/12 – 8/31/13**

STEP	1	2	3
CANTON HIGH SCHOOL			
ACADEMIC DECATHLON			
Coordinator			504
English			504
Mathematics			504
Social Studies			504
Science			504
Foreign Language			504
FOREIGN EXCHANGES			
French	1,603	1,864	2,138
German	1,603	1,864	2,138
Spanish	1,603	1,864	2,138
DRAMA			
Drama Club	864	1,126	1,480
Musical-Choreographer	864	1,126	1,480
Musical-Costume Advisor	864	1,126	1,480
Musical-Director/Producer	2,698	3,165	3,680
Musical-Set Light Designer	2,454	2,808	3,317
Musical-Director	2,208	2,569	3,071
Musical-Prop Advisor/Stage Manager	992	1,111	1,241
Play- Director/Producer			2,212
Play-Set Light Designer	1,476	1,607	1,728
One Act Play Festival-Director/Producer	867	993	1,118
One Act Play Festival-Set Light Designer	746	868	996
Gr.9 One Act Play-Director/Producer	746	868	996
Gr. 10 One Act Play-Director/Producer	746	868	996
Gr.11 One Act Play-Director/Producer	746	868	996
Gr. 12 One Act Play-Director/Producer	746	868	996
CLASS ADVISOR			
Grade 9			423
Grade 10			423
Grade 11			1,225
Grade 12	1,520	1,700	2,025

MISCELLANEOUS			
Audio Visual Director	1,601	1,907	2,212
Band Director	3,327	3,942	4,797
Band Drill Instructor	1,199	1,500	1,802
Chess Club Advisor			852
Computer Room Monitor			3,915
Debating Team			1,844
Drill Team	525	734	1,009
Green House Manager	1,795	2,098	2,389
Literary Magazine Advisor	1,601	1,909	2,339
Math Team Advisor	3,430	4,162	4,901
Math Team Assistant	1,112	1,422	1,728
Spectrum Advisor	1,843	2,454	3,186
National Honor Society	863	1,235	1,728
Student Council Advisor	1,601	1,907	2,339
Yearbook Advisor	3,557	4,043	4,654
Cable TV Coordinator			7,044
Civil Rights Coordinator			2,339
GALVIN MIDDLE SCHOOL*			
MISCELLANEOUS			
Audio Visual Director	2,872	3,367	3,851
Chess Club Advisor			1,653
Cheerleader Coach	249	399	504
Computer Club			2,496
Student Council Advisor	1,601	1,907	2,339
Yearbook Advisor	1,250	1,611	1,966
Literary Magazine Advisor	1,601	1,907	2,339
Newspaper Advisor	865	1,115	1,362
Math counts			1,671
Musical:			
Director/Producer	1,541	1,833	2,252
Director	1,541	1,833	2,252
Prop Advisor/Stage Manager	1,541	1,833	2,252
PACE Teacher			685
Future Problem Solving Director			611
Interscholastic Athletics Coordinator			788

ELEMENTARY SCHOOLS			
MISCELLANEOUS			
Play Directors-each elementary			2,890
Play Directors-Support staff, each elementary			909
Early Childhood Coordinator			1,649
Luce School Elementary Publication			389

* At the Galvin Middle School, all extra-curricular or intramural activities not listed in this agreement will be paid as follows:

Enrollment: Minimum 15 Students
Duration: 2 days per week, 10 weeks
Stipend: \$1,224

Enrollment: Minimum 8 students
Duration: 1 day per week, 10 weeks
Stipend: \$612

**APPENDIX C2
TEACHERS' EXTRA CURRICULA PAY SCHEDULE
9/1/13 – 8/31/14**

STEP	1	2	3
CANTON HIGH SCHOOL			
ACADEMIC DECATHLON			
Coordinator			514
English			514
Mathematics			514
Social Studies			514
Science			514
Foreign Language			514
FOREIGN EXCHANGES			
French	1,636	1,901	2,181
German	1,636	1,901	2,181
Spanish	1,636	1,901	2,181
DRAMA			
Drama Club	881	1,149	1,510
Musical-Choreographer	881	1,149	1,510
Musical-Costume Advisor	881	1,149	1,510
Musical-Director/Producer	2,752	3,228	3,754
Musical-Set Light Designer	2,503	2,864	3,383
Musical-Director	2,252	2,621	3,133
Musical-Prop Advisor/Stage Manager	1,012	1,133	1,266
Play- Director/Producer			2,257
Play-Set Light Designer	1,505	1,639	1,762
One Act Play Festival-Director/Producer	884	1,013	1,140
One Act Play Festival-Set Light Designer	761	885	1,015
Gr.9 One Act Play-Director/Producer	761	885	1,015
Gr. 10 One Act Play-Director/Producer	761	885	1,015
Gr.11 One Act Play-Director/Producer	761	885	1,015
Gr. 12 One Act Play-Director/Producer	761	885	1,015
CLASS ADVISOR			
Grade 9			432
Grade 10			432
Grade 11			1,250
Grade 12	1,550	1,734	2,065

MISCELLANEOUS			
Audio Visual Director	1,633	1,946	2,257
Band Director	3,394	4,021	4,893
Band Drill Instructor	1,222	1,530	1,838
Chess Club Advisor			869
Computer Room Monitor			3,993
Debating Team			1,881
Drill Team	536	749	1,029
Green House Manager	1,831	2,140	2,437
Literary Magazine Advisor	1,633	1,948	2,386
Math Team Advisor	3,499	4,245	4,999
Math Team Assistant	1,134	1,450	1,762
Spectrum Advisor	1,880	2,503	3,250
National Honor Society	880	1,260	1,762
Student Council Advisor	1,633	1,946	2,386
Yearbook Advisor	3,628	4,124	4,747
Cable TV Coordinator			7,185
Civil Rights Coordinator			2,386
GALVIN MIDDLE SCHOOL*			
MISCELLANEOUS			
Audio Visual Director	2,930	3,434	3,928
Chess Club Advisor			1,686
Cheerleader Coach	254	407	514
Computer Club			2,546
Student Council Advisor	1,633	1,946	2,386
Yearbook Advisor	1,274	1,643	2,005
Literary Magazine Advisor	1,633	1,946	2,386
Newspaper Advisor	882	1,137	1,389
Math counts			1,704
Musical:			
Director/Producer	1,572	1,870	2,297
Director	1,572	1,870	2,297
Prop Advisor/Stage Manager	1,572	1,870	2,297
PACE Teacher			699
Future Problem Solving Director			623
Interscholastic Athletics Coordinator			804

ELEMENTARY SCHOOLS			
MISCELLANEOUS			
Play Directors-each elementary			2,947
Play Directors-Support staff, each elementary			927
Early Childhood Coordinator			1,682
Luce School Elementary Publication			396

* At the Galvin Middle School, all extra-curricular or intramural activities not listed in this agreement will be paid as follows:

Enrollment: Minimum 15 Students
Duration: 2 days per week, 10 weeks
Stipend: \$1,248

Enrollment: Minimum 8 students
Duration: 1 day per week, 10 weeks
Stipend: \$624

APPENDIX C3
TEACHERS' EXTRA CURRICULA PAY SCHEDULE
9/1/14 – 8/31/15

STEP	1	2	3
CANTON HIGH SCHOOL			
ACADEMIC DECATHLON			
Coordinator			524
English			524
Mathematics			524
Social Studies			524
Science			524
Foreign Language			524
FOREIGN EXCHANGES			
French	1,668	1,939	2,224
German	1,668	1,939	2,224
Spanish	1,668	1,939	2,224
DRAMA			
Drama Club	899	1,172	1,540
Musical-Choreographer	899	1,172	1,540
Musical-Costume Advisor	899	1,172	1,540
Musical-Director/Producer	2,807	3,293	3,829
Musical-Set Light Designer	2,553	2,922	3,451
Musical-Director	2,298	2,673	3,195
Musical-Prop Advisor/Stage Manager	1,033	1,156	1,291
Play- Director/Producer			2,302
Play-Set Light Designer	1,536	1,671	1,798
One Act Play Festival-Director/Producer	902	1,034	1,163
One Act Play Festival-Set Light Designer	776	903	1,036
Gr.9 One Act Play-Director/Producer	776	903	1,036
Gr. 10 One Act Play-Director/Producer	776	903	1,036
Gr.11 One Act Play-Director/Producer	776	903	1,036
Gr. 12 One Act Play-Director/Producer	776	903	1,036
CLASS ADVISOR			
Grade 9			440
Grade 10			440
Grade 11			1,275
Grade 12	1,581	1,769	2,106

MISCELLANEOUS			
Audio Visual Director	1,666	1,984	2,302
Band Director	3,462	4,102	4,991
Band Drill Instructor	1,247	1,561	1,875
Chess Club Advisor			886
Computer Room Monitor			4,073
Debating Team			1,919
Drill Team	547	764	1,050
Green House Manager	1,868	2,183	2,485
Literary Magazine Advisor	1,666	1,987	2,433
Math Team Advisor	3,569	4,330	5,099
Math Team Assistant	1,157	1,479	1,798
Spectrum Advisor	1,918	2,553	3,315
National Honor Society	898	1,285	1,798
Student Council Advisor	1,666	1,984	2,433
Yearbook Advisor	3,700	4,207	4,842
Cable TV Coordinator			7,329
Civil Rights Coordinator			2,433
GALVIN MIDDLE SCHOOL*			
MISCELLANEOUS			
Audio Visual Director	2,988	3,503	4,006
Chess Club Advisor			1,720
Cheerleader Coach	259	415	524
Computer Club			2,597
Student Council Advisor	1,666	1,984	2,433
Yearbook Advisor	1,300	1,676	2,045
Literary Magazine Advisor	1,666	1,984	2,433
Newspaper Advisor	900	1,160	1,417
Math counts			1,738
Musical:			
Director/Producer	1,603	1,907	2,343
Director	1,603	1,907	2,343
Prop Advisor/Stage Manager	1,603	1,907	2,343
PACE Teacher			713
Future Problem Solving Director			636
Interscholastic Athletics Coordinator			820

ELEMENTARY SCHOOLS			
MISCELLANEOUS			
Play Directors-each elementary			3,006
Play Directors-Support staff, each elementary			946
Early Childhood Coordinator			1,716
Luce School Elementary Publication			404

* At the Galvin Middle School, all extra-curricular or intramural activities not listed in this agreement will be paid as follows:

Enrollment: Minimum 15 Students
Duration: 2 days per week, 10 weeks
Stipend: \$1,273

Enrollment: Minimum 8 students
Duration: 1 day per week, 10 weeks
Stipend: \$637

APPENDIX D

COACHES' EMPLOYMENT POLICY

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

SEASON	NOTIFICATION DATE
Fall	on or before February 15
Winter	on or before May 15
Spring	on or before August 15

- B.1 In the event the Director of Athletics decides to recommend to the Superintendent the non-reappointment of an incumbent coach, the incumbent coach shall be notified in writing prior to the dates indicated in A (above). Such notification shall include the reason(s) for the recommendation not to reappoint.
2. An incumbent coach who receives notification as indicated in B. 1 (above) shall have the right to:
- a) a meeting with the Director of Athletics to discuss such a non-reappointment and
 - b) a meeting with the Superintendent of Schools to discuss such non-reappointment.

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

- C. Decisions regarding reappointment shall not be based upon prior season records.
- D. The Superintendent shall avoid considering personality conflicts when making his decisions to reappoint or not reappoint.

**APPENDIX D1
COACHES' SALARY SCHEDULE
9/1/12 – 8/31/13**

	Step	1	2	3	4
<u>CATEGORY I</u>					
FOOTBALL					
	Head Coach	6,083	6,730	7,491	8,681
	Assts//Freshman	3,350	3,707	4,134	4,782
	Galvin	2,259	2,500	2,795	3,225
<u>CATEGORY II</u>					
BASKETBALL, ICE HOCKEY					
WRESTLING					
	Head Coach	4,662	5,163	5,760	6,649
	Assts//Freshman	2,571	2,849	3,178	3,674
	Galvin	1,644	1,819	2,029	2,343
<u>CATEGORY III</u>					
BASEBALL, SPRING TRACK, GYMNASTICS, FIELD HOCKEY SOCCER, SOFTBALL, LACROSSE, VOLLEYBALL					
	Head Coach	4,142	4,593	5,122	5,915
	Assts/Freshman	2,270	2,513	2,813	3,245
	Galvin	1,494	1,654	1,849	2,138
<u>CATEGORY IV</u>					
INDOOR TRACK, SWIMMING					
	Head Coach	3,155	3,488	3,899	4,506
	Assts/Freshman	1,752	1,934	2,161	2,496
	Galvin	1,494	1,575	1,849	2,138
<u>CATEGORY V</u>					
CROSS COUNTRY, TENNIS, GOLF					
	Head Coach	2,416	2,676	2,988	3,448
	Assistant	1,339	1,482	1,654	1,913
<u>CATEGORY VI</u>					
CHEERLEADING					
	Head Coach	1,971	2,143	2,394	2,761
	Assistant	1,189	1,292	1,441	1,665

<u>MISCELLANEOUS</u>					
Athletic Trainer/EMT		24,000	25,000	26,000	27,000
INTRAMURAL SPORTS					
		SCHOOL		SEASON	SALARY
Tennis (Boys' & Girls')		HIGH		FALL	971
Basketball (Boys' & Girls')		HIGH		FALL	1,153
Basketball (Boys' & Girls')		HIGH		WINTER	772
Weight Training		HIGH		WINTER	1,922
Girls' Softball		HIGH		SPRING	1,153
Boys' Tennis		HIGH		SPRING	394
Weight Training		HIGH		SPRING	1,922
Tennis (Boys' & Girls')		MIDDLE		FALL	1,153
Girls' Field Hockey		MIDDLE		FALL	1,153
Girls' Gymnastics		MIDDLE		FALL	1,153
Cross Country		MIDDLE		FALL	1,288
Badminton		MIDDLE		FALL	583
Basketball Coordinator					
(Boys' & Girls')		MIDDLE		WINTER	2,497
Basketball Asst. (per Asst.)		MIDDLE		WINTER	1,697
Flag Football		MIDDLE		per season	1,153
Kickball		MIDDLE		per season	1,153
Wrestling		MIDDLE		per season	576
Soccer		MIDDLE		per season	1,153
Girls' Gymnastics		MIDDLE		WINTER	1,540
Badminton		MIDDLE		WINTER	583
Softball (2)		MIDDLE		SPRING	1,288
Tennis (Boys' & Girls')		MIDDLE		SPRING	1,153
Track		MIDDLE		SPRING	1,288
Basketball (Boys' & Girls')		HANSEN		WINTER	1,811
Basketball (Boys' & Girls')		KENNEDY		WINTER	1,811
Basketball (Boys' & Girls')		LUCE		WINTER	1,811

**APPENDIX D2
COACHES' SALARY SCHEDULE
9/1/13 – 8/31/14**

	Step	1	2	3	4
<u>CATEGORY I</u>					
FOOTBALL					
	Head Coach	6,205	6,865	7,641	8,855
	Assts/Freshman	3,417	3,781	4,217	4,877
	Galvin	2,304	2,550	2,851	3,290
<u>CATEGORY II</u>					
BASKETBALL, ICE HOCKEY					
WRESTLING					
	Head Coach	4,756	5,267	5,875	6,782
	Assts/Freshman	2,623	2,906	3,242	3,748
	Galvin	1,677	1,855	2,069	2,390
<u>CATEGORY III</u>					
BASEBALL, SPRING TRACK, GYMNASTICS, FIELD HOCKEY SOCCER, SOFTBALL, LACROSSE, VOLLEYBALL					
	Head Coach	4,225	4,685	5,225	6,033
	Assts/Freshman	2,315	2,564	2,869	3,310
	Galvin	1,524	1,688	1,886	2,181
<u>CATEGORY IV</u>					
INDOOR TRACK, SWIMMING					
	Head Coach	3,218	3,558	3,977	4,596
	Assts/Freshman	1,787	1,973	2,205	2,546
	Galvin	1,524	1,606	1,886	2,181
<u>CATEGORY V</u>					
CROSS COUNTRY, TENNIS, GOLF					
	Head Coach	2,465	2,730	3,047	3,517
	Assistant	1,366	1,512	1,688	1,951
<u>CATEGORY VI</u>					
CHEERLEADING					
	Head Coach	2,010	2,186	2,442	2,816
	Assistant	1,213	1,318	1,470	1,698

MISCELLANEOUS					
Athletic Trainer/EMT		24,480	25,500	26,520	27,540
INTRAMURAL SPORTS		SCHOOL		SEASON	SALARY
Tennis (Boys' & Girls')		HIGH		FALL	990
Basketball (Boys' & Girls')		HIGH		FALL	1,176
Basketball (Boys' & Girls')		HIGH		WINTER	788
Weight Training		HIGH		WINTER	1,960
Girls' Softball		HIGH		SPRING	1,176
Boys' Tennis		HIGH		SPRING	402
Weight Training		HIGH		SPRING	1,960
Tennis (Boys' & Girls')		MIDDLE		FALL	1,176
Girls' Field Hockey		MIDDLE		FALL	1,176
Girls' Gymnastics		MIDDLE		FALL	1,176
Cross Country		MIDDLE		FALL	1,314
Badminton		MIDDLE		FALL	595
Basketball Coordinator					
(Boys' & Girls')		MIDDLE		WINTER	2,547
Basketball Asst. (per Asst.)		MIDDLE		WINTER	1,731
Flag Football		MIDDLE		per season	1,176
Kickball		MIDDLE		per season	1,176
Wrestling		MIDDLE		per season	588
Soccer		MIDDLE		per season	1,176
Girls' Gymnastics		MIDDLE		WINTER	1,571
Badminton		MIDDLE		WINTER	595
Softball (2)		MIDDLE		SPRING	1,314
Tennis (Boys' & Girls')		MIDDLE		SPRING	1,176
Track		MIDDLE		SPRING	1,314
Basketball (Boys' & Girls')		HANSEN		WINTER	1,847
Basketball (Boys' & Girls')		KENNEDY		WINTER	1,847
Basketball (Boys' & Girls')		LUCE		WINTER	1,847

**APPENDIX D3
COACHES' SALARY SCHEDULE
9/1/14 – 8/31/15**

	Step	1	2	3	4
<u>CATEGORY I</u>					
FOOTBALL					
	Head Coach	6,329	7,002	7,794	9,032
	Assts//Freshman	3,485	3,856	4,301	4,975
	Galvin	2,351	2,601	2,908	3,356
<u>CATEGORY II</u>					
BASKETBALL, ICE HOCKEY					
WRESTLING					
	Head Coach	4,851	5,372	5,993	6,918
	Assts//Freshman	2,675	2,964	3,307	3,822
	Galvin	1,711	1,892	2,111	2,438
<u>CATEGORY III</u>					
BASEBALL, SPRING TRACK, GYMNASTICS, FIELD HOCKEY SOCCER, SOFTBALL, LACROSSE, VOLLEYBALL					
	Head Coach	4,310	4,779	5,329	6,154
	Assts/Freshman	2,361	2,615	2,927	3,376
	Galvin	1,555	1,721	1,924	2,224
<u>CATEGORY IV</u>					
INDOOR TRACK, SWIMMING					
	Head Coach	3,282	3,629	4,057	4,688
	Assts/Freshman	1,823	2,012	2,249	2,597
	Galvin	1,555	1,639	1,924	2,224
<u>CATEGORY V</u>					
CROSS COUNTRY, TENNIS, GOLF					
	Head Coach	2,514	2,785	3,108	3,587
	Assistant	1,393	1,542	1,721	1,990
<u>CATEGORY VI</u>					
CHEERLEADING					
	Head Coach	2,050	2,230	2,491	2,873
	Assistant	1,237	1,345	1,499	1,732

MISCELLANEOUS					
Athletic Trainer/EMT		24,970	26,010	27,050	28,091
INTRAMURAL SPORTS		SCHOOL		SEASON	SALARY
Tennis (Boys' & Girls')		HIGH		FALL	1,010
Basketball (Boys' & Girls')		HIGH		FALL	1,199
Basketball (Boys' & Girls')		HIGH		WINTER	803
Weight Training		HIGH		WINTER	1,999
Girls' Softball		HIGH		SPRING	1,199
Boys' Tennis		HIGH		SPRING	410
Weight Training		HIGH		SPRING	1,999
Tennis (Boys' & Girls')		MIDDLE		FALL	1,199
Girls' Field Hockey		MIDDLE		FALL	1,199
Girls' Gymnastics		MIDDLE		FALL	1,199
Cross Country		MIDDLE		FALL	1,340
Badminton		MIDDLE		FALL	607
Basketball Coordinator					
(Boys' & Girls')		MIDDLE		WINTER	2,598
Basketball Asst. (per Asst.)		MIDDLE		WINTER	1,766
Flag Football		MIDDLE		per season	1,199
Kickball		MIDDLE		per season	1,199
Wrestling		MIDDLE		per season	600
Soccer		MIDDLE		per season	1,199
Girls' Gymnastics		MIDDLE		WINTER	1,602
Badminton		MIDDLE		WINTER	607
Softball (2)		MIDDLE		SPRING	1,340
Tennis (Boys' & Girls')		MIDDLE		SPRING	1,199
Track		MIDDLE		SPRING	1,340
Basketball (Boys' & Girls')		HANSEN		WINTER	1,884
Basketball (Boys' & Girls')		KENNEDY		WINTER	1,884
Basketball (Boys' & Girls')		LUCE		WINTER	1,884

APPENDIX E

CANTON PUBLIC SCHOOLS

Ad Hoc Evaluation Committee
2007-08

CTA

Denise Buckley
George Farrell
Jolene Gillander
Pat Phalan
Kim Willett

Administration

John D'Auria
Robin Billing
William Griffin
Jennifer Henderson

INTRODUCTION

The following document is the result of the collaborative work of an Ad Hoc Evaluation Committee of teachers and administrators. The Committee was charged with developing recommendations that would both update our supervision and evaluation procedures and insure that these procedures are in compliance with state regulations (603 CMR 35.00). Our current system is not in compliance in two significant ways: 1) we do not currently have a procedure for evaluating staff with professional status *at least once every two years*, and 2) our categories for measuring the quality of teaching are not aligned with the Massachusetts Department of Education's Principles of Effective Teaching.

While the appearance and the content of supervisory forms, categories that describe teaching, professional standards, procedures and timelines are important to consider and weigh, the Committee is clear that nothing is more vital than an atmosphere of trust between the supervisor and the supervisee. Teaching is a complex and dynamic profession. It requires both adherence to high standards and the capacity to constantly improve and reflect on practice. The most skillful teachers are continually improving and learning. The overarching goal of *supervision* is to support that continual growth. The goal of *evaluation* is to insure that the professionals in Canton meet the standards established by the School Committee.

The probability of attaining the trust referenced above will be greatly enhanced if supervisors who are charged with implementing the procedures outlined in this document act according to following assumptions:

- There is a real and complex knowledge base about teaching.
- Performance is best characterized by a comprehensive view of one's work rather than by discrete, easily defined moments or activities.
- Supervisory work is aimed at expanding repertoires and stimulating thinking, because we all have room to grow and learn.
- Concerns and/or questions will be shared directly with the supervisee as they emerge. In other words, the teacher will not have to guess what is on the supervisor's mind.

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I. PURPOSE AND FOCUS

The purposes of performance evaluation in the Canton Public Schools are:

- A. To serve as a vehicle for teacher growth
- B. To provide information for improving instruction
- C. To provide a record of facts and assessments to assist in making personnel decisions, including decisions by the Canton School Committee on tenure.

The implementation of the evaluation process must allow collaborative planning by all parties involved.

The evaluation of teachers will be based on classroom performance as measured in formal classroom observations, an appraisal of the individual's non-teaching performance as a professional member of the school community, and other sources of data, such as structured conferences (see p 15, #6). The Evaluative Criteria included in this document shall serve as the standard of good teaching in the Canton Public schools and guide the evaluation process. Information used in evaluation must be based either on direct observation of performance and/or factual information based on other sources of data (see VI. Data Sources).

II. FREQUENCY OF EVALUATION

Non-professional status teachers will be evaluated annually. Professional status teachers will be evaluated every two (2) years out of a four (4) year cycle. The off-cycle year process will be focused on professional development. Once teachers attain professional status, they will enter their next year on "Year Two" of the four year cycle, the professional development year. These are minimum requirements intended to ensure that all teachers will be evaluated periodically. While it would be useful to evaluate professional status teachers every year, the number of teachers involved makes it impractical to do so, if we are to do justice to those being evaluated. An administrator may, however, formally evaluate any teacher (whether professional status or non-professional status) at any time if, in the view of the administrator, performance does not meet the standards or is of concern. This follows from the fact that an administrator's responsibility to supervise teachers must be a continuing responsibility, not one that is exercised only at certain intervals. Prior to initiating such evaluation, the administrator must meet with the teacher to discuss the basis for his/her concern and must identify the categories and indicators that will be the focus of the evaluation. The administrator will describe how s/he intends to undertake the evaluation, including monitoring, feedback and timelines.

III. ORIENTATION

In September of each year, all non-professional status and professional status teachers will meet with supervisors for an orientation of the evaluation procedures. It is the intent of this meeting to allow all staff the opportunity to enter the evaluation process with full and open knowledge of what the process is. Canton's evaluation process makes use of a series of Forms A-G, which will

be reviewed with teachers. At this meeting, teachers will be given the names of their evaluators.

1

IV. EVALUATIVE CRITERIA: CATEGORIES AND INDICATORS OF EFFECTIVE TEACHING

CATEGORIES

- A. CURRICULUM, INSTRUCTION AND ASSESSMENT
- B. EXPECTATIONS FOR STUDENT LEARNING
- C. LEARNING ENVIRONMENT
- D. PROFESSIONALISM

A. CURRICULUM, INSTRUCTION AND ASSESSMENT

1. Knowledge of Curriculum Standards and Content: *Does the teacher know the content of the discipline and believe in its importance?*

Indicators:

- is up-to-date regarding curriculum standards and content
- demonstrates a belief in the discipline's importance

2. Planning: *Are lessons planned around learning goals that fit into meaningful units? Do lessons build toward important overarching goals for the year?*

Indicators:

- devises clear short-term and long-term goals and objectives for curricular units
- communicates a clear vision that guides curriculum objectives
- constructs a logical sequence of units
- identifies prerequisite skills, concepts, and vocabulary prior to starting a lesson or unit
- identifies the significant knowledge and skills that students need to have attained after the lesson, unit, or year are completed
- communicates consistently and clearly in writing and speaking about planning, instruction, and assessment

3. Teaching: *Are the basics of sound instruction regularly used by the teacher?*

Indicators:

- communicates clearly objectives and learning goals to students
- implements the curriculum within appropriate time parameters
- uses a repertoire of instructional methods
- finds engaging ways to introduce and teach units of study
- provides learning experiences for a range of learning styles

- gains and maintains the attention of students
- uses appropriate questioning techniques and responds to students' questions in an open and thoughtful manner
- uses appropriate pacing, wait time, checking for understanding
- adapts the curriculum and pedagogy to individual student needs
- provides extra help when necessary
- shows students the relevance of the subject
- makes connections to students' prior knowledge and experiences
- reinforces skills and knowledge previously taught
- plans smooth transitions between lesson activities
- experiments to improve instruction

4. Assessment: *Does the teacher use varied means of assessing individual and whole class progress with learning goals in order to evaluate lessons and units?*

Indicators:

- communicates clearly how achievement and progress will be measured
- checks student understanding of content, concepts, and progress
- provides prompt, regular, and thorough feedback to students, returning assignments and projects in a timely manner
- uses a variety of assessment models
- uses assessments for appropriate multiple purposes (diagnosis, grading, placement, etc.)
- refines instructional strategies after evaluating student achievement

B. EXPECTATIONS FOR STUDENT LEARNING

1. Equity: *Are high and appropriate expectation messages communicated to all students? Does the teacher help to ensure that almost all students respond with commitment and perseverance?*

Indicators:

- regularly communicates learning goals and high expectations to all students
- communicates academic and behavioral expectations to students regarding quantity and quality of work
- provides appropriate challenge for all students
- encourages perseverance and risk-taking in students
- nurtures students' responsibility for their own learning
- helps students overcome self-doubts
- strives to ensure equitable opportunities for student learning

C. LEARNING ENVIRONMENT

1. Relationships with Students: *Are the teacher's relationships with students constructive for student learning?*

Indicators:

- builds positive relationships with students both in and out of the classroom
- maintains appropriate boundaries with students
- models understanding, respect, and fairness
- demonstrates an openness to student ideas
- includes activities that promote respect for a diverse student population

2. Behavior Management, Classroom Tone and Organization: *Is the classroom environment positive for student learning and involvement?*

Indicators:

- establishes and maintains consistent expectations for student behavior
- manages distracting and disruptive behaviors using a variety of strategies
- establishes classroom procedures that promote on-task behavior
- creates an environment that stimulates learning
- organizes space and furnishings to promote learning
- demonstrates sensitivity to and respect for diversity
- protects the physical and emotional safety of students
- creates a climate conducive to intellectual risk-taking
- supports the social and emotional development of students

D. PROFESSIONALISM

1. Responsibilities: *Does the teacher constructively support school policies and practices as well as school and/or department goals?*

Indicators:

- contributes to and shares responsibility for grade, team, department, building, and system goals and policies
- performs professional assignments and tasks (reports, grades, etc.) in a timely manner

2. Relationships with Adults: *Is the teacher constructive and positive with parents and when working with colleagues in the school on department/team/school or system goals and policies?*

Indicators:

- builds positive relationships with colleagues while maintaining appropriate professional boundaries
- responds to and communicates with parents and community members
- communicates regularly with supervisor and other administrators

3. Growth: *Is the teacher a continuous and reflective learner?*

Indicators:

- keeps up to date in the subject matter taught
- is receptive to suggestions for growth and improvement
- uses available resources to analyze, expand, and refine professional knowledge

4. Collaboration and Consultation with Adults: *Does the teacher work in collaboration with others?*

Indicators:

- facilitates problem solving with school staff and parents to maximize student progress
- promotes shared ownership of student learning
- collaborates with specialists, other teachers, and parents to arrive at interventions that support student growth

V. EVALUATION PROCEDURES

A. NON-PROFESSIONAL STATUS TEACHERS

ANNUAL EVALUATION PROCESS

Non-professional status teachers will be evaluated annually. The purpose of the annual evaluation is to assess the teacher's professional skills on all categories of effective teaching, in order to determine if the teacher will be reappointed.

The overall evaluation will be based on at least three (3) formal Classroom Observations, as well as multiple sources of data (see VI. Data Sources) that may include:

- assessment of student work and written teacher work;
- observations of the teacher's professional interactions with students, parents, and teachers;
- information provided by the teacher; and
- information gathered from teacher-supervisor conferences.

CLASSROOM OBSERVATIONS

Form A: Classroom Observation Report

Teachers will be observed and evaluated by more than one supervisor. Section VII. Assignment of Responsibility contains a list of teachers, by level and specialty, and identifies those administrators assigned responsibility as their evaluators.

The two or more evaluators who share responsibility for observing and evaluating a particular teacher will agree among themselves at the beginning of the school year as to the sequence and timing of their respective observations. Observations should be scheduled in such a way as to spread them as evenly as possible over the school year. Evaluators will adhere to specific timelines (see Section VIII. Timelines).

Supervisors may informally observe teachers at any time. Non-professional status teachers will be formally observed a minimum of three (3) times during the school year.

Each formal observation should last at least a full period (high school and middle school) or for the duration of a full lesson -- or a minimum of thirty minutes (elementary schools).

Each formal observation will be followed as soon as possible (no more than five (5) school days) by a Post-Observation Conference between the teacher and evaluator at which time the evaluator's observations and recommendations will be thoroughly discussed. The written Classroom Observation Report shall be completed at or after this post-conference.

A copy of the completed Observation Report, signed by the teacher and the evaluator will be given to the teacher no later than five (5) school days following the Post-Observation Conference. A copy will also be given to each teacher's other evaluator(s). A copy of the report will also be filed with the building principal. Classroom Observation Reports will not ordinarily be forwarded to the Superintendent's Office unless requested.

In observing instruction, conferencing with the teacher, and completing the written Classroom Observation Report, the evaluator shall be guided by the Categories and Indicators of Effective Teaching included in this document, as well as the Criteria for an Effective Lesson listed below:

Criteria for an Effective Lesson

1. Students are learning important skills/concepts/knowledge.
2. Students are sufficiently invested in the learning to do adequate work.

When conducting a classroom observation, the supervisor will evaluate the lesson based on the above criteria. The supervisor will determine whether the lesson:

Meets the Criteria:

1. Students are learning important skills/concepts/knowledge.
2. Students are sufficiently invested in the learning to do adequate work.

Meets the Criteria with Concerns:

Problems exist which must be corrected; specific recommendations are included.

Does Not Meet the Criteria:

Significant problems exist which, if not corrected, will lead to the educator's dismissal; specific recommendations are included.

MID-YEAR INFORMAL EVALUATION

During the Post-Observation Conference following the second formal classroom observation, the supervisor will informally review the teacher's progress in all four categories: Curriculum, Instruction & Assessment; Expectations for Student Learning; Learning Environment; and Professionalism. The supervisor should request additional data from the teacher as needed (see VI. Data Sources).

SUMMARY EVALUATION
FORM B: Summary Evaluation

A written Summary Evaluation will be completed by the evaluators by **April 15**. The Summary Evaluation will be a composite report. It will represent a consensus arrived at by the two or more evaluators. Prior to finalizing the Summary Evaluation form, the primary evaluator will meet with the teacher to discuss the teacher's performance in light of the three classroom observations that have been made during the year as well as other sources of data. This Summary Evaluation Conference is a vital and mandatory part of the evaluation process and shall not be omitted.

Teachers choosing to provide evaluators with additional information about their performance or a self-evaluation should do so prior to the Summary Evaluation Conference, or at the conference, or within 5 school days of the conference.

One of the evaluators should be selected by the school principal to write the composite Summary Evaluation. In general, the person selected for this task should be the evaluator who has (or has available to him or her) expertise in the subject matter and/or area to be evaluated. At the high school this is likely to be the department coordinator, assistant principal, CET Chair, or Assistant Superintendent; at the middle school, the department advisor, the assistant principal, the CET Chair, or Assistant Superintendent; at the elementary schools, the principal, assistant principal or CET Chair, or Assistant Superintendent; and for special subject areas, the system-wide directors.

In the unlikely event that the evaluators cannot reach consensus with respect to the performance of a teacher, then each may submit a separate Summary Evaluation. After input from the evaluators and the teacher, the Superintendent would submit a final document to the educator's personnel file.

The Summary Evaluation will include a narrative assessment of the teacher's performance in each of the four Categories of Effective Teaching: Curriculum, Instruction & Assessment, Expectations for Student Learning, Learning Environment, and Professionalism. The Indicators of Effective Teaching are examples of ways a teacher can demonstrate proficiency in each category. All narrative descriptions and conclusions must be supported by evidence.

The Summary Evaluation includes an overall rating of the teacher's performance as "meets the standards of the Canton Public Schools," "meets the standards with concerns," or "does not meet the standards." In Summary Evaluations where teachers are rated as "meets the standards with concerns," or "does not meet the standards," those teachers should be afforded whatever guidance, assistance, and encouragement their supervisors can reasonably provide, and supervisors should be prepared to substantiate the fact that they have provided such help.

School principals must sign all Summary Evaluation forms for those teachers working in their buildings, whether full-time or part-time. The principal's signature indicates that he or she has thoroughly read the Summary Evaluation.

Each teacher will receive a copy of the Summary Evaluation form. The teacher will be given this copy before or during a signature meeting which will follow the completion of the form.

This signature meeting will take place within ten (10) school days of the Summary Evaluation Conference held with the evaluators. Another copy of the Summary Evaluation form will be filed with the building principal. The original will be forwarded to the Superintendent's office where it will be filed in the teacher's permanent personnel folder.

Should a teacher wish to question, criticize, or challenge either a Classroom Observation Report or a Summary Evaluation, or provide additional information on their performance, they may submit, in a timely fashion, a written statement which will be attached to and filed with the document in question. Classroom Observation Reports and Summary Evaluation forms should be used exclusively by the supervisors and teachers directly involved. Every effort must be made to maintain the confidentiality of these documents.

B. PROFESSIONAL STATUS TEACHERS

FOUR-YEAR EVALUATION/PROFESSIONAL DEVELOPMENT CYCLE

Professional status teachers will be formally evaluated every two years (Years 1 and 3), according to state regulation (603 CMR 35.00). During Years 2 and 4, professional status teachers will engage in self-directed professional development.

YEAR 1 - COMPREHENSIVE EVALUATION (FORM D)

The purpose of the Comprehensive Evaluation is to assess the teacher's professional skills in all four Categories and associated Indicators of Effective Teaching: Curriculum, Instruction & Assessment, Expectations for Student Learning, Learning Environment, and Professionalism.

The overall evaluation will be based on at least two (2) formal Classroom Observations or Structured Conferences (Form C) or a combination of both,* as well as multiple sources of data that may include:

- assessment of student work and written teacher work;
- observations of the teacher's professional interactions with students, parents, and teachers;
- information provided by the teacher; and
- information gathered from teacher-supervisor conferences.

* Absent any concerns from the primary evaluator, the determination is made by mutual agreement.

The end-of-year Comprehensive Evaluation Report (Form D) will include a narrative assessment of the teacher's performance in each of the four categories of effective teaching: Curriculum, Instruction & Assessment, Expectations for Student Learning, Learning Environment, and Professionalism. The Indicators of Effective Teaching are examples of ways a teacher can demonstrate proficiency in each category. All narrative descriptions and conclusions must be supported by evidence and shall state whether the teacher's overall performance is satisfactory, satisfactory with concerns, or unsatisfactory.

The Comprehensive Evaluation Report will be completed by the evaluators by **May 1**. The Comprehensive Evaluation will be a composite report. It will represent a consensus arrived at by the two or more evaluators. Prior to completing the Comprehensive Evaluation Report, the evaluators together must meet with the teacher to discuss the teacher's performance in light of the two classroom observations or structured conferences that have been made during the year as well as other sources of data. This Comprehensive Evaluation Conference is a vital and mandatory part of the evaluation process and shall not be omitted.

Teachers choosing to provide evaluators with additional information about their performance or a self-evaluation should do so prior to the Comprehensive Evaluation Conference or at the conference, or within 5 school days of the conference.

One of the evaluators should be selected by the school principal to write the composite Comprehensive Evaluation. In general, the person selected for this task should be the evaluator who has (or has available to him or her) expertise in the subject matter and/or area to be evaluated. At the high school this is likely to be the department coordinator; at the middle school, the department advisor; at the elementary schools, the principal; and for special subject areas, the system-wide directors.

In the unlikely event that the evaluators cannot reach consensus with respect to the performance of a teacher, then each may submit a separate Comprehensive Evaluation. After input from the evaluators and the teacher, the Superintendent would submit a final document to the educator's personnel file.

The Comprehensive Evaluation will include a narrative assessment of the teacher's performance in each of the four Categories of Effective Teaching: Curriculum, Instruction & Assessment; Expectations for Student Learning; Learning Environment; and Professionalism. The Indicators of Effective Teaching are examples of ways a teacher can demonstrate proficiency in each category. All narrative descriptions and conclusions must be supported by evidence.

The Comprehensive Evaluation includes an overall rating of the teacher's performance as "meets the standards of the Canton Public Schools," "meets the standards with concerns," or "does not meet the standards." In Comprehensive Evaluations where teachers are rated

as "meets the standards with concerns," or "does not meet the standards," those teachers should be afforded whatever guidance, assistance, and encouragement their supervisors can reasonably provide, and supervisors should be prepared to substantiate the fact that they have provided such help (see ALTERNATIVE TO THE FOUR-YEAR EVALUATION CYCLE).

School principals must sign all Comprehensive Evaluation forms for those teachers working in their buildings, whether full-time or part-time. The principal's signature indicates that he or she has thoroughly read the Comprehensive Evaluation.

Each teacher will receive a copy of the Comprehensive Evaluation form. The teacher will be given this copy before or during a signature meeting which will follow the completion of the form. This signature meeting will take place within ten (10) school days of the Comprehensive Evaluation Conference held with the evaluators. Another copy of the Comprehensive Evaluation Report will be filed with the building principal. The original will be forwarded to the Superintendent's office where it will be filed in the teacher's permanent personnel folder.

Should a teacher wish to question, criticize, or challenge either a Classroom Observation Report, a Structured Conference Report, or a Comprehensive Evaluation Report, or provide additional information on their performance, they may submit, in a timely fashion, a written statement which will be attached to and filed with the document in question. Classroom Observation Reports, Structured Conference Reports, and Comprehensive Evaluation Reports should be used exclusively by the supervisors and teachers directly involved. Every effort must be made to maintain the confidentiality of these documents.

YEAR 2 - SELF-DIRECTED PROFESSIONAL DEVELOPMENT

The professional development year of the four-year evaluation cycle is intended to enable the teacher to address his/her own individual professional growth and development in a self-directed manner.

YEAR 3 - FOCUSED PROFESSIONAL GROWTH (FORMS E1 & E2)

Continual renewal and improvement are the hallmarks of effective teaching. The main purpose of Year 3 in the four-year evaluation cycle is to document the efforts and strategies of the educator to improve within a particular category of effective teaching.

The teacher, in consultation with the supervisor, will complete the Focused Professional Growth Plan (Form E1) that states the particular category(s) and/or indicator(s) to be the focus of this evaluation year. The Plan should be completed by October 1 and kept in the teacher's personnel file in the school. The teacher and supervisor will also identify which Data Sources will be used when completing the Focused Professional Growth Plan. In the event that the teacher and the supervisor cannot agree on the specific category(s) and/or indicator(s) or the data sources for evaluating the plan, the teacher may appeal the

decision by initiating the Peer Mediation Process by submitting a letter to the Director of Curriculum, Instruction, and Technology (see insert below).

PEER MEDIATION PROCESS

The Peer Mediation Committee shall be composed of a teacher and an administrator. The teacher member will be selected by the Canton Teachers' Association; the administrator member will be selected by the teacher from a list of three names submitted by the Superintendent, provided that none of the administrators proposed be either the supervisor's supervisor or a prior supervisor of the teacher. The Peer Mediation Committee will meet with the teacher and his/her immediate supervisor to attempt to mediate differences. It is understood that, if the Peer Mediation Committee cannot resolve the differences between the teacher and supervisor through the peer mediation process, the Superintendent shall make the final determination.

A mid-year progress conference on the plan should be held by February 1. An end-of-year conference should be held prior to completion of the Focused Professional Growth Report. The end-of-year Focused Professional Growth Report (Form E2) will be written by the supervisor and will include a narrative assessment of the category(s) and/or indicator(s) examined during the Focused Professional Growth year. Narrative descriptions and conclusions must be supported by evidence.

The Focused Professional Growth Report includes an overall rating of the teacher's performance as "meets the standards of the Canton Public Schools," "meets the standards with concerns," or "does not meet the standards." In Focused Professional Growth Reports where teachers are rated as "meets the standards with concerns," or "does not meet the standards," those teachers should be afforded whatever guidance, assistance, and encouragement their supervisors can reasonably provide, and supervisors should be prepared to substantiate the fact that they have provided such help (see ALTERNATIVE TO THE FOUR-YEAR EVALUATION CYCLE below).

Teachers may share with their supervisors any accomplishments that are outside the category(s) and/or indicator(s) of the Focused Professional Growth year, in order that such accomplishments may be considered for inclusion in the Focused Professional Growth Report. The Focused Professional Growth Report is sent to the Superintendent's office for the teacher's personnel file by May 1.

It is understood that a teacher scheduled for a "Focused" year may opt for Comprehensive Evaluation.

YEAR 4 - SELF-DIRECTED PROFESSIONAL DEVELOPMENT
Same as Year 2

ALTERNATIVE TO THE FOUR-YEAR EVALUATION CYCLE

Formal evaluation is conducted every other year when a teacher's overall evaluation is satisfactory. If the supervisor, at any time during the four-year evaluation cycle, determines that the teacher's overall performance *meets the standards with concerns*, the teacher will be evaluated for the next school year by means of the Comprehensive Evaluation process (as described in Year 1) or the Focused Professional Growth process (as described in Year 3). If the supervisor, at any time during the four year evaluation cycle, determines that the teacher's overall performance *does not meet the standards*, the teacher shall be evaluated by means of the Comprehensive Evaluation process (as described in Year 1) and will be placed on an Action Plan (see Section IX and Form F) that details specific improvement goals that must be achieved with appropriate guidance and support, by the end of the year. Prior to a supervisor removing a teacher from the four-year evaluation cycle, the supervisor shall state the reason(s) in writing identifying the categories and indicators that will be the focus of the evaluation. The administrator will describe how s/he intends to undertake the evaluation, including monitoring, feedback and timelines.

If the supervisor determines the teacher's overall performance meets the standards at the end of the school year, the teacher will be evaluated for the next school year by means of the Comprehensive Evaluation process (Year 1) or the Focused Professional Growth process (Year 3), as determined by the teacher, before returning to the four year evaluation cycle.

VI. DATA SOURCES FOR TEACHER SUPERVISION AND EVALUATION

In order to insure a comprehensive understanding of the teacher's work, the supervisor may use a variety of data sources. Below are listed possible ways to collect data on the many ways in which staff members support the learning of students.

1. Visitations - The supervisor will observe the teacher's classes.
2. Student Work or Written Teacher Work - The supervisor will review other aspects of classroom instruction which may include, for example (but not meant to be a checklist), written teacher work; student tests; student work; handouts and assignment sheets; and, after consultation with the teacher, records of student grades. Teachers may also submit other examples of written work for review by the supervisor such as lesson/unit plans and unit evaluations written by the teacher.
3. Interaction with Others - The supervisor may take note of the teacher's interactions with students, parents, colleagues, and administration. However, no information will be included in an evaluation unless substantiated and based on the supervisor's own observations, documentation, and/or reasonable investigation conducted with the knowledge of the teacher.

4. Activities - The supervisor will review the teacher's professional development and participation in required faculty activities within the school.

5. Data provided by the teacher - At the discretion of the teacher, s/he may provide supervisors with additional non-classroom information which can be documented to be included in the end-of-the-year evaluation report. Such data might also include a self-reflection by the teacher.

6. Structured Conference - The supervisor may meet with the supervisee to share, gather, analyze information and/or collaborate with the teacher about a number of different aspects of professional work, particularly those that are not readily visible from a classroom observation. The supervisor will complete a Structured Conference Report (Form C). Some examples of Structured Conference focus areas include: unit plan, unit evaluation/reflection, grade book or assessment records, samples of student work including teacher feedback, samples of student work over time showing growth, teacher's learning from a course, integration of technology into the curriculum, implementation of new instructional strategies, etc.

VII. ASSIGNMENT OF RESPONSIBILITY FOR EVALUATION OF UNIT A
PERSONNEL
(first position listed is primary evaluator under ordinary circumstances)

Teacher	Evaluators
Elementary Classroom	Principal and Assistant Principal
FLES	FLES Coordinator
Elementary Assistant Principal (in teaching duties)	Principal and Director of Curriculum, Instruction, and Technology
Elementary Assistant Principal (in administrative duties)	Principal
Middle School Classroom (including coordinators as teachers)	Department Coordinators and Principal and/or Assistant Principal
High School Classroom (including coordinators as teachers)	Department Coordinators and Principal and/or Assistant Principal
Music/Theater	Coordinator of Performing Arts and Principal and/or Assistant Principal
Art	Visual arts Coordinator and Principal and/or Assistant Principal

Department Coordinators	Principal (annual evaluation)
Reading	English Department Coordinator and Principal and/or Assistant Principal at Middle School; Principal and Assistant Principal at elementary level
Math Specialist	Principal and Assistant Principal
Wellness	Coordinator of Wellness and Principal and/or Assistant Principal
Wellness Coordinator (as teacher)	Principal and Assistant Principal
Wellness Coordinator (as coordinator)	Director of Curriculum, Instruction, and Technology
PACE Coordinator	Principal and Director of Curriculum, Instruction, and Technology
Librarians	Principal and Assistant Principal
Computer	Director of Instructional Technology and Principal and/or Assistant Principal
Community Service Learning	Principal and/or Assistant Principal and Coordinator of Career Education
Middle School Guidance	Principal and Assistant Principal
High School Guidance	Director of Guidance and Principal and/or Assistant Principal
Alternative Education	Principal and/or Assistant Principal and Administrator for Student Services
Building-based Special Needs (resource room, .4 classroom, speech and language, K-8 adjustment counselors)	Chairpersons for Special Education and Principal and/or Assistant Principal
System-wide SPED Personnel (psychologists, Special Education, high school adjustment counselor)	Director of Student Services and Principal and/or Assistant Principal (in regular rotation)
ELL Teachers	Principal and Director of Student Services
Occupational Therapist	Principal and Director of Student Services

Physical Therapist
Nurse

Principal and Director of Student Services
Principal and Nurse Leader

VIII. TIMELINES

<u>ACTION</u>	<u>BY DATE**</u>
<i>For all Teachers:</i> All faculty to be evaluated in the year will have an orientation to the evaluation process from their primary evaluators by	October 1
<i>For Non-Professional Status Teachers:</i> Minimum of three (3) observations*	
1. First observation by	November 15
2. Second observation by	January 15
3. Third observation by	March 15
Mid-Year Informal Evaluation during second observation Post-Conference by Summary Evaluation** due by	January 15 April 15
<i>For Professional Status Teachers:</i> Year 1: Minimum of two (2) observations* or structured conferences***	
1. First observation/conference by	December 1
2. Second observation/conference by	April 1
Comprehensive Evaluation** due by	May 1
Year 3: Focused Professional Growth Plan by Mid-Year Progress Conference Focused Professional Growth Report** by	October 1 February 1 May 1
Action/Developmental Plan	June 15
** If the above dates occur on a weekend or holiday, the observations and/or evaluations will be due on the <u>next</u> school day.	

*Post-Observation Conference (no more than 5 school days following observation)

*Observation Report (no later than 5 school days following post-observation conference)

**Summary Evaluation/Comprehensive Evaluation/Focused Professional Growth Conference (prior to completion of Summary Evaluation /Comprehensive Evaluation /Focused Professional Growth Report)

**Signature Meeting (within 10 school days of the Conference)

***Structured Conference Report (no more than 5 school days following structured conference)

IX. ACTION PLANS for teachers with professional status who do not meet Canton's Professional Standards

While it is uncommon that professional staff do not meet educational standards, the procedures below outline steps to be taken if an educator, in his or her summary evaluation is evaluated as "meeting the standards with concerns" or "does not meet the standards."

In the case where teachers are rated as "meets the standards with concerns," the recommendations shall be addressed before the end of the school year and will include an appropriate follow-up procedure, as outlined in the following paragraphs. Depending on the circumstances, the supervisor(s) mayor may not recommend the development of an Action Plan. It is understood that implementation of an Action Plan is at the discretion of the teacher. Should the teacher accept the implementation of an Action Plan, this plan would be devised by the teacher, his or her immediate supervisor, another teacher selected by the Canton Teachers Association, and an administrator selected by the teacher from a list of three names submitted by the Superintendent. If at the end of that succeeding year, the educator receives a satisfactory evaluation, she or he will return to a Professional Development Year of the Cycle. If concerns still persist, the teacher will remain on or be placed on an action plan.

Teachers rated as "does not meet the standards," will receive recommendations that shall be addressed the following year in a full, formal Evaluation Cycle. Additionally, an action or development plan will be created by June 15 of the current school year. This plan would be jointly developed by the teacher, his or her immediate supervisor, another teacher selected by the Canton Teachers Association, and an administrator selected by the teacher from a list of three names submitted by the Superintendent. The plan will outline: specific goal(s) for improvement, steps that will be taken by the educator to address the improvement goal(s), steps that the supervisor(s) will take to provide support to the educator, resources available for assistance (such as the assignment of a mentor, planning assistance, additional conferencing), sources of data that will be used to evaluate progress, and meeting dates when the educator will receive progress reports. (See Action Plan Form F, p29). At the end of the year, if the teacher's performance on an action plan is unsuccessful, the Superintendent may place the educator on probation. Prior to a probationary year, the original action plan will be reviewed and amended where appropriate by the team that developed the plan. Within the first 90 school days of the next school year, the evaluator will provide a written report on the educator's performance. If the educator's performance at that time meets Canton's standards, the educator will be returned to the normal evaluation cycle during the next school year.

If the educator's performance still needs significant improvement, the educator will meet with the Superintendent and the CTA President or her/his designee by February 15. The supervisor(s) will continue to monitor the educator's progress. During the next 60 calendar days, and no later than April 15, the evaluator will write a second report on the educator's performance. Part of that report must include the data from one joint observation completed by the supervisor and the Director of Curriculum, Instruction, and Technology. If the educator's performance meets Canton's standards, the educator will be returned to the normal evaluation cycle the next school year. If the educator's performance still needs significant improvement, the Superintendent may

take whatever action s/he deems necessary, which may include dismissal.

X. FORMS

FORM A Classroom Observation Report

FORM B Summary Evaluation

FORM C Structured Conference Report

FORM D Comprehensive Evaluation Report

FORM E1 Focused Evaluation Plan

FORM E2 Focused Evaluation Report

FORM F Action Plan

CANTON PUBLIC SCHOOLS
FORM A

CLASSROOM OBSERVATION REPORT

Teacher _____

Date of Visit _____

Grade Level/Subject _____

Time/Period _____

School _____

Announced _____ Unannounced _____

Evaluator _____

Date of Post-Observation Conference _____

Student Learning Objectives:

Supervisor's Description/Summary of the Visit:

Commendations:

Recommendations:

- This lesson met the CPS Criteria for an Effective Lesson.
- This lesson met the CPS Criteria for an Effective Lesson with concerns.
- This lesson did not meet the CPS Criteria for an Effective Lesson.

Signature of Evaluator

Date

Signature of Teacher

Date

In signing this form, the teacher does not necessarily indicate agreement with its contents.

The signature only indicates that s/he has read this document. The teacher may attach a written statement of her/his own, provided s/he does so within five working days.

CANTON PUBLIC SCHOOLS
FORM B

SUMMARY EVALUATION
Non-Professional Status Teachers

Teacher _____ Date _____

Grade Level/Subject _____ School _____

Evaluator _____

Date of Classroom Observations: _____

*The evaluator should assess the teacher's performance on the
four Categories of Effective Teaching*

I. CURRICULUM, INSTRUCTION & ASSESSMENT
(Knowledge of Curriculum Content, Planning, Teaching, Assessment)

II. EXPECTATIONS FOR STUDENT LEARNING

III. LEARNING ENVIRONMENT
(Relationships with Students, Behavior Management, Classroom Tone, Organization)

IV. PROFESSIONALISM
(Responsibilities, Relationships with Adults, Growth)

COMMENDATIONS:

RECOMMENDATIONS:

Overall, the teacher

Meets the standards of the Canton Public Schools.

Meets the standards of the Canton Public School with concerns.

Does not meet the standards of the Canton Public School.

Recommended for Reappointment _____ Yes _____ No

Recommended for Tenure _____ Yes _____ No

Date of Summary Evaluation Conference: _____

Name of Evaluator _____

Signature of Evaluator

Name of Evaluator _____

Signature of Evaluator

Date of Signature Meeting: _____

Name of Evaluator _____

Signature of Evaluator

Name of Evaluator _____

Signature of Evaluator

Signature of Teacher

Signature of Principal

In signing this form, the teacher does not necessarily indicate agreement with its contents. The signature only indicates that s/he has read this document. The teacher may attach a written statement of her/his own, provided s/he does so within five working days.

CANTON PUBLIC SCHOOLS
FORM C

STRUCTURED CONFERENCE REPORT

Teacher _____ Date of Conference _____

Grade Level/Subject _____ School _____

Evaluator _____

Focus of the Structure Conference:

Data Sources (if applicable):

Focus Questions:

Evaluator's Description/Summary of the Conference:

Commendations:

Recommendations:

Signature of Evaluator Date

Signature of Teacher Date

*In signing this form, the teacher does not necessarily indicate agreement with its contents.
The signature only indicates that s/he has read this document. The teacher may attach a*

written statement of her/his own, provided s/he does so within five working days.

CANTON PUBLIC SCHOOLS
FORM D

COMPREHENSIVE EVALUATION REPORT
Year 1 - Professional Status Teachers

Teacher _____ Date _____

Grade Level/Subject _____ School _____

Evaluator _____

Dates of Observations or Structured Conferences: _____

*The evaluator should assess the teacher's performance on the
four Categories of Effective Teaching.*

I. CURRICULUM, INSTRUCTION & ASSESSMENT
(Knowledge of Curriculum Content, Planning, Teaching, Assessment)

II. EXPECTATIONS FOR STUDENT LEARNING

III. LEARNING ENVIRONMENT
(Relationships with Students, Behavior Management, Classroom Tone, Organization)

IV. PROFESSIONALISM
(Responsibilities, Relationships with Adults, Growth)

COMMENDATIONS:

RECOMMENDATIONS:

Overall, the teacher

Meets the standards of the Canton Public Schools.

Meets the standards of the Canton Public School with concerns.

Does not meet the standards of the Canton Public School.

Date of Comprehensive Evaluation Conference: _____

Name of Evaluator _____

Signature of Evaluator

Name of Evaluator _____

Signature of Evaluator

Date of Signature Meeting: _____

Name of Evaluator _____

Signature of Evaluator

Name of Evaluator _____

Signature of Evaluator

Signature of Teacher

Signature of Principal

*In signing this form, the teacher does not necessarily indicate agreement with its contents.
The signature only indicates that s/he has read this document. The teacher may attach a
written statement of her/his own, provided s/he does so within five working days.*

CANTON PUBLIC SCHOOLS
FORM EI

FOCUSED PROFESSIONAL GROWTH PLAN
Year 3 - Professional Status Teachers

Teacher _____ Date _____

Grade Level/Subject _____ School _____

Evaluator _____

Focused Evaluation Plan is to be completed by the teacher, in consultation with the evaluator.

1. Focus: Which particular category(s) and/or indicator(s) of effective teaching will be the main focus of attention?
2. Goal: With regards to the above category(s)/indicator(s), what is the particular goal of this year's work?
3. Rationale: How will this goal help students enhance their learning?
4. Plan: What is the plan to accomplish this goal?
5. Data: What Data Sources will be used to assess the teacher's progress on the focus and its impact on student learning?

Signature of Evaluator _____ Date _____

Signature of Teacher _____ Date _____

CANTON PUBLIC SCHOOLS
FORM E2

FOCUSED PROFESSIONAL GROWTH REPORT
Year 3 - Professional Status Teachers

Teacher _____ Date _____

Grade Level/Subject _____ School _____

Evaluator _____

Date of Mid- Year Progress Conference _____ Date of End-of-Year Conference _____

Narrative Describing Performance on Selected Category(s)/Indicator(s)

Evaluator's Commendations/Recommendations

Overall, the teacher

Meets the standards of the Canton Public Schools.

Meets the standards of the Canton Public School with concerns.

Does not meet the standards of the Canton Public School.

Signature of Evaluator

Date

Signature of Teacher

Date

In signing this form, the teacher does not necessarily indicate agreement with its contents.

The signature only indicates that s/he has read this document. The teacher may attach a written statement of her/his own, provided s/he does so within five working days.

CANTON PUBLIC SCHOOLS
FORM F

ACTION/DEVELOPMENT PLAN

Teacher _____

Date _____

Grade Level/Subject _____

School _____

Evaluator _____

Specific goal(s) for improvement:

Steps or Actions that will be taken by teacher to address improvement goal(s):

Steps or Actions that will be taken by supervisor(s) to provide support:

Resources available for assistance:

Data Sources To Assess Progress:

Frequency of conferencing:

Signature of Evaluator Date

Signature of CTA Representative Date

Signature of Teacher Date

Signature of Selected Administrator Date

XI. CATEGORIES AND INDICATORS OF EFFECTIVE PERFORMANCE
G. GUIDANCE/ADJUSTMENT COUNSELOR

I. KNOWLEDGE AND SKILLS

- A. The counselor is up to date and effectively demonstrates the application of guidance and counseling principles.
- B. The counselor effectively uses communications skills to advocate for students.
- C. The counselor applies problem-solving skills to foster the growth and development of the student.
- D. The counselor effectively uses academic information to maximize opportunities for student learning and growth.

II. PLANNING AND ASSESSMENT

- A. The counselor uses appropriate formal and informal assessments to meet the individual needs of students.
- B. The counselor structures programs by needs assessment, goal setting, planning, implementation, and evaluation procedures.

III. DIRECT SERVICE TO STUDENTS

- A. The counselor provides individual and group counseling services to meet the needs of students.
- B. The counselor provides information and skills to students to enable them to make informed decisions.
- C. The counselor provides individual and small group counseling to help students resolve problems.

IV. ADULT CONSULTATION

- A. The counselor consults with parents and school staff to assist in meeting the needs of students.
- B. The counselor organizes and coordinates information and resources to help meet student and adult needs.

V. EXPECTATIONS

- A. The counselor demonstrates high expectations for student learning.
- B. The counselor values diverse perspectives and supports an appreciation of differences among all members of the school community.

VI. PROFESSIONAL RESPONSIBILITIES

- A. The counselor adheres to ethical standards of the counseling profession.
- B. The counselor shares responsibility for the accomplishment of grade/team/department, building, and system level goals and policies.
- C. The counselor is a reflective and continuous learner.

CANTON PUBLIC SCHOOLS
FORM G
SUMMARY EVALUATION
GUIDANCE/ADJUSTMENT COUNSELOR

Name _____ Date _____

Position _____ School _____

Evaluator _____

Type of Contract for this Evaluation Year:

Non-Professional Status 1st year ____ 2nd year ____ 3rd year ____ Professional Status ____

I. KNOWLEDGE AND SKILLS

II. PLANNING AND ASSESSMENT

III. DIRECT SERVICE TO STUDENTS

IV. ADULT CONSULTATION

V. EXPECTATIONS

VI. PROFESSIONAL RESPONSIBILITIES

COMMENDATIONS:

RECOMMENDATIONS:

Overall, the counselor

Meets the standards of the Canton Public Schools.

Meets the standards of the Canton Public School with concerns.

Does not meet the standards of the Canton Public School.

Recommended for Reappointment _____ Yes _____ No

Recommended for Tenure _____ Yes _____ No

Date of Summary Evaluation Conference: _____

Name of Evaluator _____

Signature of Evaluator

Name of Evaluator _____

Signature of Evaluator

Date of Signature Meeting: _____

Name of Evaluator _____

Signature of Evaluator

Name of Evaluator _____

Signature of Evaluator

Signature of Counselor

Signature of Principal

In signing this form, the counselor does not necessarily indicate agreement with its contents. The signature only indicates that s/he has read this document. The counselor may attach a written statement of her/his own, provided s/he does so within five working days.

XI. CATEGORIES AND INDICATORS OF EFFECTIVE PERFORMANCE
H. SCHOOL LIBRARIAN

I. CURRENCY IN PROFESSION/KNOWLEDGE OF SCHOOL LIBRARIES

- A. The librarian is knowledgeable about current education and library practices;
- B. The librarian is familiar with state and school curricula;
- C. The librarian takes classes, attends workshops, and reads professionally to enhance instruction and student learning to address gaps in professional knowledge; and
- D. The librarian has appropriate knowledge of child/adolescent development reflected in lesson planning.

II. LEADERSHIP AND MANAGEMENT

- A. The librarian seeks out and participates in building based leadership opportunities;
- B. The librarian creates policies and procedures to ensure effective functioning of library policies;
- C. The librarian manages budget efficiently following approved collection development policies; and
- D. The librarian maintains positive communication with school principal and director of libraries regarding issues of importance.

III. INSTRUCTION AND DIRECT SERVICE TO STUDENTS

- A. The librarian maintains positive and respectful relationships with students;
- B. The librarian uses effective classroom management skills to enhance learning;
- C. The librarian aligns library curriculum with school and grade level curriculum;
- D. The librarian designs lessons based on assessment of student learning and experience;
- E. The librarian works effectively with students on an individual basis when assistance is sought between classes, after school, or at other free times;
- F. The librarian strives to vary instruction in order to accommodate different learning styles; and
- G. The librarian maintains high expectations for all student achievement.

IV. INSTRUCTION AND SERVICE TO FACULTY AND STAFF

- A. The librarian identifies the need for an offers training to faculty and staff intended to address gaps in knowledge affecting use of school and district information technology tools when appropriate;
- B. The librarian prepares and delivers materials for faculty and staff in a timely manner;
- C. The librarian prepares bibliographies for faculty and staff to assure maximum use of school purchased materials; and
- D. The librarian works with library and technology staff to inventory, purchase, maintain, and make available audiovisual equipment to faculty and staff.

V. COLLABORATION AND CONSULTATION WITH ADULTS

- A. The librarian collaborates with faculty and curriculum specialists to deliver information literacy lessons that enhance student learning;
- B. The librarian seeks and makes changes in response to feedback from faculty regarding lessons taught collaboratively;
- C. The librarian works with faculty to identify areas of student need and works to address those needs; and
- D. The librarian shares information and seeks advice from other district library colleagues when appropriate.

VI. PROFESSIONAL RESPONSIBILITIES

- A. The librarian maintains positive and appropriate relationships with building based colleagues;
- B. The librarian maintains a respectful relationship with other library staff;
- C. The librarian attends school based and department meetings as appropriate for their FTE equivalent status and contributes positively at these meetings;

and

- D. The librarian works to achieve district, school, and department goals.

VII. COMMUNITY RELATIONS

- A. The librarian communicates positively with parents and community members through newsletters, emails, and attendance at parent meetings;
- B. Department approved policies are followed when working with parent volunteers;
- C. The librarian maintains student confidentiality when working with parents and community members; and
- D. The librarian supports school and/or district policies regarding community use of libraries.

CANTON PUBLIC SCHOOLS
FORM H

SUMMARY EVALUATION
SCHOOL LIBRARIAN

Name _____ Date _____

Position _____ School _____

Evaluator _____

Type of Contract for this Evaluation Year:

Non-Professional Status 1st year ____ 2nd year ____ 3rd year ____ Professional Status ____

I. CURRENCY IN PROFESSION/KNOWLEDGE OF SCHOOL LIBRARIES

II. LEADERSHIP AND MANAGEMENT

III. INSTRUCTION AND DIRECT SERVICE TO STUDENTS

IV. INSTRUCTION AND SERVICE TO FACULTY AND STAFF

V. COLLABORATION AND CONSULTATION WITH ADULTS

VI. PROFESSIONAL RESPONSIBILITIES

VII. COMMUNITY RELATIONS

COMMENDATIONS:

RECOMMENDATIONS:

Overall, the librarian

Meets the standards of the Canton Public Schools.

Meets the standards of the Canton Public School with concerns.

Does not meet the standards of the Canton Public School.

Recommended for Reappointment _____ Yes _____ No

Recommended for Tenure _____ Yes _____ No

Date of Summary Evaluation Conference: _____

Name of Evaluator _____

Signature of Evaluator

Name of Evaluator _____

Signature of Evaluator

Date of Signature Meeting: _____

Name of Evaluator _____

Signature of Evaluator

Name of Evaluator _____

Signature of Evaluator

Signature of Librarian

Signature of Principal

In signing this form, the librarian does not necessarily indicate agreement with its contents. The signature only indicates that s/he has read this document. The librarian may attach a written statement of her/his own, provided s/he does so within five working days.

XI. CATEGORIES AND INDICATORS OF EFFECTIVE PERFORMANCE
I. SCHOOL NURSE

I. CLINICAL KNOWLEDGE

- A. Applies appropriate theories from nursing and the physical, behavioral, and public health sciences to meet the unique and diverse needs of the school community.

II. NURSING PROCESS

- A. Assesses student health status by systematically collecting and analyzing data.
- B. Formulates accurate nursing diagnoses.
- C. Develops an effective plan of care to maximize student wellness.
- D. Implements interventions in a safe and appropriate manner.
- E. Systematically evaluates outcomes so that a high level of wellness can be achieved.

III. MANAGEMENT OF HEALTH PROGRAM

- A. Establishes a process to identify students at risk.
- B. Establishes and maintains a comprehensive school health program.
- C. Creates a positive health environment.

IV. COMMUNICATION

- A. Uses effective written, verbal, and nonverbal communication skills when addressing student health needs.
- B. Informs students, parents, and school personnel regarding student health issues.
- C. Utilizes opportunities to communicate, clarify, and implement a defined role for nursing within the educational setting.

V. PROFESSIONAL RESPONSIBILITIES

- A. Adheres to the ethical and professional standards of the nursing profession.
- B. Shares responsibility for the accomplishment of department, building, and system level goals and policies.

CANTON PUBLIC SCHOOLS
FORM I

SUMMARY EVALUATION
SCHOOL NURSE

Name _____ Date _____

Position _____ School _____

Evaluator _____

Type of Contract for this Evaluation Year:

Non-Professional Status 1st year ____ 2nd year ____ 3rd year ____ Professional Status ____

I. CLINICAL KNOWLEDGE

II. NURSING PROCESS

III. MANAGEMENT OF HEALTH PROGRAM

IV. COMMUNICATION

V. PROFESSIONAL RESPONSIBILITIES

COMMENDATIONS:

RECOMMENDATIONS:

Overall, the librarian

Meets the standards of the Canton Public Schools.

Meets the standards of the Canton Public School with concerns.

Does not meet the standards of the Canton Public School.

Recommended for Reappointment _____ Yes _____ No

Recommended for Tenure _____ Yes _____ No

Date of Summary Evaluation Conference: _____

Name of Evaluator _____

Signature of Evaluator

Name of Evaluator _____

Signature of Evaluator

Date of Signature Meeting: _____

Name of Evaluator _____

Signature of Evaluator

Name of Evaluator _____

Signature of Evaluator

Signature of Nurse

Signature of Principal

In signing this form, the nurse does not necessarily indicate agreement with its contents. The signature only indicates that s/he has read this document. The nurse may attach a written statement of her/his own, provided s/he does so within five working days.

XI. CATEGORIES AND INDICATORS OF EFFECTIVE PERFORMANCE
J. SCHOOL PSYCHOLOGIST

I. PLANNING OR PREPARATION

- A. Anticipates materials needed for school year, e.g. revised tests, forms, and instructive literature.
- B. Submits materials request and order forms in a timely fashion.
- C. Makes arrangements with teachers for student observation periods.
- D. Confers with teachers in regard to their observations and opinions.
- E. Maintains an up to date testing schedule
- F. Completes reports in a timely manner.
- G. Schedules parent conferences, efficiently.
- H. Schedules intern supervision sessions, efficiently, in relation to other duties.
- I. Schedules consultations with teachers, efficiently.
- J. Generally arranges schedule to accommodate the demands and needs of others.

II. MANAGEMENT

- A. Provides information to colleagues, administrators, and outside agency personnel within the boundaries of the laws of confidentiality.
- B. Responds to communications in a timely manner.
- C. Receives, processes, and files new information on legal, theoretical, and treatment issues in the field.
- D. Maintains and uses appropriate and available test instruments to meet the needs of various types of psychological evaluations required.
- E. Provides written psychological reports which conform to professional standards, the law, and the needs of students and parents.
- F. Maintains a professional file on the law, professional issues, school policy, and professional standards, which can be easily accessed.
- G. Maintains a library of books and journal articles as reference materials for reports and information to administrators, colleagues, and parents.

III. INSTRUCTION

- A. Attends TEAM Meetings to interpret psychological data from his/her own reports, or those provided from outside the school system.
- B. Is available to meet or speak by phone with parents seeking interpretation or recommendations regarding psychological issues.
- C. Is available as a resource as Crisis Intervention Team Leader.
- D. Is available for workshops or seminars within the school system and community.
- E. Is able to manage students in a positive, sensitive manner during the psychological evaluation process.
- F. Is available for in-class presentations on various aspects of psychology as it relates to learning and behavior.
- G. Is accessible to students, parents, staff and community.

- H. Is sensitive to racial, ethnic, cultural issues, socio-economic, sexual orientation, etc.
- I. Can interact successfully with all students and parents, including those with diverse backgrounds.
- J. Has the confidence of colleagues in carrying out professional duties.
- K. Is qualified, after a period of three years, to train and supervise interns in psychology.

IV. CURRICULUM

- A. Cooperates with teachers in forming curriculum innovations or changes as part of the TEAM process.
- B. Is available to contribute ideas for classroom modifications at TEAM Meetings.
- C. Shares test results and interpretations helpful in identifying areas of academic strength, weakness, or disability.
- D. Shares test results helpful in identifying student's level of potential as it relates to achievement, e.g. identifies whether the student is working to potential or below it.
- E. Identifies students who require a special education curriculum, and the most appropriate program and/or placement for them.

V. PROFESSIONAL RESPONSIBILITIES

- A. Shares ideas and resources with colleagues.
- B. Demonstrates a willingness to participate in open dialogue with supervisors on a continuing basis.
- C. Assumes responsibility for professional self-improvement through formal education and/or other means.
- D. Accepts responsibility for punctuality and attendance.
- E. Adheres to work schedule and supervisory duties.
- F. Upholds and promotes building regulations and follows School Committee policies.
- G. Accounts for and properly supervises all materials and equipment used.
- H. Sets example as role model in speech, dress, and general deportment.
- I. Shows an interest in outside student activities.

CANTON PUBLIC SCHOOLS
FORM J

SUMMARY EVALUATION
SCHOOL PSYCHOLOGIST

Name _____ Date _____

Position _____ School _____

Evaluator _____

Type of Contract for this Evaluation Year:

Non-Professional Status 1st year ____ 2nd year ____ 3rd year ____ Professional Status ____

I. PLANNING OR PREPARATION

II. MANAGEMENT

III. INSTRUCTION

IV. CURRICULUM

V. PROFESSIONAL RESPONSIBILITIES

COMMENDATIONS:

RECOMMENDATIONS:

Overall, the counselor

Meets the standards of the Canton Public Schools.

Meets the standards of the Canton Public School with concerns.

Does not meet the standards of the Canton Public School.

Recommended for Reappointment _____ Yes _____ No

Recommended for Tenure _____ Yes _____ No

Date of Summary Evaluation Conference: _____

Name of Evaluator _____

Signature of Evaluator

Name of Evaluator _____

Signature of Evaluator

Date of Signature Meeting: _____

Name of Evaluator _____

Signature of Evaluator

Name of Evaluator _____

Signature of Evaluator

Signature of Counselor

Signature of Principal

In signing this form, the counselor does not necessarily indicate agreement with its contents. The signature only indicates that s/he has read this document. The counselor may attach a written statement of her/his own, provided s/he does so within five working days.

XI. CATEGORIES AND INDICATORS OF EFFECTIVE PERFORMANCE
K. SUPERVISORS

Adapted from the MA DOE Principles of Effective Administrative Leadership

- DEPARTMENT COORDINATORS
 - DEPARTMENT ADVISORS
 - K-12 COORDINATORS
 - ELEMENTARY SCHOOL ASSISTANT PRINCIPALS
- I. EFFECTIVE INSTRUCTIONAL LEADERSHIP
- A. The administrator facilitates the development of a shared mission and vision.
 - B. The administrator encourages and uses a variety of strategies to assess student performance accurately.
 - C. The administrator applies current principles, practices, and research to foster effective teaching.
 - D. The administrator leads the renewal of curriculum and instructional programs.
 - E. The administrator promotes and models the effective use of appropriate instructional technologies.
 - F. The administrator holds teachers accountable for having high standards and positive expectations that all students can perform at high levels.
 - G. The administrator works with teachers and other staff to supervise and evaluate their performance, using performance standards, and to identify areas for growth.
 - H. The administrator supports ongoing professional development.
- II. EFFECTIVE ORGANIZATIONAL LEADERSHIP, ADMINISTRATION AND MANAGEMENT
- A. The administrator applies research and organizational leadership skills.
 - B. The administrator demonstrates communication skills that are clear, direct, and responsive.
 - C. The administrator creates a positive, informed climate for collegial teaching and learning.
 - D. The administrator facilitates constructive change.
 - E. The administrator plans for, models, and encourages collaboration and shared decision-making.
 - F. The administrator applies strategic planning techniques that foster systemic approaches and result in sound decisions.
 - G. The administrator carries out personnel selection, supervision, evaluation, and management functions for the school or district effectively.
 - H. The administrator applies current knowledge of policy formation and legal requirements within the scope of his/her responsibility.
 - I. The administrator applies current knowledge of fiscal management policy and practices within the scope of his/her responsibility.
 - J. The administrator applies current knowledge of auxiliary programs (e.g. transportation, food services, pupil personnel services, maintenance, and

facilities management) within the scope of his/her responsibility.

- K. The administrator uses appropriate technologies to administer his/her responsibilities.

III. PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY

- A. The administrator strives to ensure equity among programs and learning opportunities for staff, students, and parents.
- B. The administrator demonstrates appreciation for and sensitivity to the diversity among individuals.

IV. FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

- A. The administrator assesses the needs of parents and community members and involves them in decision-making.
- B. The administrator promotes partnerships among staff, parents, business, and the community.
- C. The administrator interprets, articulates, and promotes the vision, mission, programs, activities, and services of the school/district.
- D. The administrator demonstrates enthusiasm for his/her own learning and a willingness to grow.
- E. The administrator demonstrates and promotes an atmosphere of respect for self and others. The administrator models ethical behavior.

CANTON PUBLIC SCHOOLS
FORM K

SUMMARY EVALUATION – ADDENDUM
SUPERVISORS

This addendum is part of, and will be included in, the Summary Evaluation of Department Coordinators, Department Advisors, K-12 Coordinators, and Elementary School Assistant Principals.

The performance evaluated below will include, but not be restricted to, the Categories and Indicators of Effective Performance for Supervisors.

Name _____ Date _____

Position _____ School _____

I. EFFECTIVE INSTRUCTIONAL LEADERSHIP

II. EFFECTIVE ORGANIZATIONAL LEADERSHIP. ADMINISTRATION AND MANAGEMENT

III. PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY

IV. PROFESSIONAL RESPONSIBILITIES

COMMENDATIONS:

RECOMMENDATIONS:

Date of Conference Held to Discuss This Report: _____

Name of Evaluator _____

Signature of Evaluator

Signature of Teacher/Supervisor

In signing this form, the teacher/supervisor does not necessarily indicate agreement with its contents. The signature only indicates that s/he has read this document. The teacher/supervisor may attach a written statement of her/his own, provided s/he does so within five working days.

XI. CATEGORIES AND INDICATORS OF EFFECTIVE PERFORMANCE
L. PHYSICAL THERAPIST

I. Planning

- A. Collaborates with other disciplines to ensure Team understanding of student performance strengths and needs, through evaluation, educational program planning, and service delivery.
- B. Develops intervention plans based on student needs and evaluation results.
- C. Participates in multidisciplinary meetings to review evaluation results, integrate findings with other disciplines, offer recommendations and develop individual education plans and intervention plans to achieve IEP goals or 504 accommodations.

II. Identification, Screening, Testing & Diagnosis

- A. Conducts physical therapy screenings.
- B. Administers formal and informal (ongoing and curriculum-based) assessments.
- C. Obtains additional diagnostic information from appropriate persons and available records for physical therapy purposes.
- D. Analyzes and interprets information to make recommendations regarding the need for physical therapy services.
- E. Evaluates the student's ability and formulates the student's physical therapy profile through a variety of functional, behavioral and standardized assessments, skilled observation, checklists, histories and interviews.
- F. Synthesizes evaluation results into a comprehensive written report which reflects strengths and barriers to student participation in the educational environment, directs program development and guides evidence-based intervention.

III. Managing & Implementing Therapy

- A. Provides targeted, evidence-based therapeutic intervention to facilitate student participation and physical therapy performance within the school environment.

- B. Consults with the school-based IEP Team to achieve student outcomes.
- C. Adapts and modifies the environment including assistive technology and trains instructional staff to meet individual needs and to help students function as independently as possible.
- D. Educates student, educational personnel, and family to facilitate skills in areas of physical therapy.
- E. Monitors and assesses the effects of physical therapy intervention and the need to continue, modify, or discontinue intervention.
- F. Documents physical therapy services to ensure accountability of service provision and to meet standards for the IEP and Medicaid.
- G. Promotes effective interpersonal relations with students.

IV. Program Administration and Management

- A. Prioritizes and schedules work tasks independently.
- B. Manages inventory of therapeutic equipment and assessments, and project needs for budget planning.
- C. Maintains programmatic and administrative records in accordance with professional standards, state guidelines and school system policy.
- D. Provides legal and ethical supervision of physical therapy assistant assuming responsibility for the students serviced by the assistant.
- E. Supervises physical therapy assistants in the implementation of physical therapy goals.
- F. Adheres to federal and state legislation, regulation and policies that affect physical therapy practice.
- G. Reviews physical therapy services for programmatic improvement and makes changes as needed to ensure quality of services.
- H. Provides consultation regarding emergency evacuation of students with disability.

V. Professional Responsibilities

- A. Collaborates with educational personnel, community agencies, parents and students to increase understanding of the student's physical therapy performance.
- B. Provides consultations as needed for educational personnel, parents and community based service providers.
- C. Shares ideas and resources with colleagues.
- D. Demonstrates a willingness to participate in open dialogue with supervisors on a continuing basis.
- E. Assumes responsibility for professional self-improvement through formal education and/or other means.
- F. Accepts responsibility for punctuality and attendance.
- G. Adheres to work schedule.

CANTON PUBLIC SCHOOLS
FORM L

SUMMARY EVALUATION
PHYSICAL THERAPIST

Name _____ Date _____

Position _____ School _____

Evaluator _____

Type of Contract for this Evaluation Year:

Non-Professional Status 1st year _____ 2nd year _____ 3rd year _____

Professional Status _____

I. PLANNING

II. IDENTIFICATION, SCREENING, TESTING & DIAGNOSIS

III. MANAGING & IMPLEMENTING THERAPY

IV. PROGRAM ADMINISTRATION AND MANAGEMENT

V. PROFESSIONAL RESPONSIBILITIES

COMMENDATIONS:

RECOMMENDATIONS:

Overall, the therapist

- meets the standards of the Canton Public Schools.
- meets the standards of the Canton Public School with concerns.
- does not meet the standards of the Canton Public School.

Recommended for Reappointment _____ Yes _____ No
Recommended for Tenure _____ Yes _____ No

Date of Summary Evaluation Conference: _____

Name of Evaluator _____

Signature of Evaluator

Name of Evaluator _____

Signature of Evaluator

Date of Signature Meeting: _____

Name of Evaluator _____

Signature of Evaluator

Name of Evaluator _____

Signature of Evaluator

Signature of Therapist

Signature of Principal

In signing this form, the therapist does not necessarily indicate agreement with its contents. The signature only indicates that s/he has read this document. The therapist may attach a written statement of her/his own, provided s/he does so within five working days.

XI. CATEGORIES AND INDICATORS OF EFFECTIVE PERFORMANCE
M. SPEECH AND LANGUAGE PATHOLOGIST

I. Planning

- A. Collaborates with other disciplines to ensure Team understanding of student performance strengths and needs, through evaluation, educational program planning, and service delivery.
- B. Develops intervention plans based on student needs and evaluation results.
- C. Participates in multidisciplinary meetings to review evaluation results, integrate findings with other disciplines, offer recommendations and develop individual education plans and intervention plans to achieve IEP goals or 504 accommodations.

II. Identification, Screening, Testing & Diagnosis

- A. Conducts speech & language screenings.
- B. Administers formal and informal (ongoing and curriculum-based) assessments.
- C. Obtains additional diagnostic information from appropriate persons and available records for speech & language purposes.
- D. Analyzes and interprets information to make recommendations regarding the need for speech & language services.
- E. Evaluates the student's ability and formulates the student's speech & language profile through a variety of functional, behavioral and standardized assessments, skilled observation, checklists, histories and interviews.
- F. Synthesizes evaluation results into a comprehensive written report which reflects strengths and barriers to student participation in the educational environment, directs program development and guides evidence-based intervention.

III. Managing & Implementing Therapy

- A. Provides targeted, evidence-based therapeutic intervention to facilitate the student participation and speech & language performance within the school environment.
- B. Consults with the school-based IEP Team to achieve student outcomes.

- C. Adapts and modifies the environment including assistive technology and trains instructional staff to meet individual needs and to help function as independently as possible.
- D. Educates student, educational personnel, and family to facilitate skills in areas of speech & language.
- E. Monitors and assesses the effects of speech & language therapy intervention and the need to continue, modify, or discontinue intervention.
- F. Documents speech & language therapy services to ensure accountability of service provision and to meet standards for the IEP and Medicaid.
- G. Promotes effective interpersonal relations with students.

IV. Program Administration and Management

- A. Prioritizes and schedules work tasks independently.
- B. Manages inventory of therapeutic equipment and assessments, and project needs for budget planning.
- C. Maintains programmatic and administrative records in accordance with professional standards, state guidelines and school system policy.
- D. Provides legal and ethical supervision of speech & language therapy assistant assuming responsibility for the students serviced by the assistant.
- E. Supervises speech and language assistants in the implementation of speech & language goals.
- F. Adheres to federal and state legislation, regulation and policies that affect speech & language therapy practice.
- G. Reviews speech & language therapy services for programmatic improvement and makes changes as needed to ensure quality of services.

V. Professional Responsibilities

- A. Collaborates with educational personnel, community agencies, parents and students to increase understanding of the student's speech & language performance.

- B. Provides consultation as needed for educational personnel, parents and community-based service providers.
- C. Shares ideas and resources with colleagues.
- D. Demonstrates a willingness to participate in open dialogue with supervisors on a continuing basis.
- E. Assumes responsibility for professional self-improvement through formal education and/or other means.
- F. Accepts responsibility for punctuality and attendance.
- G. Adheres to work schedule and supervisory duties.

CANTON PUBLIC SCHOOLS
FORM M

SUMMARY EVALUATION
SPEECH AND LANGUAGE PATHOLOGIST

Name _____ Date _____

Position _____ School _____

Evaluator _____

Type of Contract for this Evaluation Year:

Non-Professional Status 1st year _____ 2nd year _____ 3rd year _____

Professional Status _____

I. PLANNING

II. IDENTIFICATION, SCREENING, TESTING & DIAGNOSIS

III. MANAGING & IMPLEMENTING THERAPY

IV. PROGRAM ADMINISTRATION AND MANAGEMENT

V. PROFESSIONAL RESPONSIBILITIES

COMMENDATIONS:

RECOMMENDATIONS:

Overall, the therapist

- meets the standards of the Canton Public Schools.
- meets the standards of the Canton Public School with concerns.
- does not meet the standards of the Canton Public School.

Recommended for Reappointment _____ Yes _____ No
Recommended for Tenure _____ Yes _____ No

Date of Summary Evaluation Conference: _____

Name of Evaluator _____
Signature of Evaluator _____

Name of Evaluator _____
Signature of Evaluator _____

Date of Signature Meeting: _____

Name of Evaluator _____
Signature of Evaluator _____

Name of Evaluator _____
Signature of Evaluator _____

Signature of Therapist

Signature of Principal

In signing this form, the therapist does not necessarily indicate agreement with its contents. The signature only indicates that s/he has read this document. The therapist may attach a written statement of her/his own, provided s/he does so within five working days.

XI. CATEGORIES AND INDICATORS OF EFFECTIVE PERFORMANCE
N. OCCUPATIONAL THERAPIST

I. Planning

- A. Collaborates with other disciplines to ensure Team understanding of student performance strengths and needs, through evaluation, educational program planning, and service delivery.
- B. Develops intervention plans based on student needs and evaluation results.
- C. Participates in multidisciplinary meetings to review evaluation results, integrate findings with other disciplines, offer recommendations and develop individual education plans and intervention plans to achieve IEP goals or 504 accommodations.

II. Identification, Screening, Testing & Diagnosis

- A. Conducts occupational therapy screenings.
- B. Administers formal and informal (ongoing and curriculum-based) assessments.
- C. Obtains additional diagnostic information from appropriate persons and available records for occupational therapy purposes.
- D. Analyzes and interprets information to make recommendations regarding the need for occupational therapy services.
- E. Evaluates the student's ability and formulates the student's occupational therapy profile through a variety of functional, behavioral and standardized assessments, skilled observation, checklists, histories and interviews.
- F. Synthesizes evaluation results into a comprehensive written report which reflects strengths and barriers to student participation in the educational environment, directs program development and guides evidence-based intervention.

III. Managing & Implementing Therapy

- A. Provides targeted, evidence-based therapeutic intervention to facilitate student participation and occupational therapy performance within the school environment.
- B. Consults with the school-based IEP Team to achieve student outcomes.

- C. Adapts and modifies the environment including assistive technology and trains instructional staff to meet individual needs and to help students function as independently as possible.
- D. Educates student, educational personnel, and family to facilitate skills in areas of occupational therapy.
- E. Monitors and assesses the effects of occupational therapy intervention and the need to continue, modify, or discontinue intervention.
- F. Documents occupational therapy services to ensure accountability of service provision and to meet standards for the IEP and Medicaid.
- G. Promotes effective interpersonal relations with students.

IV. Program Administration and Management

- A. Prioritizes and schedules work tasks independently.
- B. Manages inventory of therapeutic equipment and assessments, and project needs for budget planning.
- C. Maintains programmatic and administrative records in accordance with professional standards, state guidelines and school system policy.
- D. Provides legal and ethical supervision of occupational therapy assistant assuming responsibility for the students serviced by the assistant.
- E. Supervises COTA's in the implementation of occupational therapy goals.
- F. Adheres to federal and state legislation, regulation and policies that affect occupational therapy practice.
- G. Reviews occupational therapy services for programmatic improvement and makes changes as needed to ensure quality of services.

V. Professional Responsibilities

- A. Collaborates with educational personnel, community agencies, parents and students to increase understanding of the student's occupational therapy performance.
- B. Provides consultation as needed for educational personnel, parents and community based service providers.

- C. Shares ideas and resources with colleagues.
- D. Demonstrates a willingness to participate in open dialogue with supervisors on a continuing basis.
- E. Assumes responsibility for professional self-improvement through formal education and/or other means.
- F. Accepts responsibility for punctuality and attendance.
- G. Adheres to work schedule.

CANTON PUBLIC SCHOOLS
FORM N

SUMMARY EVALUATION
OCCUPATIONAL THERAPIST

Name _____ Date _____

Position _____ School _____

Evaluator _____

Type of Contract for this Evaluation Year:

Non-Professional Status 1st year _____ 2nd year _____ 3rd year _____

Professional Status _____

I. PLANNING

II. IDENTIFICATION, SCREENING, TESTING & DIAGNOSIS

III. MANAGING & IMPLEMENTING THERAPY

IV. PROGRAM ADMINISTRATION AND MANAGEMENT

V. PROFESSIONAL RESPONSIBILITIES

COMMENDATIONS:

RECOMMENDATIONS:

Overall, the therapist

- meets the standards of the Canton Public Schools.
- meets the standards of the Canton Public School with concerns.
- does not meet the standards of the Canton Public School.

Recommended for Reappointment _____ Yes _____ No
Recommended for Tenure _____ Yes _____ No

Date of Summary Evaluation Conference: _____

Name of Evaluator _____

Signature of Evaluator

Name of Evaluator _____

Signature of Evaluator

Date of Signature Meeting: _____

Name of Evaluator _____

Signature of Evaluator

Name of Evaluator _____

Signature of Evaluator

Signature of Therapist

Signature of Principal

In signing this form, the therapist does not necessarily indicate agreement with its contents. The signature only indicates that s/he has read this document. The therapist may attach a written statement of her/his own, provided s/he does so within five working days.