

AGREEMENT

between the

Lexington Education Association: UNIT A

and the

Lexington School Committee

September 1, 2015 – August 31, 2018

TABLE OF CONTENTS

❖ PREAMBLE & AGREEMENT	. p.1
❖ ARTICLE 1: RECOGNITION	. p.1
❖ ARTICLE 2: CONSULTATION	.. p.2
❖ ARTICLE 3: GRIEVANCE PROCEDURE	... p.2
❖ ARTICLE 4: NO STRIKE	. p.3
❖ ARTICLE 5: JUST CAUSE	. .. p.3
❖ ARTICLE 6: SCHOOL YEAR	p.4
❖ ARTICLE 7: CONDITIONS OF EMPLOYMENT	. p.4
❖ ARTICLE 8: PROFESSIONAL STAFF ASSIGNMENTS	.. p.4
❖ ARTICLE 9: MOVES	.. . p.5
❖ ARTICLE 10: REDUCTION OF STAFF	. p.6
❖ ARTICLE 11: PROMOTIONS	.. p.7
❖ ARTICLE 12: PROFESSIONAL STAFF LOAD AND TEACHING HOURS	. p.7
❖ ARTICLE 13: CLASS SIZE	.. p.11
❖ ARTICLE 14: SPECIAL TEACHERS, SUPPORT PERSONNEL, & SPECIAL POSITIONS	p.12
❖ ARTICLE 15: PERSONNEL FILE	. . p.13
❖ ARTICLE 16: CONFLICT RESOLUTION	.. p.13
❖ ARTICLE 17: SICK LEAVE, SICK BANK, & SICK LEAVE BUY BACK	p.16
❖ ARTICLE 18: TEMPORARY LEAVE p.17
❖ ARTICLE 19: INDEPENDENT MEDICAL EXAMINATIONS p.20
❖ ARTICLE 20: MEETING FORMAT	. p.21
❖ ARTICLE 21: LEA RIGHTS & PRESIDENT'S LEAVE	.. . p.21
❖ ARTICLE 22: PROFESSIONAL STAFF MEMBERS' FACILITIES	.. . p.22
❖ ARTICLE 23: SALARY DETERMINATION & PROVISIONS	. p.22
❖ ARTICLE 24: TUITION REIMBURSEMENT	p.25
❖ ARTICLE 25: BENEFITS: INSURANCE, ANNUITIES, EMPLOYEE ASSISTANCE PLAN, & ENROLLMENT OF STAFF CHILDREN	.. p.25
❖ ARTICLE 26: DUES & AGENCY FEE	. p.26
❖ ARTICLE 27: PROTECTION	. p.26
❖ ARTICLE 28: SCHOOL COMMITTEE RIGHTS	. p.27
❖ ARTICLE 29: EVALUATION & SUPERVISION.	.. p.27
❖ ARTICLE 30: VALIDITY & DURATION	.. p.39

APPENDIX A: EVALUATION & SUPERVISION: p.41

Time Table	p.42
------------	------

APPENDIX B: DESE RUBRICS: p.44

Preface	p.45
Teacher Rubric At-A-Glance	p.46
SISP Rubric At-A-Glance	p.47
School-Level Administrator At-A-Glance	p.48

APPENDIX C: TEMPLATES and FORMS: p.49

Extra-Duty Stipend Data Sheet	p.50
Sample Student Feedback for Extra-Duty Stipend Activity	p.50
Evaluation Responsibilities	p.50

APPENDIX D: SPED CASELOAD CHART: p.52

Special Education Caseload Chart	p.53
----------------------------------	------

APPENDIX E: SALARY SCHEDULES: p.54

Unit A Salary Schedule	p.55
Extra Duty Stipends	p.57
Coaching Levels and Salaries	p.60

INDEX: p.62

PREAMBLE

The Lexington School Committee and the Lexington Education Association are committed to providing a high quality educational experience for the students of the Lexington Public Schools. The School Committee and the LEA enter into the following agreements believing that positive professional conditions are an essential component in creating a productive learning and teaching environment. Good morale within the professional staff and a collegial environment are critical to the achievement of that goal.

The School Committee and the LEA enter into the following agreements believing that they will help to provide the best attainable professional conditions for the professional staff of the Lexington Public Schools.

The LEA and the School Committee understand and agree that a quality school system depends upon the free flow of ideas. Professional staff members' opinions will be considered on all matters that affect the system and its programs. Consequently, the LEA and School Committee agree that they will work to create and preserve an atmosphere in which members of the staff can express their views free from coercion. Neither the School Committee, its agents, nor the LEA shall take any adverse actions or make threats thereof against any staff member for expressing opinions.

The School Committee and the LEA affirm their belief that a complex and progressive school system should be guided by an informed School Committee and an actively involved professional staff. Both the School Committee and the LEA recognize the value of conflict resolution in solving problems, avoiding future problems, and maintaining a quality system. Therefore, the School Committee and LEA negotiating team agree to meet several times a year to monitor and promote the success of this Agreement.

The School Committee, elected by the citizens of Lexington, is a public body established under and with the powers provided by the statutes of the Commonwealth of Massachusetts. Nothing in this agreement shall be deemed to derogate or impair any power, right or duty conferred on the Committee by any statute or any rule or regulation of any agency of the Commonwealth.

Nothing in this agreement shall be deemed to derogate from the right of the LEA as the legally recognized bargaining agent of the professional employees to negotiate with the School Committee on wages, hours, and working conditions as provided for in this Agreement.

=====

AGREEMENT

Pursuant to the provisions of the General Laws of Massachusetts, this agreement is made this first day of September 1, 2015, by the SCHOOL COMMITTEE OF THE TOWN OF LEXINGTON, MASSACHUSETTS, (hereinafter referred to as School Committee) and jointly and severally by the members of the LEXINGTON EDUCATION ASSOCIATION's Unit A (hereinafter referred to as the LEA).

The School Committee shall bear the cost of reproducing the Agreement and will supply the LEA-A with nine hundred (900) copies thereof as soon as possible.

=====

ARTICLE 1: RECOGNITION

The School Committee recognizes the LEA as the exclusive representative for the purpose of collective bargaining with respect to wages, hours, and other conditions of employment of all the following professional staff of the Lexington Public School System listed below (but excluding all other professional and non-professional employees). The positions of Assistant Coordinator, Coordinator, and Department Head shall be part of the LEA Unit A bargaining unit in proportion to the individual staff member's teaching assignment, i.e. a Department Head who carries a 50 % teaching load shall be deemed to hold a .5 FTE position in the bargaining unit. The LEA is the exclusive bargaining representative for such professional staff in their teaching capacities.

- Assistant Coordinators (teaching FTES only)
- Coordinators (teaching FTES only)
- Department Heads (teaching FTES only)
- Elementary Curriculum Specialists
- ELL Teachers
- Guidance Counselors
- Instructional Technology Specialists
- K-5 Curriculum Coordinators
- Library Media Specialists
- Occupational Therapists
- Physical Therapists
- School Adjustment Counselors
- School Social Workers

- School Nurses
- School Psychologists
- Special Needs Teachers
- Speech/Language Pathologists
- Teachers: Classroom & Special such as art, music, physical education, foreign language
- Transition Program Coordinators

The parties agree to cooperatively transition those Assistant Coordinators, Coordinators, and Department Heads impacted by this change, and agree that no impacted employee will lose any pay or other financial consideration as a result of this bargaining unit determination.

=====

ARTICLE 2: CONSULTATION

A. Professional Consultation

The School Committee recognizes the professional standing of teachers and other professional staff. Similarly, the LEA recognizes the importance of an informed School Committee in the running of a school system which strives to be excellent. The ideas and opinions of professional staff are of significant value in improving the quality of education in, and the economical operation of, the Lexington Public School System. Therefore, the School Committee and the LEA agree that they, or their designated representatives, will upon request of either the School Committee or the LEA, meet at a reasonable time and place to discuss educational concerns of interest to each. It is understood by the School Committee and the LEA that nothing discussed at such meetings shall oblige them to negotiate such matters and that no binding decisions can be made in such meetings. Prior to two weeks before the date scheduled for such a meeting, there will be submitted to the Superintendent a written agenda of subjects to be discussed at that meeting. While it is the desire of both parties to provide for discussions of a wide range of subjects, it is also agreed that matters of wages, hours, and working conditions are exclusively the subject of collective bargaining as provided in this Agreement. Therefore, it is agreed that either the School Committee or the LEA may defer, decline, or specifically limit discussion on any item on any agenda proposed by the other by written notice to the proposing party not later than one week prior to the meeting. The Superintendent will participate in all such discussion.

B. Budget Consultation

The School Committee and the LEA will meet annually during the budget process to discuss the subsequent year budget, exchange views, and jointly develop options.

C. Early Retirement

The LEA and the School Committee will meet no later than April 15 of each year of this Agreement to negotiate terms and conditions of an early retirement incentive, subject to the School Committee's determination as to availability of funds for said early retirement program.

=====

ARTICLE 3: GRIEVANCE PROCEDURE

The purpose of the procedure hereinafter set forth is to encourage prompt resolution of grievances as hereinafter defined at the lowest possible administrative level.

A. Definition: A grievance is a dispute involving the meaning or interpretation of a specific provision of this Agreement.

B. General Rules

1. Every effort shall be made by the professional staff member and his/her immediate superior to arrive at a settlement of the matter involved prior to the use of the formal grievance procedure.
2. Failure at any level of this procedure to appeal the grievance to the next level by filing a proper written statement within the specific time limits shall be deemed to be acceptance of the decision rendered at that level, and a waiver of the complaint and the right to proceed further under the grievance procedure.
3. No reprisal of any kind shall be taken by any party to Agreement or by the Administration against any party in interest any witness, any member of the LEA, or any other participant in the grievance procedure by reason of such participation.
4. A grievance that affects or may affect a group or class of professional staff members from more than one building or department, or is of a general nature, may be submitted in writing by the Professional Rights and Responsibilities Committee of the LEA to the Superintendent directly and the processing of such grievance shall be commenced at Level Two of the grievance procedure.
5. Each written statement of a grievance beyond Level One shall include a concise statement of the facts constituting the grievance, a reference to the applicable provisions of the Agreement alleged to have been violated, misinterpreted, or inequitably applied, the date when the grievance occurred and the

dates of all prior written presentations and shall be signed by the professional staff member and by the Chairperson of the Professional Rights and Responsibilities Committee of the LEA.

- 6. All documents, communications and records dealing with the processing of a grievance will be filed separately from the personnel files of the participants.
- 7. By mutual written agreement of the parties to a grievance proceeding, the time limits incorporated below may be extended.
- 8. Failure at any step of this procedure to communicate the decision of a grievance within the specified time limited to the aggrieved professional staff member(s) and the Chairperson of the Professional Rights and Responsibilities Committee shall permit the aggrieved party or parties to proceed to the next level.
- 9. Grievances already in progress at the close of school in June shall continue to be processed over the summer. During this summer processing of grievances all time limits shall be increased by five (5) school days, with school days construed to mean business days.

Level One: The aggrieved professional staff member shall first present a written statement of the grievance to his/her appropriate superior within ten (10) school days after the event on which the grievance is based. There shall be a meeting within five (5) school days of the receipt of the grievance. The written answer shall be presented to the grievant with a copy to the PR&R chairperson within five (5) school days of the meeting.

Level Two: In the event that the grievance is not disposed of to the satisfaction of the aggrieved person at Level One, or in the event that no decision is rendered within ten (10) school days after initial presentation of the grievance, the aggrieved professional staff member may, within five (5) school days after the expiration of said ten (10) school days, submit the grievance in writing to the Superintendent of Schools. The Superintendent or other Central Office Administrator shall meet with the aggrieved person and representatives of the LEA within ten (10) school days after receipt of the dispute in an effort to settle the grievance. The Superintendent shall give his/her written answer to the grievant with a copy to the PR&R chairperson within five (5) school days of the Level Two meeting.

Level Three: If a grievance shall not have been disposed of to the satisfaction of the aggrieved professional staff member at Level Two, or no decision has been rendered, within five (5) school days after the level Two meeting, the aggrieved professional staff member may, within ten (10) school days thereafter give written notice to the School Committee, signed by the professional staff member and Chairperson of the Professional Rights and Responsibilities Committee of the LEA, reciting the intermediate steps taken and resubmitting a copy of the written statement of grievance. At its next regular meeting, or at a special meeting called for the purpose of considering the grievance either of which will be held within fifteen (15) school days after presentation of the grievance to the School Committee, the School Committee shall meet with the aggrieved person, the Chairperson of the Professional Rights and Responsibilities Committee or his/her designee, and the Superintendent, or other Central Office Administrator(s) in an effort to settle the grievance. The School Committee shall render a written decision and present it to the Chairperson of the Professional Rights and Responsibilities Committee and to the aggrieved within ten (10) school days of the level three meeting.

Level Four: Within ten (10) school days of the receipt of the Level Three decision, the LEA, may by giving written notice to the School Committee and to the American Arbitration Association, present the grievance for arbitration under the rules of the American Arbitration Association.

- 1. The arbitrator shall be without power to modify, alter, add to or subtract from or recommend changes in the provisions of the Agreement. The Arbitrator's award shall be final and binding on both parties as to any matter within the scope of the arbitrator as provided in this Agreement.
- 2. The fees of the American Arbitration Association and of the arbitrator and the reasonable expenses of the arbitrator and the conduct of the hearing shall be shared equally by both parties except for the presentation of its case. In no event shall any present or future members of the School Committee have any personal obligation for any payment under provision of this Agreement.

=====

ARTICLE 4: NO STRIKE

The LEA agrees that neither it nor its members individually or collectively will cause, condone, sanction, or take part in any strike, walkout, slowdown or work stoppage, during the period this Agreement is in effect. Any employees who violate this provision shall be subject to discipline and/or discharge pursuant to pertinent state law.

=====

ARTICLE 5: JUST CAUSE

No professional staff member will be disciplined, reprimanded, reduced in rank or compensation without just cause provided that the above does not apply to the dismissal or non-renewal of a teacher without professional teacher status or to the dismissal of a professional teacher status teacher which shall be handled in accordance with the procedures set forth in Chapter 71, Section 42 of the Massachusetts General Laws. The above shall also not apply to the Superintendent's decision to replace an athletic coach, extra-curricular activity advisor or an individual holding any other extra-compensatory position.

ARTICLE 6: SCHOOL YEAR

The school year for professional staff (other than new hires) shall be defined as no more than one hundred eighty-four (184) days, of which two (2) shall be days in which students are not in attendance. Professional staff, in accordance with past practice, may be called upon to participate in orientation of new staff and interviewing candidates for the Lexington Public Schools.

=====

ARTICLE 7: CONDITIONS OF EMPLOYMENT

- A. Professional staff entering or reentering the Lexington System will receive full credit (meaning one step on the salary schedule for each year of experience) for all previous public and state approved private school teaching experience. Experience shall be determined to the nearest number of whole years. Fractions of a school year equal to, or greater than one-half, shall be considered a whole year; fractions of a school year less than one-half shall be disregarded.
- B. Normally, only persons holding a valid license or on an approved waiver by the Massachusetts Department of Elementary and Secondary Education will be hired as classroom teachers.
- C. Professional staff currently receiving credit for Peace Corps, Vista Teacher Corps, and similar experiences will continue such credit. Beginning September 1, 1990, teachers entering the system will receive credit for teaching in the Peace Corps, Vista, Teaching Corps and similar experiences.
- D. No professional staff member will be employed who does not have a degree from an accredited college or university.
- E. Professional staff entering the Lexington Public Schools may be required, at the discretion of the Superintendent, to participate in a three (3) year "Lexington Mentoring and Induction Program." Staff members will be notified at the time of hiring or, by no later than October 30th of the first year of their employment in Lexington, if their participation will begin in year one, two, or three of the "Program."

In year one, each program participant will be enrolled in a "new teacher induction course." This course will be offered annually during the second semester and will be scheduled after the professional workday. In year two, each program participant will be enrolled in a pedagogy course covering "effective teaching strategies." This course will be offered annually during both the first and second semester (participants will be able to choose the semester in which they enroll), and will be scheduled after the professional workday. The Lexington Public Schools will pay for graduate credit for each professional staff member who successfully completes a year one and/or year two course. In year three, each program participant will, in consultation with the members of his/her Mentoring Team (Principal, Mentor and Content-Coach), enroll in one elective course offering from the Lexington Professional Development Course Catalog. Year three professional development courses will be offered annually during both the first and second semester and will be scheduled after the professional workday. The Lexington Public Schools will award graduate credit to each professional staff member upon his/her successful completion of a year three course (minimum of 15 PDP's per course).

Professional staff members may apply the graduate credits earned upon successful completion of the above referenced courses for the purpose of lane movement on the Unit A Salary Schedule. Professional staff members who have not earned a master's degree at the time of their successful completion of year one, year two, and/or year three course will be eligible to utilize these graduate credits upon completion of their master's degree.

=====

ARTICLE 8: PROFESSIONAL STAFF ASSIGNMENTS

- A. In order to assure that pupils are taught by professional staff working within their areas of competence, professional staff will not be assigned outside the scope of their professional certifications or their major or minor fields of study.
- B. The School Committee shall continue its practice of making professional staff assignments without regard to race, creed, color, religion, nationality, ethnicity, gender, sexual orientation, marital status, age or physical ability as provided by law.
- C. Professional staff will be given at least one month's notice of assignment prior to the opening of school each September. If circumstances arise that require changes in assignment, the affected professional staff shall be notified of the change as soon as possible.

=====

ARTICLE 9: MOVES

GENERAL PROVISIONS

A. A move is defined as follows:

- In grades 9-12, from one department to a different department and more than 25% move to a different license
- In grades 6-8, from one grade to a different grade within the same school, or one subject to a different subject, or one school to a different school
- In grades K-5, from one grade to another grade within the same school, or one school to a different school
- For specialists, more than a 25% move from the home school (greatest amount of time assigned) to a different school

1. Involuntary Moves

Although the Committee and the Association recognize that some movement of teachers from one school to another is unavoidable, they also recognize that the frequent moving of teachers may be disruptive to the educational process. Therefore, we agree as follows:

- a. Should the Administration determine that a reduction in the number of teachers in a school is necessary or that the moving of teachers is warranted, qualified and licensed volunteers will be sought from the grade level or subject where there is a need for change and considered for a voluntary move prior to the involuntary move of any teacher. The need for volunteers will be publicized. Volunteers will be considered first. A volunteer who is not selected will be given an oral explanation of the reasons.
- b. When involuntary moves are necessary (after volunteers have been considered) a teacher's license and qualifications will be considered in determining which teacher is to be moved. If all other factors are equal, then length of service in Unit A will be a tie-breaker.
- c. An involuntary move will only be made after a meeting between the teacher involved and the Principal or Superintendent (or his/her designee), at which time the involved teacher will be notified of the reasons for the move. A teacher is welcome to invite an Association Representative to attend the meeting and participate in the discussion. In all cases of involuntary moves, once the teacher has been notified, s/he will be provided with the opportunity to examine a list of all vacancies and to apply for a position for which s/he is qualified.
- d. Once a teacher is notified of his or her involuntary move s/he will be permitted through June 1 to apply for any vacancy posted by that date provided s/he is licensed and qualified. A teacher who does so will be interviewed and considered for any position for which s/he is licensed and qualified.
- e. In the case of all involuntary moves, the Superintendent or Principal shall determine whether an interview of the teacher by the building principal or another administrator is necessary.
- f. Should a teacher who was moved not be selected for a position for which s/he has applied, s/he will be moved to a position selected by the Superintendent or the Principal (or their designee) and will be provided with any necessary assistance and support with said transfer/move, including training and professional development, a supply budget up to \$500 and the moving of any materials, if the support is needed in the judgment of the Principal. The Superintendent or Principal will explain (orally) the basis for the selection of the specific position.

2. Voluntary Moves

In the event that a position is open, teachers desiring a voluntary move will submit a written request to the Assistant Superintendent for Human Resources. All such requests will be acknowledged in writing and teachers will be given an interview if licensed and qualified. If a teacher is not selected for a vacant position, s/he will be advised of such orally and will be provided with the reasons (orally) that s/he was not selected.

3. Vacancies

Vacancies will be posted. Postings shall set forth the specifications, qualifications, and compensation for the position and the date by which applications shall be filed with the Assistant Superintendent for Human Resources. Teachers are encouraged to apply for posted vacancies and will be given an interview for the position if they are licensed and qualified. In the event that a teacher is not selected to fill a vacancy, upon her or his request s/he will be orally provided with the reason.

=====

ARTICLE 10: REDUCTION OF PROFESSIONAL STAFF

- A. In the event of a reduction in the number of professional status members, seniority, defined as length of service in the Lexington Public School system, shall govern provided that professional staff member's qualifications and performance are substantially equal. If there is no reduction in the FTE of any professional status member of a discipline as defined in Section C below, there is, by definition, no Reduction in Force (RIF) in that discipline. If student enrollment, budgetary constraints, or some other factor necessitates that a professional status staff member in a particular discipline be reassigned in whole or in part to a different school, the Involuntary Move language (Article 9) will apply. In applying the foregoing criteria the following shall apply:
1. Discipline shall be defined as in Section C of this Article.
 2. Once it has been determined that there must be a reduction in the number of professional staff members in a specific discipline, all the professional staff members in that discipline shall be reviewed under the foregoing criteria. Normally the professional staff member(s) initially designated for reduction shall be the least senior. Exception to this rule shall be as follows:
 - a. If a professional staff member otherwise designated for reduction has unique qualifications such that his/her reduction would negatively affect the system's ability to continue specific course offerings or maintain ongoing curriculum, then that professional staff member may be retained and the next most junior professional staff member designated for reduction.
 - b. If a professional staff member otherwise designated for reduction has a history of performance over the last five years which is substantially superior to a more senior professional staff member in his/her discipline, then that professional staff member may be retained and, subject to the same exceptions, the next most junior professional staff member shall be reduced.
 - c. No professional staff member shall be laid off in exception to seniority through application of the "substantial superiority" criterion unless that professional staff member is in tier two and a determination is made to continue tier two placement for a second year.
 3. Any professional staff member who has been designated for reduction pursuant to Subsection 2 (above) and who has past proven experience in Lexington of at least one year in another discipline shall be compared to the professional staff members in that other discipline as if assigned therein and either retained or reduced accordingly.
- B. A professional status staff member who is notified of a total or partial reduction shall have the opportunity to receive a "RIF Leave of Absence" in lieu of dismissal. Such leave of absence shall be for twenty-four months from the September following the notice of reduction. In order for a professional staff member to elect the "RIF Leave of Absence", the professional staff member must, within twenty (20) days of written notification from the Superintendent of intent to recommend reduction, execute on a form agreed to by the parties, a waiver of any present or future rights under Chapter 71, Section 42 of the Massachusetts General Laws. Should the professional staff member accept recall, said waiver is null and void.
- C. In the event of a decrease in administrative positions, administrators who have professional status as teachers in the Lexington Public Schools will retain their rights under this Article including, but not limited to, seniority in the Unit A bargaining unit.
- D. Professional status staff on a "RIF Leave of Absence" shall be entitled to recall to vacant positions or newly created or reinstated positions in the discipline which they taught at the time of the "RIF Leave of Absence" or to a discipline in which they had past proven experience in Lexington. Discipline within the meaning of this paragraph shall be as follows:

<u>K-5:</u> Elementary Classroom Teachers	Elementary Mathematics Specialists
Elementary Language Arts Specialists	Elementary Moderate Special Needs Teachers
Elementary Science Specialists	Elementary Severe Special Needs Teachers
Elementary Foreign Language Teachers	Curriculum Coordinators in Science & Social Studies

6-12: Secondary Drama Teachers
Secondary Math Teachers
Secondary Social Studies Teachers
Secondary Foreign Language Teachers
Secondary Severe Special Needs Teachers

Secondary English Teachers
Secondary Science Teachers
Secondary Information Science Teachers
Secondary Moderate Special Needs Teachers
Secondary Instructional Technology Specialists

K-12: Fine Arts
Guidance
Instructional Technology
Library/Media Specialists
Music Teachers
Nurses
Occupational Therapists
Physical Education/Wellness
Physical Therapists

Psychologists
Reading Teachers
Social Workers
Speech/Language Pathologists

1. Should two or more professional staff members be eligible for the same position, the professional staff member will be selected in accordance with the criteria of paragraph A.
 2. Should the system reorganize during the term of this Agreement and the disciplines stated in the Article changed, the School Committee and the LEA shall reopen to redefine the term "discipline".
 3. Should any new disciplines be created, they shall be added to Section C.
 4. In order to aid in recall of professional staff members, and to place professional staff members in positions for which they are most qualified prior to applying recall on this Article, moves from within the system may be effectuated in accordance with Article 9 of the Agreement.
 5. Assistant and associate principals may teach a course(s) only if such teaching does not cause or aggravate a layoff of a professional staff member(s). Such assignment shall not count as service for the purpose of Article 10, Section A, 3.
- E. Recall notices shall be sent to professional staff members by certified or registered mail at their last address of record with a copy sent to the President of the LEA. The professional staff member shall respond to the Superintendent by certified or registered mail within fourteen (14) days of the recall notice as to his/her acceptance of the position to which he/she is recalled.
- F. All benefits which the professional staff member held prior to layoff shall be restored to him/her upon return.
- G. Professional staff members may continue group insurance coverage during the layoff period by reimbursing the School Committee for total premium cost.

=====

ARTICLE 11: PROMOTIONS

- A. Promotion shall be defined as any job carrying a differential in pay, but not including extracurricular and co-curricular activities.
- B. Whenever a promotional vacancy occurs during the school year (opening day of school through and including the last day school is in session) which involves a position covered in this contract, the position will be adequately publicized by the Superintendent by means of a notice to every school as far in advance of the appointment as practicable. A copy shall be sent to the LEA President. In order to be guaranteed consideration, along with other qualified persons, for any vacancy occurring during the period beginning the day after school ends and ending the day before school begins, a professional staff member must have on file with the Superintendent an application for promotion prior to the end of the regular school year.
- C. Qualifications, requirements, duties, salary differentials, and other pertinent information shall be set forth in such notices.
- D. Upon written request, each candidate from the bargaining unit shall receive a written response as to the reason for non-selection.

=====

ARTICLE 12: PROFESSIONAL STAFF LOAD AND TEACHING HOURS

It is the intention of the School Committee and the LEA to maintain the practice herein agreed to with respect to total professional staff hours of employment and professional staff work load.

GENERAL PROVISIONS

- A. Part-Time Professional Staff
 1. In order to support student achievement, effective and efficient parent relations, and professional development, all part-time professional staff shall attend a pro-rated number of faculty/department meetings

equal to his/her FTE. The part-time professional staff member and his/her principal/supervisor will mutually agree upon which meetings to attend.

2. Part-time professional staff are expected to attend all district-wide professional development events, including full-day sessions, unless other arrangements are made well in advance with the principal/supervisor.
 3. Part-time, secondary professional staff shall arrange for and publish the hours for students who need extra help and the available time for parent communications.
 4. Any non-teaching duties of part-time professional staff that can be pro-rated will be pro-rated according to the staff member's FTE.
- B. The School Committee will make every effort to provide adequate resources for professional staff in connection with the implementation of special education laws and regulations.
- C. All staff (pre-k through 12), as part of their professional responsibility, will participate in one after-school meeting per week called by appropriate school officials not to exceed one and one-half (1.5) hours in length inclusive of faculty meetings and department meetings. One of the department meetings, per month, may be designated as a system-wide (pre-k through 12) department meeting beginning at 3:30 PM and ending no later than 5:00 PM for those employees on curriculum review committees, all pre k through 12 departments as defined in Article 10 and pre k through 12 Student Services. In no event, will staff (pre-k through 12) be required to attend more than one after school meeting per week. There will be no after school meetings during the weeks that there is a Back to School Night/Curriculum Night or conferences. There will be no after school meetings at the elementary level during the weeks that report cards are due. There will be no after-school meetings at the secondary level the week before grades are due in all four quarters.
- D. The Parties agree to establish an ad-hoc joint labor management committee for the purpose of discussing data driven practices and other district, school and department initiatives.
- E. All full time professional staff will receive a daily duty-free, meeting free lunch period. The lunch period will be equal to the current length of lunch periods at the elementary, middle and high school levels. Part time staff will be provided with a prorated amount.

The number of periods/minutes defined as discretionary time for special educators will include, but is not limited to, the following activities: report writing, IEP development, planning for instruction, returning parent e-mails and phone calls, Medicaid, data collection and summarization, and review and assessment of student work. Discretionary time is not consultation in the A-Grid as defined in the IEP (including consultation with parents and team members), IEP meetings, administering any and all student evaluations, parent planning meetings as defined in the IEP, and Unit C staff consultation and support if it appears in the A-Grid of the IEP.

JOINT LABOR MANAGEMENT ADVISORY COMMITTEE ON SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNERS

For the duration of this contract, the parties agree to establish a joint labor management advisory committee to the Superintendent of Schools, which shall include an equal number of members selected by the Lexington Education Association and the Administration. The advisory committee will meet no less than two times per year (fall and mid-year) for the purposes of collecting and reviewing system-wide caseload data for special education and English Language Learning teachers, in light of the guideline document titled "Special Education Caseload Data, April 2015", to monitor compliance with the contract in connection with discretionary time for said teachers and propose possible solutions where needed, and to look into the feasibility of creating weighted caseloads based on designed rubrics. If the committee determines a need for additional meetings, then they will be held.

Wherever possible, in the judgment of the administrator, caseloads will not exceed the ranges on the "Special Education Caseload Data Chart." See Appendix D.

English Language Learner (ELL) guidelines for caseload will be thirty (30) students to one (1) ELL teacher. Should the caseload of a teacher reach forty-five (45), additional staff may be hired or alternate staffing may be sought.

- F. The parties agree to establish a joint labor and management special education workload study committee according to the following calendar:
- January 2013 - convene the study committee
 - April 2013 - interim report due. This report may be presented orally or in writing.
 - June 2013 - final report due
 - Upon completion of the report, should either party wish to re-open Article 13 (Professional Staff Load and Teaching Hours) for the purpose of negotiating a change in this article only, the parties will return to the bargaining table for this purpose.

Elementary

- G. Professional staff shall not be required to be in their building more than fifteen (15) minutes before the official starting time for students. Children shall be admitted into classrooms beginning at 8:30 A.M. Staff shall be in the classrooms at that time. Each staff member shall remain in the classroom until the last child in his/her room has been dismissed, or until coverage for those children has been provided as determined by school based management.
- H. Where elementary parent conferences are required, there shall be four (4) days of early release of students for each conference cycle. Professional staff shall be free to schedule conferences as to both time and duration and shall be free to leave the premises when they have no conference scheduled.
- I. All full-time professional staff will have a forty-five (45) minute duty-free and meeting free lunch period, unless staff and principal involved agree to an alternate decision consistent with school based management. Part-time staff will be provided with a pro-rated amount. Elementary staff will not be required to do recess or bus duty, unless available aides are utilized to relieve staff of other duties.
- J. Elementary classroom teachers shall have discretionary professional time during the fifteen minute morning recess and the twenty minute lunch recess within the existing staff aide structure. A majority of the staff in a given school may choose to utilize aides in other areas. In addition, elementary teachers shall have discretionary professional time totaling no fewer than one hundred eighty (180) minutes per week for teachers in grades 1-5 and no fewer than one hundred twenty (120) minutes per week for kindergarten teachers. This amount of discretionary time will be pro-rated for FTEs less than 1.0. In the event that a special education teacher loses discretionary time due to an extraordinary circumstance and/or a student safety issue, steps to make the special education teacher whole for the discretionary time lost will be explored.
- K. The wages, hours, and other conditions of employment for full-time kindergarten teachers shall be the same as those teachers in grades 1-5. The wages, hours, and other conditions of employment for part-time kindergarten teachers will remain the same including the provisions delineated in Section H.
- L. Teachers of grades K+, 1, 2 and 3 will receive two additional hours of aide time per week to offset their additional student contact hours, lessening clerical duties for the teachers so their preparation time can be better utilized. Should the preparation time for all elementary teachers be equal, the allotted aide time is then determined by school council management. In addition to the preparation time provided above, full time kindergarten teachers shall have preparation time during a 15-minute recess each afternoon.
- M. Part-time (morning) kindergarten teachers shall be expected to remain after kindergarten student dismissal time as long as is necessary to fulfill their professional responsibilities. Part-time kindergarten teachers shall be governed by Section A of this article's General Provisions. However, their Thursday afternoon responsibilities are limited to the following: parent conferences, system-wide professional development, and any pro-rated faculty/department meetings required by Section A.
- N. Further, eighteen (18) Thursday afternoons may be utilized by the professional staff at their discretion for preparation time and team meetings within the building. Out of the eighteen, the Thursday afternoons immediately preceding the required fall and spring conferences and the Thursday afternoons in the week immediately preceding the issuing of the required three report cards will be reserved for conference and report card preparation .
- O. Teachers of split classes will be required to teach one curriculum for science and one curriculum for social studies. Each school, with the Assistant Superintendent for Curriculum, Instruction and Professional Learning, the Curriculum Specialist, the principal and the teachers involved, will determine which curriculum this will be.
- P. A full-time elementary specialist teacher, as defined in Article 15 (art, music, physical education, and library-media specialists, shall not be scheduled for more than twenty (20) student-contact hours per week. The library-media specialist hours shall include regularly scheduled classes and other instruction when the librarian is required to teach students. Principals sharing special teachers (art, music, physical education, foreign language) will allot thirty (30) minutes of travel/set-up time between schools when arranging schedules; this time to be figured as part of the special teachers' scheduled hours.
- Q. In the interest of providing the best delivery of educational services for ALL students in the elementary grades, there will be conscientious effort made during the placement process to plan the distribution of students with special educational needs equitably among the classes at a given grade level. If the Director of Special Education or his/her designee, teachers, and school principal involved in the placement process agree that during a year there needs to be 'clustering' of students in particular classes for sound educational reasons, then in the placement process for the following year, the Director of Special Education or his/her designee, the teachers, and principal who are involved in the placement process will adjust distribution so that teachers affected in the previous year will not have two consecutive years of overload.
- R. The School Committee will make every effort to provide adequate resources for professional staff in connection with the implementation of Chapter 766. The special needs resource load will be determined by:
 - 1 The movement of students on or off a resource teacher's role will require consultation among the chairperson of the evaluation team, the site supervisor, and the resource teacher to enable the best student and teacher match as well as the most productive alignment of student needs and school

resources. The special needs teachers, together with their supervisor, shall establish and update the class roll (student lists) for each of the teachers involved. The class roll will be set using a planning total of twenty-four (24) students. If the teachers and supervisor together agree that during a year there needs to be more than twenty-four (24) students for one or more teachers for sound educational reasons, the next year the supervisor and teachers will adjust student assignments so that teachers affected in the previous year will not have two consecutive years of overload.

Middle School

- S. Professional staff shall not be required to be in their building more than fifteen (15) minutes before the official start time for students. Staff shall be expected to remain after school as long as is necessary to fulfill their professional responsibility.
- T. The number of periods defined as classes, team meetings and activity periods for teachers shall not exceed twenty-four (24) for the duration of this Agreement.
- U. The School Committee will make every effort to provide adequate resources for professional staff in connection with the implementation of Chapter 766. The special needs resource load will be determined by:
 - 1. The movement of students on or off a resource teacher's role will require consultation among the chairperson of the evaluation team, the site supervisor, and the resource teacher to enable the best student and teacher match as well as the most productive alignment of student needs and school resources. The special needs teachers, together with their supervisor, shall establish and update the class roll (student lists) for each of the teachers involved. The class roll will be set using a planning total of twenty-four (24) students. If the teachers and supervisor together agree that during a year there needs to be more than twenty-four (24) students for one or more teachers for sound educational reasons, the next year the supervisor and teachers will adjust student assignments so that teachers affected in the previous year will not have two consecutive years of overload.
 - 2. All full-time professional staff will be provided with two hundred twenty five (225) minutes of discretionary time per week, with minimum of thirty (30) minutes provided per day. Part-time staff will be provided with a pro-rated amount of the total time.

This amount of discretionary time will be pro-rated for FTEs less than 1.0. In the event that a special education teacher loses discretionary time due to an extraordinary circumstance and/or a student safety issue, steps to make the special education teacher whole for the discretionary time lost will be explored.

During the 2015-2016 school year, the Jonas Clarke and William Diamond Middle Schools will pilot an intervention program.

High School

- V. Professional staff shall not be required to be in their building more than fifteen (15) minutes before the official starting time for students. Staff shall be expected to remain after school as long as is necessary to fulfill their professional responsibility.
- W. Teaching loads will be defined as the number of students assigned to a teacher based on the average number of students assigned to that teacher that school year. (Example: First semester - 125 students; second semester - 115 students. $125 + 115 = 240$ students for year divided by 2 = 120 student average for school year.)
- X. A student will be assigned a value proportional to the number of class periods above or below four. For example a class that meets four times per schedule cycle will be assigned the value of one for load determination purposes. Classes meeting twice during the cycle will count each student as 1/2 (.5) for load determination purposes. A class that meets five times during a schedule cycle will count each student as one and one-quarter (1.25) for load determination purposes.
- Y. Subject to funding, as determined solely by the School Committee, the courses-per-week teaching loads in effect at the high school will be maintained at the levels in effect during the 2005-2006 school year. However, the School Committee reserves the right, after consultation with the LEA, to return to the courses-per-week teaching loads in effect prior to the 2001-2002 school year.

In determining a teacher's weekly schedule, the number of assigned responsibilities during the school day must be equitably distributed across the departments. In an effort to cover all duties as necessary a teacher may be assigned one (1) additional duty on a rotating basis. In no event shall any teacher be assigned lunch/commons duty. "Assigned responsibilities" is defined as (1) the total number of classes per week for all courses taught, plus (2) the number of periods per week used for other assigned professional activities and/or non-teaching duties. The latter are to be determined in consultation with the Department Heads/Coordinator and Principal or Principal's designee. In the event that a consensus cannot be reached, the Superintendent and LEA President will consult regarding a resolution of the matter. If they are unable to reach an agreement, the Superintendent shall determine the assignment in accordance with the relevant provisions of the collective bargaining agreement. In the 2015-2016 school year, members of the English

Department will develop a model for the implementation of a 'Writing Center' for students. Beginning in the 2016-2017 school year, members of the English Department may be assigned to staff the 'Writing Center' on a rotating basis." Should a member of the English Department be assigned to the 'Writing Center' he/she will not be assigned "one (1) additional duty" as described above.

The Department Head/Coordinator and Principal will be responsible through meetings and/or other means of communication for determining the assignment of blocks to a particular course and teachers to those courses. It is expected that the department and the Principal or the Principal's designee will work collaboratively to arrive at consensus on the assignment of available personnel to courses. The departments will make every effort to accomplish their instructional mission within the goals of appropriate contact hours for each course, appropriate class sizes, appropriate teacher preparation, and the educational needs of students.

If the group cannot reach a decision by consensus, the Superintendent and the President of the LEA or their designees will consult to seek a resolution. If they are unable to resolve the matter, the Superintendent will designate a facilitator or facilitators trained in interest-based bargaining to help improve the group process. All members of the group are obligated to cooperate in good faith with any such facilitation. In the event that an agreement is not reached by June 1, the Superintendent's determination will be implemented.

The Lexington seniority of full and part-time teachers must be considered when determining the rate of pay per class in departments where the courses-per-week load has been reduced for some of the members of the department. No full-time or part-time teachers within a specific department will be paid less per class than another full-time or part-time teacher in that department with comparable Lexington seniority.

- Z. The teaching load for the length of this contract will not exceed 125 students/1 teacher. English is an exception with its cap held to the nationally recommended maximum ratio of 100 students/1 teacher.
- AA. Whenever possible, teaching loads will be below the specified cap. Each department, with the coordinator and principal, will be responsible for determining the assignment of blocks to a particular course and teachers to those courses. The departments will make every effort to accomplish their instructional mission within the goals of appropriate contact hours for each course, appropriate class sizes, and appropriate teacher preparation. It is expected that a consensus will be reached. Lack of agreement should be viewed as a signal that the best option may not yet have been developed and put forth. If a decision needs to be reached, and the above group cannot reach agreement by consensus, formal decisions will require a majority vote. In the event that this group reaches a deadlock on some important issue or repeatedly fails to reach consensus on issues, any three (3) members may request that the Superintendent designate a facilitator or facilitators trained in interest-based bargaining to help improve the groups process. All members of the group are obligated to cooperate in good faith with any such facilitation.
- BB. The School Committee will make every effort to provide adequate resources for professional staff in connection with the implementation of Chapter 766. The special needs resource load will be determined by:
 - 1. The movement of students on or off a resource teacher's role will require consultation among the chairperson of the evaluation team, the site supervisor, and the resource teacher to enable the best student and teacher match as well as the most productive alignment of student needs and school resources. The special needs teachers, together with their supervisor, shall establish and update the class roll (student lists) for each of the teachers involved. The class roll will be set using a planning total of twenty-four (24) students. If the teachers and supervisor together agree that during a year there needs to be more than twenty-four (24) students for one or more teachers for sound educational reasons, the next year the supervisor and teachers will adjust student assignments so that teachers affected in the previous year will not have two consecutive years of overload.
 - 2. All full-time professional staff will be provided with two hundred twenty five (225) minutes of discretionary time per week, with minimum of thirty (30) minutes provided per day. Part-time staff will be provided with a pro-rated amount of the total time.

This amount of discretionary time will be pro-rated for FTEs less than 1.0. In the event that a special education teacher loses discretionary time due to an extraordinary circumstance and/or a student safety issue, steps to make the special education teacher whole for the discretionary time lost will be explored.

=====

ARTICLE 13: CLASS SIZE

The School Committee and the LEA recognize that class size is an important factor in quality education.

Elementary

- A. The School Committee will make every effort to maintain the following building-wide teacher/pupil ratios for the duration of the Agreement:
 - Kindergarten: 1-18
 - Grade 1: 1-22
 - Grades 2-5: 1-24

The teacher/pupil ratios will be based upon the projected number of students in the budget guidelines for the coming year

- B. Principals, librarians, reading specialists, art specialists, music specialists, and physical education specialists, foreign language teacher, speech and language pathologists, special needs teachers, counselors, and other professional support personnel shall be excluded in the computation of the teacher/pupil ratios.
- C. Children in substantially separate placements will be incorporated in the mainstreamed homeroom core lists for the computation of the teacher/pupil ratios.
- D. In the event that an elementary classroom exceeds the following maxima listed below on October 1 of the school year, or on any day following October 1 of that school year, the teacher will be provided with two (2) hours per day of instructional aide assistance. The scheduling of this aide shall be determined by the Principal in consultation with the teacher.
 - Kindergarten: 20
 - Grade 1: 24
 - Grades 2-5: 26

If any class exceeds the maxima by twenty percent (20%) or more, the class will be split. The above maxima apply to "home room" class size and not to class sizes as a result of redeployment of students for specific subjects as mutually determined between and among teachers.

- E. At least one full-time instructional aide will be employed at each elementary building. The primary purpose for this position is to meet the provisions of Section D for classroom teachers and special teachers (physical education, art, music, and foreign language). Special teachers whose class size exceeds the maxima are entitled to instructional aide assistance during those class periods.

Middle School

- F. The School Committee will make every effort to maintain the following building-wide teacher/pupil ratios for the duration of the Agreement: Grades 6-8: 1-16
- G. In computing the Grades 6-8 ratio, special needs teachers, instructional material specialists, reading specialists, counselors, nurses and the non-teaching time of department heads, principals, assistant principals and coordinators shall be excluded. The computations shall be based upon the projected number of students in the budget guidelines for the coming year.

High School

- H. The School Committee will make every effort to maintain the following building-wide teacher/pupil ratios for the duration of the Agreement: Grades 9-12: 1-17
- I. In computing the Grades 9-12 ratio, instructional material specialists, reading specialists, special needs teachers, counselors, nurses and the non-teaching time of department heads, principals, associate principals, deans and coordinators shall be excluded. The computations shall be based upon the projected number of students in the budget guidelines for the coming year.

=====

ARTICLE 14: SPECIAL TEACHERS, SUPPORT PERSONNEL, AND SPECIAL POSITIONS

- A. The School Committee recognizes the importance of providing adequate numbers of special teachers in both elementary and secondary schools, and within the structure of the curriculum shall make every effort to continue in effect the present ratio and areas of special teachers for the life of the Agreement. Special teachers shall be defined as:
 - Elementary: Art, music, physical education, library-media, foreign language
 - Pupil Services: Counselors, social workers, psychologists, speech/language pathologists, nurses
- B. The School Committee recognizes the valuable contribution that support personnel affords the system.
 - a. Support personnel will be defined as all non-professional staff and any other personnel hired by the School Committee to assist the teaching staff with clerical and non-teaching duties.
 - b. Adequate elementary support personnel shall mean one full time (1 FTE) aide per 125 students. A full time equivalent aide equals thirty (30) hours per week. The School Council will decide how all aides within a building will be utilized. Whenever fiscally possible, the number of students to 1 FTE aide will be lower than 125.
 - c. At the elementary and middle school levels, an aide will be employed to provide health room coverage when the nurse is not present in the school. This aide will come from the support personnel pool.

- C. Openings in Summer School, Summer Workshops, Evening School, and Federal Programs Workshops shall be publicized either by a notice on the bulletin board in the staff room or by a bulletin distributed to all the teachers. Professional staff who are appointed shall be notified in writing of their appointment and a list of successful applicants shall either be posted on the bulletin board in the staff rooms or listed in a bulletin distributed to all staff. Positions in the Summer School, Summer Workshops, and Evening Schools, and positions under Federal Programs shall be filled by staff already employed in the Lexington School System where, in the opinion of the School Committee and the Superintendent, their qualifications are equal to or better than those of other applicants.

=====

ARTICLE 15: PERSONNEL FILE

- A. The School Committee and the LEA acknowledge the existence of more than one file per professional staff member; one personnel file at Central Office and a working file(s) in the custody of both (where applicable) of the primary evaluator and the supplementary evaluator. All documents and other records which are going to be retained concerning a professional staff member and/or his/her employment with the School Committee shall be stored in files, the location of which shall be made known to each professional staff member. No transfer of documents shall occur unless the professional staff member has seen and acknowledged such documents by signing and dating them.

The personnel file will contain:

Evidence of Licensure	Citizen letters	Complimentary notes
Conference reports	Contracts/notification of salary	Course reports
Course work/degrees	Evaluations	Leadership information
Letters/memos on specific topics	Observations	Original application
Transcripts	Move request(s)	

- B. Nothing shall be added to any professional staff member's file(s) until and unless the professional staff member has seen the item and has acknowledged such by signing it. Professional staff members shall have the right to write a written commentary to anything in, or intended to be in, his/her file; this commentary shall be attached to the item in the file(s). If the professional staff member refuses to sign, the document will be shown to an officer of the LEA who will acknowledge it by signing and dating it.
- C. No document or other record containing assertions or conclusions critical of a professional staff member shall be saved by the school system unless all of the following conditions are met within fifteen (15) school days after actual receipt by the administrator who intends to save the document:
 - i. It has been brought to the professional staff member's attention within seven (7) days from the postmark date, or seven (7) days from the letter date, whichever date is later;
 - ii. Facts asserted have been verified within fifteen (15) school days;
 - iii. Conclusions drawn have been validated, within fifteen (15) school days.
- D. In order for a document to constitute a reprimand, it must contain the designation ***RE: Letter of Reprimand***; otherwise, it may not be used as evidence to establish a pattern of progressive discipline.
- E. Recommendations or other documents concerning a professional staff member obtained by the school system prior to the professional staff member's employment or as part of an application for promotion shall normally be removed from the professional staff member's personnel file as follows:

- 1. In the case of initial employment or successful promotion application: after completion of the third school year in the position.
- 2. In the case of unsuccessful promotion application: within thirty (30) days of the filling of the position.

Prior to the removal of these records, professional staff members shall be afforded the opportunity to have some or all of these records retained.

- F. A professional staff member has the right, upon demand, to review his/her personnel file(s) and to make copies of the contents during normal business hours (8:00 A.M. - 4:30 P.M.). A professional staff member is entitled to have a representative of the LEA accompany her/him during inspection of the professional staff member's files.
- G. No information adverse to the professional staff member shall affect the professional staff member's employment or position unless that information has been retained pursuant to the provisions in Article 17 (Conflict Resolution).

=====

ARTICLE 16: CONFLICT RESOLUTION

The Lexington Public Schools' core value of shared responsibility requires teachers and parents to work together for the good of all students. The following process has been developed to reinforce this core value.

Parent and teacher communications contribute to student achievement. Teachers are interested in the concerns of parents and want to address those concerns in an open and professional manner. Questions related to classroom issues should be referred directly to the teacher. Most problems are resolved when parents take this initial step.

Supervisors and administrators will listen to questions and concerns related to classroom issues and will provide policy-related information. The supervisor/administrator will arrange and/or facilitate a parent/teacher meeting if such dialogue has not already begun. Should the parent refuse to meet with the teacher, the supervisor/administrator will communicate the complaint to the teacher. If the complainant requests anonymity, no disciplinary action or performance plan may result solely from such a complaint. The supervisor/administrator may, however, investigate the matter further.

Parents who feel that an issue is unresolved after having consulted with the teacher should contact the individual listed in the "referral" column.

ELEMENTARY SCHOOLS Referral Columns: Whenever you have a concern, please direct your first contact to the individual listed under "Initial Contact" and then to the individual listed under "Referral"

Nature of Concern	Category	Initial Contact	Referral
School Committee Policy	School Related	Principal	Superintendent
Placement	Academic Grouping Homeroom	Teacher Teacher	Principal Principal
Pupil Progress	Grades Social Development Tutoring System wide Testing	Teacher Counselor Counselor Counselor	Principal Principal/Psychologist/ Director of Guidance Principal Principal/Director of Education
Discipline	Classroom Lunchroom Playground/Recess Attendance/Tardiness	Teacher Teacher Teacher Teacher	Principal Principal Principal Principal
Curriculum	Content Special Subject	Teacher Teacher	Curriculum Coordinator/Principal Curriculum Coordinator/Principal
Special Needs	Referrals Tutoring Early Childhood Screening (3 & 4 yr. Olds) Transportation IEP	Teacher/Counselor/ Psychologist Special Needs Teacher Supervisor of Pre-K Director of of Special Education Special needs liaison	Principal/Director of Special Education Principal Director of SPED Asst. Supt. for Business and Finance SPED Supervisor/Director
METCO	Tutoring Initial Placement Transportation	Teacher Principal K-12 METCO Academic Director	METCO Tutor/Tutoring Supervisor K-12 METCO Academic Director METCO, Inc.
Preschool Screening	Kindergarten	Counselor	Principal
Pupil Records	Content/Availability	Counselor/Principal	Director of Guidance
Before/After School Sports	Program	Physical Education Specialist	Coordinator of Physical Education/Wellness
Instrumental Music	In-School Lessons	Instrumental Music	K-12 Coordinator of Performing Arts

	After School Lessons	Specialist K-12 Coordinator of Performing Arts	
Moves	Out-of-neighborhood school	Principals	Asst. Supt. for Business and Finance
Guidance Services	Guidance methods/ Delivery of Services	Counselor	Principal/ Director of Guidance
Classroom Instruction	Teaching methods Delivery of Curriculum	Teacher Teacher	Principal Coordinator/Elementary Specialist
Health/Medical	Injury/Illness	School Nurse	Principal/Coordinator of School Health Services

MIDDLE SCHOOL/HIGH SCHOOL Referral Columns: Whenever you have a concern, please direct your first contact to the individual listed under "Initial Contact" and then to the individual listed under "Referral"

Nature of Concern	Category	Initial Contact	Referral
School Committee Policy/Administrative Decision	School Related	Principal	Superintendent
Transportation	Regular	Assistant Principal	Asst. Supt. for Business and Finance
	Special Needs	Assistant Principal	Director of SPED
Attendance Tardiness Discipline	Class/School	Assistant Principal/ Team Leader	Principal
Curriculum: Course Content, Placement Policy, Information and Advice	Departmental	Coordinator	Principal/Coordinator
Student Schedule Student Placement	Guidance	Guidance Counselor/ H.S.Coordinator	Principal
Personal Problems Related to School Adjustment to School or Community	Guidance	Guidance Counselor/ Social Worker/ Advisor	Director of Guidance/ Guidance Counselor
Special Needs	Referrals Tutoring Transportation	SPED Supervisor/ Administrator	Principal/Director of Special Education
Special Needs	IEP	Special needs liaison	SPED Supervisor/Director
Grades, Academic Concerns Pupil Progress Pupil/Teacher Relationships	Classroom Issues	Classroom Teacher	Coordinator/ Principal
Athletics	Schedules Before/After School Sports	Coach	Athletic Director

Team Activities

METCO	Tutoring	Teacher	METCO Tutor/Tutoring Supervisor
	Transportation	K-12 METCO Academic Director.	METCO, Inc
Pupil Records	Content/Availability	Counselor/ H.S. Registrar	Principal/Director of Guidance
Classroom Instruction	Teaching Methods	Teacher	Principal
	Delivery of Curriculum	Teacher	Coordinator
Health/Medical	Injury/Illness	School Nurse	Principal/Coordinator of School Health Services

ARTICLE 17: SICK LEAVE, SICK LEAVE BANK, AND SICK LEAVE BUY BACK

- A. All current professional staff members shall be entitled to fourteen (14) days of sick leave per year without loss of salary. Professional staff members hired after September 1, 1984 and who teach less than a five day week shall be eligible for pro-rated sick leave based upon the number of days employed per week. The accumulation of total sick leave days shall be unlimited. Deductions shall be at the rate of 1/184th of the yearly salary for each day of unexcused absence. A medical certificate may be required for all absences exceeding five (5) consecutive days. Sick leave is applicable when a professional staff member is absent for diagnostic purposes emergency in nature (to have X-rays taken or to be involved in a medical examination).
- B. Sick leave in addition to personal illness shall include absence because of sickness on the part of a near relative: mother, father, husband, wife, children and members of the immediate household where care of such person is the prime responsibility of the professional staff member and only until other appropriate arrangements can be made. It shall also cover absence because of the death of those previously mentioned and, in addition, grandparents, grandchildren, sisters, brothers, parents-in-law, sisters and brothers-in-law, aunts, uncles, friends.
- C. Professional staff members employed in summer workshops for ten (10) or more days shall receive one (1) day of sick leave or sick leave equivalent to five (5) per cent of the employment period, whichever is greater.
- D. Upon request at the building level, a professional staff member will be provided with his/her sick leave history for the previous school year.
- E. A Sick Leave Bank shall be available for use by eligible members of the professional staff covered by this Agreement who have exhausted their own sick leave and who have serious illness. Applications for the use of the Sick Leave Bank are issued by the Assistant Superintendent for Human Resources.
1. The initial grant of sick leave by the Sick Leave Bank Committee to an eligible professional staff member shall not exceed thirty (30) days. Upon completion of the thirty (30) day period the period of entitlement may be extended by the Sick Leave Bank Committee upon demonstration of need by the applicant.
 2. The Sick Leave Bank shall be administered by a Sick Leave Bank Committee consisting of five (5) members. Two (2) members shall be designated by the Superintendent to serve at his/her discretion and three (3) members shall be designated by the LEA. The Sick Leave Bank Committee shall determine the eligibility for the use of the bank and the amount of leave to be granted.
 3. The following criteria shall be used by the Sick Leave Bank Committee in administering the Sick Leave Bank in their determination of eligibility and amount of leave:
 - Adequate medical evidence of serious illness,
 - Prior exhaustion of all eligible sick leave,
 - Length of service in the Lexington Public School System,
 - Prior utilization of the Sick Leave Bank
 4. When the Sick Leave Bank is reduced to fifty (50) days, it shall be renewed by contribution of one (1) additional day of sick leave from each member of the professional staff covered by this Agreement. Such additional day will be deducted from the members' annual fifteen (15) days of sick leave. The Sick Leave Bank Committee shall determine the time when it becomes necessary to replenish the bank.
 5. The decision of the Sick Leave Bank Committee with respect to eligibility and entitlement shall be final and not subject to appeal.
- F. After fifteen (15) years of service in the Lexington Public Schools, professional staff having accumulated one hundred fifty (150) days of sick leave shall be entitled to one-half (1/2) pay for additional days up to a maximum of fifty (50) days on one year's notice of intent to retire from teaching. Such written notice shall be given no later

than September of the school year of retirement. Such payment shall be made on retirement. This provision applies only to professional staff members employed on or before October 6, 1987.

- G. There shall be no loss of salary, benefits, or sick leave allowances when an employee is advised by her physician to avoid exposure to Fifth Disease during pregnancy. The employee must submit a written request from her doctor to the Principal and Assistant Superintendent for Human Resources as soon as possible after the outbreak and must include the results of the medical test for immunity to fifth disease. Should an extended absence from a particular building be necessary, the employee will be assigned to other appropriate duties in the school system.

=====

ARTICLE 18: TEMPORARY LEAVE

A. Leaves of Absence without Pay

A leave of absence without pay or increment may be granted to a professional status staff member for reasons which include, but are not necessarily limited to family illness, study or travel, or the seeking or holding of a political office. Leaves under this section will not be unreasonably denied.

Requests for leaves of absence without pay should be submitted to the Assistant Superintendent for Human Resources. The professional staff member, upon return to the Lexington Public Schools, will be granted a position of comparable responsibility to that which was held by him/her prior to his/her leave.

All benefits which the professional staff member held when leaving the system shall be restored upon return.

The professional staff member must give notification of his/her intent to return from such a leave of absence by February 15 or not return.

B. Maternity Leave

A professional staff member who is pregnant may remain in her position until the conclusion of her pregnancy. Maternity leave begins for a professional staff member on the child's day of birth and continues for up to 56 consecutive calendar days that include weekends, holidays, summer vacation days, and snow days.

The professional staff member must notify the Assistant Superintendent for Human Resources within two weeks following the birth. The professional staff member will be paid for each work day during her eight weeks of maternity leave and these days are deducted from her sick days. She will also continue to receive all her normal medical and dental benefits.

If, for medical reasons, more than the 56 consecutive days of leave are required, the professional staff member must provide the Assistant Superintendent for Human Resources with medical documentation prior to the end of her original maternity leave. Those days of leave which are work days will be deducted from the professional staff member's accumulated sick days. In the event an employee does not have enough sick days, she may apply to the sick leave bank as provided in Article 18. In such a case, the professional staff member is still entitled to a full maternity leave.

After the birth of her child, a professional staff member may elect to extend her maternity leave an additional four (4) weeks for a total of twelve (12) weeks provided for under the Family and Medical Leave Act of 1993 (FMLA).* FMLA leave and the maternity leave described above run concurrently. Requests for FMLA leave should be sent to the Assistant Superintendent for Human Resources at least three (3) weeks before the FMLA extension begins. The professional staff member is not paid for any work days that occur during the four (4) week FMLA extension. She will also be responsible for paying to the town her share of health and dental insurance, which would normally have been deducted from her paycheck. The professional staff member should contact the Benefits Coordinator prior to the commencement of the four (4) week FMLA extension to arrange payment of any insurance amount due. If a snow day or days should occur during the four (4) week FMLA extension, the FMLA time would be extended to equal that day or days.

A professional staff member will be granted childrearing leave of absence by the School Committee of up to two (2) years from the effective date of commencement of leave, but in any event, it may last until the beginning of a new school year. Professional staff members who utilize above mentioned maternity leave(s) shall retain professional status and seniority rights which would otherwise be theirs if they were actively employed in the system during that period. Upon their return, they shall receive the normal salary increment, provided that the professional staff members had completed at least one half (1/2) year at their present position. Professional staff members must give written notification of his/her intent to return from such a leave of absence by February 15 or not return. The staff member will be placed in a position within the school system for which they are licensed and highly qualified.

(* The Family Medical Leave Act (FMLA) requires employers to grant eligible employees up to twelve (12) weeks of unpaid leave per twelve (12) month period.)

C. Visitation

Any professional staff member, upon application to and approval of the Superintendent, may be absent to attend conferences and meetings or to visit schools for professional improvement. If this request is rejected, upon written request the professional staff member shall receive a written response as to the reason for rejection.

D. LEA Days

LEA representatives shall be granted up to twenty-five (25) days for attendance at MTA/NEA business conventions. Such time is not to be taken for training programs in collective bargaining.

E. Personal Days

Professional staff members may be absent for three (3) days a year for such as, but not restricted to, the following reasons: legal affairs, business or personal matters, adoption of a child, court appearances, real estate business, serious family illness, graduation from a place of higher learning, funerals. Reasons which are unusual, imperative or emergency in nature at which their attendance is required and no other arrangement can be made are approved upon request. Written notification to Assistant Superintendent for Human Resources for such personal leave will be made at least forty-eight (48) hours in advance, except in the case of an emergency, in which case, notification can be made by phone followed by written notification during or after the absence. The professional staff member need only state that he/she needs a personal day for reasons consistent with the policy as stated above. Personal days shall not be taken immediately preceding or following a vacation or holiday except by special permission of the Superintendent. Permission shall not be granted for travel purposes except when unforeseen travel emergencies such as an airplane strike make it impossible for the professional staff member to return as scheduled. Unused personal leave days will automatically convert to sick leave days at the end of each school year.

F. Military Leave

The School Committee agrees to pay the differential between military pay and the professional staff member's salary when the former is smaller, in those instances in which a professional staff member is called into temporary active duty with any unit of the Armed Forces Reserves or the State National Guard, provided that such obligations cannot be fulfilled when school is not in session. Payment differential for such call-up shall not be in excess of twenty (20) school days.

Military Leave will be granted to any professional staff member who is involuntarily inducted into any branch of the Armed Forces of the United States. Upon return from such leave, a professional staff member will be placed on the salary schedule at the level which he/she would have achieved had he/she remained actively employed in the Lexington Public Schools. Up to two (2) years plus one (1) month salary credit will be given for such absence. Credit for the time spent in the Armed Forces will not be given as part of the seven (7) years required for sabbatical leave. The staff member, upon return to LPS, will be granted a comparable position to that which was held prior to involuntary induction.

G. Peace Corps, Vista, National Teachers Corps

A leave of absence without pay for up to three (3) years will be granted to a professional staff member who joins the Peace Corps, Vista, the National Teachers Corps or other nationally recognized service organization, or who serves as an exchange teacher. The professional staff member will be granted increment steps for the three (3) year leave of absence. The professional staff member, upon return to the Lexington Public Schools, will be granted a position of comparable responsibility to that which was held by him/her prior to his/her taking such leave.

H. Religious Leave

Written request for required observance of religious holidays shall be made one (1) week in advance to the Assistant Superintendent for Human Resources. Such leave will not exceed three (3) days. Such absence will not be charged to sick leave or to personal day. Travel time to and from places of religious worship is not covered by this Section.

I. Legal Proceedings

Time necessary for appearances in any legal proceedings connected with the professional staff member's employment in the Lexington Public Schools shall be granted upon request to the Superintendent.

J. Miscellaneous

Except where otherwise provided, leaves in this Article shall be in addition to sick leave and no professional staff member will be required to arrange for his/her own substitute. Every effort will be made to provide qualified substitutes when regular professional staff members are absent.

K. Professional Leave

Professional staff members shall be eligible for professional leave, as provided in this leave program, after ten years of service in Lexington and at the maximum of a salary column. (Those who had participated in a sabbatical within the previous ten years would not be eligible to participate.)

A maximum of three (3) professional staff members shall be eligible to take professional leave for a full year at one-half (1/2) pay.

The year during which professional leave is taken shall be treated as a year of Lexington experience for all salary purposes.

Requests for professional leave for the ensuing year shall be presented to the Superintendent, in writing, by the conclusion of the first day of school, following the December recess (but no later than January 10) and shall be accompanied by a proposed professional leave plan. This shall be a detailed outline, including a statement of aims and objectives related to one or more of the following:

- a. Updating professional skills, relative to present professional position;
- b. Moving to be certified in an additional professional area, wherein there may be a potential need for the school system;

- c. Research new events or experiment in curriculum, which may be of potential use for program improvement;
- d. Participate in a program of travel associated with the system's curriculum;
- e. Retrain in a new skill area.

Professional staff members selected for participation in this professional leave program would be: first, from among staff volunteering; second, from staff recommended by peers; and third, from staff recommended by supervisors/administrators. The final selection will be made by the School Committee upon recommendation of the Superintendent.

L. Adoption Leave

Professional staff members who adopt children are entitled to a paid leave, beginning on the day of the adoption, of up to 56 consecutive calendar days, which would include weekends, holidays, summer vacation days, and snow days. Work days which occur during this leave, shall be deducted from accumulated sick days. Special consideration will be given if circumstances require absence prior to the adoption.

M. Family Leave (Family and Medical Leave Act of 1993) (FMLA)

Professional staff members are eligible for an unpaid leave of up to twelve (12) weeks per a twelve (12) month period for any of the following reasons: (1) to care for the professional staff member's child within a year of birth, adoption, or the initiation of foster care; (2) to care for a close relative with a serious health condition; (3) because the professional staff member's own serious health condition makes the professional staff member unable to perform the professional staff member's job.

N. Sabbatical Leave

1. Professional staff members shall be eligible for sabbatical leave, as provided in this Article, after at least seven (7) consecutive years of employment in the Lexington Public Schools. Time spent in military service shall not be credited as part of the required seven years; but such service, when involuntary, shall not be considered a break in consecutive years of employment.
2. A maximum of six (6) professional staff shall be eligible for sabbatical leave during a single year as follows: Four (4) persons shall be eligible to take one-half (1/2) year of leave at full pay or one (1) full year of leave at one-half (1/2) pay, and two (2) persons shall be eligible to take one (1) full year of leave at full pay.
3. For professional staff members, pay will be interpreted to mean the basic salary, excluding supplemental payments for special assignments, they would have been paid if in active service during the period of leave.
4. K-5 Coordinators pay will be interpreted to mean the total salary they would have been paid if in active service during the period of leave.
5. The year during which sabbatical leave is taken shall be treated as a year of Lexington experience for salary purposes.
6. Requests for sabbatical leave for the ensuing year shall be presented to the Superintendent in writing by February first, and shall be accompanied by a proposed sabbatical leave plan. This shall be a detailed plan, including a statement of aims and objectives relating to the improvement of the applicant's capabilities as a professional staff member in the Lexington Public Schools, and the procedures and activities whereby these aims and objectives are to be achieved.
7. Sabbatical leaves may be approved by the School Committee on recommendation of the Superintendent. After approval, and prior to the close of the school year preceding the year of sabbatical leave, a person to whom leave has been granted shall file with the Superintendent and the School Committee a final sabbatical leave plan. Such plan shall be consistent with the proposed plan on which approval of leave was based, and shall be accompanied by appropriate evidence (such as letters granting admission to study at educational institutions) that the activities described therein are feasible.
8. Upon the filing of the final sabbatical leave plan, the professional staff member taking leave shall enter into a written agreement with the School Committee whereby such person agrees that
 - His/her activities during the period of sabbatical leave will be substantially as described in the final plan, subject to modification only with the recommendation of the Superintendent and the approval of the School Committee;
 - He/she will not engage in any gainful employment during the period of sabbatical leave, except as may be expressly stipulated in the final plan;
 - He/she will file brief monthly progress reports with the Superintendent during the period of sabbatical leave;
 - Upon expiration of sabbatical leave he/she will immediately return to service in the Lexington Public Schools for a period of two (2) years in the case of a full year's leave, and a period of one (1) year in the case of a one-half (1/2) year's leave. Upon resumption of active service the professional staff member will, if possible, be assigned to the position he/she held just prior to taking leave or a comparable position; and such contract shall incorporate by reference the provisions of Paragraph I of this Article.
9. Upon a finding by the School Committee that an professional staff member, while on sabbatical leave, willfully and without justifiable excuse, has failed to carry out activities as specified in the final sabbatical leave plan or to

file a required monthly report, or has filed a false or misleading monthly report or reports, or has engaged in unapproved gainful employment, the School Committee may:

- If any portion of the leave period remains unexpired at the time of such finding, order the professional staff member's immediate return to service;
- Order the return of such portion of salary paid for time on leave (or the withholding of such portion of salary due and unpaid for time on leave) as the Committee finds bears a just and reasonable relation to the gravity of the infraction. In the case of a willful, serious and sustained departure from the final sabbatical leave plan, or of repeated failure after warning to file monthly reports, or of sustained engagement in unapproved gainful employment, or of deceitful and material falsehood in any monthly report, the School Committee may order such leave converted into an equivalent period of leave without pay and require the return of all salary monies theretofore paid to the professional staff member for time on leave.

10. Nothing shall preclude the School Committee from determining to increase the number of sabbaticals awarded should they deem it to be in the interest of the school system.

11. The School Committee continues to support opportunities for staff to grow and develop. While a sabbatical leave may offer one approach to professional development, there may be other applications of these funds which allow greater variety of activities and greater participation of staff in any given year. A working committee shall be established consisting of three (3) members selected by the LEA and three (3) members selected by the Superintendent to serve at his discretion. The Committee will make recommendations to the Superintendent by November 1 each year thereafter in which this contract remains in force as to the alternative applications of eligible funds under this Article. The Superintendent will recommend the use of any, or all, funds under this Article to the School Committee. The School Committee may approve such use(s) upon recommendation of the Superintendent.

O. **Jury Duty**

A professional staff member called for jury service shall be paid the difference between her/his regular salary and her/his jury pay during the period of such service. Upon receipt of a summons for jury service, the professional staff member shall immediately notify her/his immediate supervisor.

=====

ARTICLE 19: INDEPENDENT MEDICAL EXAMINATIONS

The Superintendent of Schools has a responsibility to students and staff to ensure that employees who are present at work are fit to perform the duties and responsibilities associated with their work assignment(s). The Superintendent of Schools, acting in his/her capacity as employer, has the discretion to request and/or require a medical opinion from a medical practitioner of his/her choosing or additional medical assessment by the employee's doctor if there is a reasonable basis for questioning whether the employee is disabled from work, and/or determine whether the employee is fit to perform his/her duties, and/or determine whether the employee is fit to return to work after more than fifteen consecutive days of absence from work.

The Superintendent can order employees to participate in a medical evaluation or an assessment of their physical, emotional or mental health if there is a documented basis for the reason(s) for the order, and this order is delineated in writing to the teacher and a copy is sent to the President of the Association.

The basis for such an order may be based on a pattern of one or more of the following indicators:

- Complaints of inappropriate verbal conduct or any conduct indicating an inability to exercise self-control and self-discipline;
- An abrupt change in customary behavior resulting in an inability to perform essential functions of the position;
- Irrational verbal conduct or behaviors, including delusions and/or hallucinations;
- Suicidal statements or behaviors, or personal expressions of mental instability;
- Unexplained and excessive tiredness or hyperactivity;
- Diagnosis of a life-threatening eating disorder;
- Inappropriate use of alcohol, medications or other drugs, including symptoms of illegal drug use;
- Memory loss;

- Impatience or impulsiveness, especially with a loss of temper;
- Unexplained and/or excessive lateness or absenteeism, and;
- Physical injury or illness that creates a reasonable concern that an employee is unable to safely perform the essential functions of his or her position.

When making this determination, the Superintendent also has the discretion to consider:

- The extent to which a period of rehabilitation has been satisfactorily completed;
- The validity of the report of the employee's personal medical practitioner, and;
- The extent to which the employee's medical practitioner has taken into consideration the demands of the workplace.

If the results of the examination show that the employee qualifies for a reasonable accommodation, the employee will be afforded all of his/her rights in accordance with the Americans with Disabilities Act and General Laws 151B.

In the event of a dispute regarding the interpretation and/or application of this Agreement, the grievant and the LEA may submit its claim(s) to arbitration but there will be no entitlement to arbitration if the matter is also pursued in other fora.

=====

ARTICLE 20: MEETING FORMAT

Every faculty meeting, every department meeting, and any other meeting that is called for the purpose of determining the opinion of an identifiable body of professional staff will have:

1. An agenda posted prior to the day of the meeting;
2. Minutes kept by a person other than the administrator (or his/her designee) running the meeting;
3. Approval of minutes from prior meetings of this body approved as the first order of business at the next meeting;
4. All decisions or opinions attributed to that body will result from a seconded motion that is voted on by the body. All absentees will be given the opportunity to register their vote on the matter(s) within a reasonable time frame, but prior to the next meeting of that body of teachers.

=====

ARTICLE 21: LEA RIGHTS

- A. The LEA shall have the right to use in-school mailboxes.
- B. The School Committee shall provide the LEA with the names and addresses of all new professional staff members prior to the opening of school and a complete listing of all professional staff members employed in the system by the end of October of each school year.
- C. The LEA shall be provided with requested financial and other records which are necessary for conducting negotiations. If negotiations are scheduled during school hours, the LEA bargaining team shall have time off, with pay, for negotiations.
- D. On the days just prior to the opening of the student school year in September, the LEA shall be given an opportunity to meet with all members to discuss LEA activities.
- E. The School Committee shall furnish the LEA President with an agenda and minutes of its meetings except for agendas and minutes of its meetings held in executive session and kept confidential in accordance with laws governing meetings of the School Committee.
- F. The past practice regarding the LEA's right to make public announcements and to use the school facilities shall continue.
 1. There will be bulletin board space in each professional staff room in each school building for the exclusive use of the professional staff.
 2. No professional staff member will be prevented from wearing pins or other identification of membership in the Association.
 3. LEA communications will not be placed in professional staff members' files.
- G. The LEA shall be provided with appropriate office/storage space within the school system and connection to the school system's network.
- H. Annually, the LEA President shall be entitled to a leave of absence up to 100% which shall be determined by the President after consulting with the Superintendent. This may be based upon his/her assignment proportions (Example: 25% for one middle school class or 50% for 2 high school English classes). During this leave the

President shall continue to receive full salary and benefits. The LEA shall reimburse the School Committee for the cost of the leave at the Master's - Step 5 rate of the year of the leave. At the conclusion of his/her term(s), the President shall return to the same position he/she occupied just prior to becoming president.

=====

ARTICLE 22: PROFESSIONAL STAFF MEMBERS' FACILITIES

- A. Professional staff members are guaranteed a safe, healthful work place and an environment conducive to the teaching-learning process. Situations incompatible with the above which come to the attention of the principal (or other designated administrator) shall promptly be investigated and, if necessary, remediated as soon as possible.
- B. Professional staff members in all schools shall have the right to the private use of a school telephone. The School Committee will make every effort to secure an adequate number of private telephones (1 telephone/10 professional staff members) to be used by professional staff members for conducting school business.
- C. Keys may, at the discretion of the principal, be made available to professional staff to gain access to school facilities to carry out their professional responsibilities at times when custodial and/or administrative staff may be on duty. It is agreed that duplicate keys will not be made, and professional staff who have keys will be responsible for securing the facility as they leave and for returning the key to the principal.

=====

ARTICLE 23: SALARY DETERMINATION AND PROVISIONS

- A. Effective the 2015-2016 school year, increase the cost of the existing Unit A Salary Schedule by 2%. This will be accomplished by increasing Step 12 of the salary schedule by 1.92%, increasing Step 1 by 1.0%, and then distributing the remainder of the cost of the contract equally on each step of the salary schedule (steps 2 through 11).

Effective the 2016-2017 school year increase the cost of the existing Unit A Salary Schedule by 2.25%. This will be accomplished by increasing Step 12 of the salary schedule by 2.22%, increasing Step 1 by 1.0%, and then distributing the remainder of the cost of the contract equally on each step of the salary schedule (steps 2 through 11).

Effective the 2017-2018 school year, should the school committee implement an elementary world language program in the 2017-2018 school year, the cost of existing salary table will be increased by three-percent (3%). This will be accomplished by increasing Step 12 of the salary schedule by 2.97%, increasing Step 1 by 1.0%, and then distributing the remainder of the cost of the contract equally on each step of the salary schedule (steps 2 through 11).

Should the school committee not implement an elementary world language program in the 2017-2018 school year, the cost of the existing salary table will be increased by two-percent (2%). This will be accomplished by increasing Step 12 of the salary schedule by 1.95%, increasing Step 1 by 1.0%, and then distributing the remainder of the cost of the contract equally on each step of the salary schedule (steps 2 through 11).

Should the school committee implement an elementary world language program in the 2018-2019 school year, effective on September 1, 2018, the cost of the existing salary table will be increased by one-percent (1%) for the 2018-2019 school year notwithstanding parties reaching an agreement settlement on a successor contract.

- B. In those negotiations, the negotiated standards by which compensation packages are evaluated will apply: the total compensation figure at the minimum and maximum of the Bachelors, Masters, and Masters +30 columns will be at or greater than the median when compared to ten similar communities located east of Route 495.

Total compensation is defined as the sum of the following: (1) the salary figure at the points described above, (2) the longevity figure, if any, at 30 years in the system, and (3) the added value, if any, of the health care benefit over the statutory minimum of 50%.

The ten communities were determined by a comparative analysis of the following legitimate criteria: (1) the percentage of students going on to four year colleges, (2) standardized test scores, (3) class size, (4) average per pupil expenditure, and (5) the salary maximums and minimums on the Bachelors, Masters, and Masters +30 salary columns.

- | | |
|---|--|
| 1. Acton - Acton/Boxborough (blended) | 6. Sudbury - Lincoln/Sudbury (blended) |
| 2. Belmont | 7. Wellesley |
| 3. Brookline | 8. Weston |
| 4. Concord - Concord/Carlisle (blended) | 9. Westwood |
| 5. Newton | 10. Winchester |

- C. Placement for new hires will be credited at full experience for pre-professional status staff.
- D. Credit for movement from one column to another must have prior written approval of the system. Salary increments and/or increases will be granted only upon the specific recommendations of the building Principals and the approval of the Superintendent.
 - 1. Professional staff members must provide the Human Resources Office with appropriate evidence of successful completion of the 15 credits needed to move to the next salary column. Once the evidence of completion has been received by Human Resources fourteen (14) calendar days prior to the first payroll in September and February, the salary adjustment will be made on the first pay day in September or on the first pay day in February.
 - 2. In-service credits are awarded by the Lexington Public Schools for completion of approved professional development activities. In-service credits count toward movement from one salary column to the next. No more than six (6) of the fifteen (15) credits required for such movement can be in-service credits. In-service credits in excess of the six (6) allowed between salary columns can be applied to future column movements. E.g., a professional staff member on the M+15 column, who earns nine (9) in-service credits, can apply six (6) of those credits for movement to the M+30 column and three (3) for future movement to the M+45 column. The instructor of a Lexington in-service course earns the same in-service credit as the participants, but only for the first time the course is offered by that instructor. All professional development activities offered for a particular number of in-service credits will be clearly designated as such when listed in any publication for the professional staff. Notification of acceptance into an in-service activity is the equivalent of the "prior approval" requirement of this Article. Upon successful completion of an in-service offering, the in-service credits will be automatically applied to a professional staff member's record. It is, however, the professional staff member's responsibility to confirm that the credits have been applied.
- E. Staff members leaving or entering the employ of the Lexington Public Schools at any time during the school year shall be paid at the rate of 1/184th of their annual salary for each work day for which they are entitled to pay. A staff member under contract to the Lexington Public Schools who finds that he/she may not work the full year, shall immediately notify the Superintendent in writing, giving such details as the Superintendent may require.
- F. Part time (morning) Kindergarten teachers shall be compensated at seventy percent (70%) of the salary of a full time teacher at the same salary schedule placement.
- G. Those staff members presently receiving leadership awards shall continue to receive them for the duration of their proposals pursuant to the terms of the 1976-1978 LEA/LSC Contract. In addition, staff currently receiving compensation under the old leadership plan (prior to the 1976-1978 LEA/SC Contract) will continue to receive compensation as described in that plan. Staff receiving the \$1798 stipend for Special Class Teacher (one working in a substantially separate classroom and hired before July 1, 1984) will continue to receive this amount.
- H. The K-5 Science and Social Studies Coordinators school year will be 196 days. K-5 Science and Social Studies Coordinators will receive a salary equal to their base salary on the teacher's salary schedule plus an additional 12% of that base salary. The formula for the calculation of the K-5 Science and Social Studies Coordinators' per diem amount is 1/196 of the base salary.

K-5 Science and Social Studies Coordinators are expected to seek feedback on their performance from the members of their respective departments by no later than February 28 by using K-5 Curriculum Coordinator performance standards. The results of this feedback will be shared with their Supervisors, who may request the feedback be tied to the K-5 Science and Social Studies Coordinators' goals.

At the beginning of each month, K-5 Science and Social Studies Coordinators will publish for elementary principals and staff a schedule of their visits to the elementary schools. K-5 Science and Social Studies Coordinators' will attend all related curriculum meetings as designated by the Superintendent or Superintendent's designee.

K-5 Science and Social Studies Coordinators' who work the 184 day school year, plus twelve (12) additional days for a total of 196 days, will not work any part of the additional twelve (12) days until on or after July 1st of each year. K-5 Science and Social Studies Coordinators will not receive compensation for any work performed beyond a Coordinators' 196 day work year unless the Coordinator receives prior written authorization from the Coordinator's immediate supervisor.

The K-5 Science and Social Studies Coordinator positions may be posted every three (3) years for those hired after June 30, 2003.

- I. The School Committee recognizes the importance of the valuable contribution that nurses make to the school system. Should the fiscal conditions permit, the School Committee intends to provide nurse staffing consistent with state recommendations. Nurses employed by the Lexington public Schools shall be certified or eligible for certification according to the standards set by the Massachusetts Department of Education.
- J. Staff covered under this agreement will be paid in twenty-two (22) equal payments. However, those hired before FY 13 shall have an option of choosing twenty-two (22) or twenty-six (26) equal payments. The first check will be paid by mid-September, the second check issued no later than October 1. Thereafter, wages will be paid every two weeks. It is understood that, if necessary, the final two (2) weeks payment for the last period in June may be held temporarily to make adjustments for any late term absence. When a holiday falls on a payday, payment

shall be made on the day preceding. When a pay day occurs on a holiday payment shall be made on the closest workday before or after. All professional staff members covered under this agreement shall participate in direct deposit of paychecks. Professional staff members employed in programs funded by the Town of Lexington such as work-shops, etc., shall be paid every two (2) weeks for time worked during the actual work/pay period. Time worked is determined by an approved work schedule or time-sheet submitted depending on the requirements of the position.

Any professional staff member whose assignment requires travel to more than one building shall be reimbursed for such travel at IRS rate. This reimbursement will be equal to the IRS figure as determined for each calendar year. Travel outside of Lexington will be reimbursed at the Lexington Town Employee rate.

- K. Members of the bargaining unit shall receive longevity payment as follows (a professional staff member hired prior to February 1 shall be given credit for the full year.):

Beginning at year 10: \$700
Beginning at year 15: \$800
Beginning at year 20: \$900
Beginning at year 25: \$1000
Beginning at year 30: \$2500

1. Professional staff members with fifteen completed years of service in Lexington may elect longevity payment of \$3,300 per year for three, consecutive years that follow acceptance under this provision. Longevity payments specified above and any sick leave buy back specified in Article 18 Section F will cease upon acceptance under this portion of Article 24. Bargaining unit members will be entitled to the entire sum of \$9,900 regardless of date of termination. Payment will continue until the remaining credit is exhausted if an entitled unit member is terminated.
 2. Application is required and immediate placement is not insured, since the system retains the right to set budget limits; however, the system will accept no fewer than 25 applicants. Members electing but not immediately placed under the provisions of paragraph 1 above will be carried forward to the next school year and placed at the top of the list.
 3. In the event that an abnormally high number of members elect this option in a specific year, the following sequence of events will take place:
 - a. A request will go to all members who have elected this option seeking members willing to delay the start of this option to the next school year. Members will have five (5) school days to respond to this request.
 - b. If a budgetary problem still exists after voluntary delays are sought, members electing this option will start in order of seniority, with the most senior being placed first and the remainder starting in the next school year.
 - c. No bargaining unit member will be denied immediate placement on the optional longevity schedule specified in paragraph 1 above for any reason other than specified in paragraph 3, sections a and b.
 4. The LEA and LSC will annually review this Article prior to March 1st to increase, decrease, or leave unchanged the longevity payment of \$3,300. Consensus is required for a change to become effective.
- L. Annually, the LEA President, the Chair of the LSC, and the Superintendent will sign a Memorandum of Agreement which lists the names and dollar amounts of any Extra-Duty Stipends which were paid to professional staff members during the school year but which were not previously listed on the Extra-Duty Stipend page of the contract
- M. Extra-Duty Stipends: The creation of new, stipended activities is subject to the availability of funds. Annually by March 1, the School Committee will determine in consultation with the LEA whether any funds will be available for this purpose. If funds will be made available, the following process will apply:
1. Proposals for new extra-duty positions will be submitted simultaneously to the appropriate Principal, and to the Extra-Duty Stipend Committee which is comprised of the Assistant Superintendent for Human Resources, the LEA President, another administrator, and another LEA member. The proposal must be a detailed plan of the activity, which includes a rationale (how the activity will benefit Lexington students and how it complements curricula) and a completed Stipend Data Sheet (as found in the LEA/LSC Contract, Appendix C.
 2. Upon the approval of the principal, the EDS Committee will review proposals and make recommendations to the Superintendent, who will make the final decisions and report to the School Committee by May 30. No more than four (4) new activities will be approved for the following school year. In its deliberations for the 3 school years following this agreement, the EDS Committee must give additional weight to proposals from the elementary schools in order to address the elementary/secondary extra-duty stipend imbalance.
 3. In its first year, a newly created and approved extra-duty activity will be assigned a \$442 stipend. The activity leader must comply with all aspects of the Extra-Duty Stipend Accountability System as found in the LEA/LSC Contract, Appendix C.

4. In order to continue for a second year, the activity must go through the same approval process as outlined for year 1. The stipend for the second year may be increased up to \$830 upon the recommendation of the committee and approval of the superintendent.
5. Prior to June 1 of the second year, the appropriate Principal and the Superintendent will decide to either terminate or continue the activity. If the decision is to continue, the LEA and the School Committee must agree upon the final stipend amount for the activity, which will then be added to the Extra-Duty Stipend list in the LEA/LSC Contract.
6. The EDS Committee will also serve as an advisory committee to the superintendent with regard to the cessation of a stipended activity. The Committee will develop criteria for making such recommendations.

N. Extra-Duty Stipend Accountability System

An Annual Report must be submitted by the recipient of any stipend listed on the Extra Duty Stipend page of the LEA/LSC Contract. This Annual Report must:

1. Be submitted to the principal within 2 weeks after the conclusion of the stipended activity. The principal will forward the Annual Report to the Assistant Superintendent for Human Resources within 2 weeks of receipt. An annual summary of these Annual Reports will be presented to the Superintendent by the Assistant Superintendent for Human Resources by August 1.
2. Include the Stipend Data Sheet (see Appendix B).
3. Include a one-page self-assessment, which references the data obtained from the required, written student feedback forms.

Failure to seek student feedback or to complete the Annual Report makes the stipend recipient ineligible for that activity in the following year.

- O. Professional staff members will be compensated at the rate of \$51 per hour, up to \$255 (for a five hour day) for their preparation and presentation of staff development workshops, including summer workshops and other required work projects beyond the normal contract work hours.

=====

ARTICLE 24: TUITION REIMBURSEMENT

The School Committee agrees to fund an annual tuition reimbursement account in the amount of \$85,000 per year. All courses taken for tuition reimbursement must be pre-approved by the Assistant Superintendent for Human Resources. Tuition reimbursement is contingent upon an educator clearly articulating in writing how the successful completion of the requested course will lead to improved student learning outcomes with his/her students as outlined in the DESE Model Rubrics – Standard I (Curriculum, Planning and Assessment) and/or Standard II (Teaching all Students), and in addition, may include how the course will improve the educator's professional practice. Upon the successful completion of a district-approved course, the educator will receive a tuition reimbursement in the amount of up to \$1,000. Application and reimbursement approval procedures will ensure that funds are distributed equitably and are available throughout the fiscal year. Successful completion of a course shall mean the satisfactory completion of a course with a grade of "B" or better from an accredited educational institution, or a passing grade, if an alpha/numeric grade is not available.

=====

**ARTICLE 25: BENEFITS
INSURANCE, ANNUITIES, EMPLOYEE ASSISTANCE PLAN, & ENROLLMENT OF STAFF CHILDREN**

- A. The School committee will pay the maximum percentage permitted by the Town Meeting Enactment of the cost of the following types of insurance coverage:
 1. Fifty percent (50%) of the premium for a \$5,000 term life insurance plan of the type presently available to the professional staff.
 2. Health and dental insurance as negotiated by the coalition of town employee unions under Chapter 32 B, section 19 of the Massachusetts General Laws.
 3. Any other insurance plan which the town may provide for professional staff members, retired professional staff members and all personnel covered by this contract.
- B. Professional staff members may elect to participate in an optional insurance program pursuant to the General Laws, Chapter 32B, Section 11A. In accordance with present practice and procedures, professional staff members will be eligible to participate in a "Tax Sheltered" Annuity Plan established pursuant to United States Public Law No. 87-370. Professional staff members who elect to participate in the annuity program must submit their requests on appropriate forms provided by the insurance company. Completed forms must be received in the School Department Payroll Office not later than the fifth day of any month or the previous work day if the fifth day is a Saturday, Sunday or holiday. Such requests will become effective on the second payroll of that month. Effective January 1, 1988 payroll deductions for tax sheltered annuities shall be in equal amounts each paycheck.
- C. Staff members leaving the system at the completion of the school year shall be covered by applicable health and dental insurance until and including September 30 of that year.

- D. As of September 1, 2001, the School Committee will provide an Employee Assistance Plan (EAP) for professional staff.
- E. Enrollment of Children of Professional Staff Members
 - 1. Upon the recommendation of the Superintendent and the approval of the School Committee, children of professional staff members may enroll, without charge for tuition, in the Lexington Public Schools. Approval under this article will not be unreasonably denied.
 - 2. Once a child has been enrolled in the Lexington Public Schools, it is understood he/she may remain in the system as long as the parent is employed by Lexington Public Schools and the child abides by the regulations of the school system.
- F. The LEA and the LSC agree that school nurses will be reimbursed for payment of their annual premium for professional liability insurance by the Town of Lexington in an amount not to exceed one-hundred (\$100) per policy year. Should the annual premium for professional liability insurance exceed the amount of one-hundred (\$100) in any policy year, the parties agree to meet to review the terms of this agreement.

=====

ARTICLE 26: DUES DEDUCTIONS and AGENCY FEE

- A. The School Committee agrees to deduct from the salaries of its professional staff members dues for the Lexington Education Association, Massachusetts Teachers Association, and the National Education Association as said professional staff members individually and voluntarily authorize the School Committee to deduct, and to transmit the monies promptly to such Association or Associations. Professional staff member authorizations will be in writing.
- B. Each of the Associations named in Section A above will certify to the School Committee in writing the current rate of its membership dues. Any Association which will change the rate of its membership dues will give the School Committee thirty (30) days written notice prior to the effective date of such change.
- C. The Association shall indemnify and save the School Committee, and/or Town harmless against all claims, demands, suits, or other forms of liability, which may arise by reason of any action taken in making deductions and remitting the same to the Association pursuant to this Article.
- D. Members of the bargaining unit may participate through dues deduction in the Lexington Town Employees' Credit Union and/or MTA Credit Union.
- E. Effective September 1, 1983, as a condition of his/her continued employment, every professional staff member, if and when not a member in good standing of the Lexington Education Association, shall pay or by payroll deduction, have paid to the Association, an agency fee of an amount equal to its full dues (subject to rebate as provided by the rules and regulations of the Massachusetts Labor Relations Commission). However, in no case shall such conditions arise before the thirtieth (30th) day following the date of this Agreement, whichever date shall be later.

=====

ARTICLE 27: PROTECTION

- A. Professional staff members will immediately but in no event later than twenty-four (24) hours report all cases of assault suffered by them in connection with their employment to the Superintendent in writing. This report will be forwarded to the School Committee which will comply with any reasonable written request from the professional staff member for information in its possession relating to the incident or the persons involved, and will act in appropriate ways as liaison between the professional staff member, the police, and the courts.
- B. Professional staff members may receive benefits under the Workers' Compensation Law only if he/she "received a personal injury arising out of and in the course of his/her employment". (Chapter 152, Section 26 of General Law). The professional staff member receives weekly benefits only if the personal injury results in a disability which incapacitates him/her from performing his/her full work.
- C. No compensation is paid for any injury which does not incapacitate the professional staff member from earning full wages for a period of at least five (5) days. However, if the incapacity extends for a period of six (6) days or more, compensation is paid from the date of injury. (Chapter 152, Section 29, as amended by Chapter 578 of the Acts of 1966). He/she may receive sick leave payments to the extent that his/her weekly sick leave payments, when added to his/her Workers' Compensation benefits, do not exceed his/her full weekly salary or wages. (Chapter 152, Section 69)
- D. Upon return to employment, the professional staff member having met the requirements of the Workers' Compensation Law, will have all rights and privileges restored to him/her including any unused sick leave accumulated by him/her prior to aforesaid injury.
- E. The School Committee shall provide the present professional liability insurance as provided under Chapter 41, Section 100C or its equivalent for all personnel covered by this Agreement.

=====

ARTICLE 28: SCHOOL COMMITTEE RIGHTS

Except where specifically abridged by this Agreement, the School Committee and the Superintendent reserve and retain full rights, authority, and discretion in the proper discharge of their duties and responsibilities to control, supervise, and manage the Lexington Public Schools and their professional staff under governing law, ordinance, rules and regulations.

=====

ARTICLE 29: EVALUATION AND SUPERVISION

1) **Purpose of Educator Evaluation**

- A) This contract language is locally negotiated and based on M.G.L., c.71, § 38; M.G.L. c.150E; the Educator Evaluation regulations, 603 CMR 35.00 et seq.; and the Model System for Educator Evaluation developed and which may be updated from time to time by the Department of Elementary and Secondary Education. See 603 CMR 35.02 (definition of model system). In the event of a conflict between this collective bargaining agreement and the governing laws and regulations, the laws and regulations will prevail.
- B) The regulatory purposes of evaluation are:
 - i. To promote student learning, growth, and achievement by providing Educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, 603 CMR 35.01(2)(a);
 - ii. To provide a record of facts and assessments for personnel decisions, 35.01(2)(b);
 - iii. To ensure that every school committee has a system to enhance the professionalism and accountability of teachers and administrators that will enable them to assist all students to perform at high levels, 35.01(3); and

2) To assure effective teaching and administrative leadership, 35.01(3).

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

- A) ***Artifacts of Professional Practice:** Products of an Educator's work and student work samples that demonstrate the Educator's knowledge and skills with respect to specific performance standards.
- B) **Caseload Educator:** Educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example, school nurses, guidance counselors, speech and language pathologists, and some reading specialists and special education teachers.
- C) **Classroom teacher:** Educators who teach preK-12 whole classes, and teachers of special subjects as such as art, music, library, and physical education. May also include special education teachers and reading specialists who teach whole classes.
- D) **Categories of Evidence:** Multiple measures of student learning, growth, and achievement, judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration; and additional evidence relevant to one or more Standards of Effective Teaching Practice (603 CMR 35.03).
- E) ***District-determined Measures:** Measures of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks, that are comparable across grade or subject level district-wide. These measures may include, but shall not be limited to: portfolios; approved, commercial assessments; district-developed pre- and post-unit, and course assessments; and capstone projects.
- F) ***Educator(s):** Inclusive term that applies to all classroom teachers and caseload educators, unless otherwise noted.
- G) ***Educator Plan:** The growth or improvement actions identified as part of each Educator's evaluation. The type of plan is determined by the Educator's career stage, overall performance rating, and the rating of impact on student learning, growth and achievement. There shall be four types of Educator Plans:
 - i. **Developing Educator Plan** shall mean a plan developed by the Educator and the Evaluator for one school year or less for an Educator without Professional Teacher Status (PTS); or, at the discretion of an Evaluator, for an Educator with PTS in a new assignment.

- ii. **Self-Directed Growth Plan** shall mean a plan developed by the Educator for one or two school years for Educators with PTS who are rated proficient or exemplary.
 - (a) For Educators whose impact on student learning is either moderate or high, the Educator Plan shall be two years. 35.06(7)
 - (b) For Educators whose impact on student learning is low, the Educator Plan shall be for one year. The Plan shall include a goal related to examining elements of practice that may be contributing to low impact. 35.02(a)(2)
- iii. **Directed Growth Plan** shall mean a plan developed by the Educator and the Evaluator of one school year or less for Educators with PTS who are rated needs improvement. There shall be a summative evaluation at the end of the period determined by the plan and if the educator does not receive a proficient rating he or she shall either continue for another year on a Directed Growth Plan or be placed on an Improvement Plan based on the discretion of the Evaluator and the rating received.
- iv. **Improvement Plan** shall mean a plan developed by the Evaluator of at least one-half (1/2) school year and no more than one (1) school year for Educators with PTS who are rated Unsatisfactory with goals specific to improving the Educator's Unsatisfactory performance.
- H) ***ESE:** The Massachusetts Department of Elementary and Secondary Education.
- I) ***Evaluation:** The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the "formative evaluation" and "formative assessment") and to assess total job effectiveness and make personnel decisions (the "summative evaluation").
- J) ***Evaluator:** Any person designated by a superintendent who has primary or supervisory responsibility for observation and evaluation. The superintendent is responsible for ensuring that all Evaluators have training in the principles of supervision and evaluation. Each Educator will have one primary Evaluator at any one time responsible for determining performance ratings.
 - i. **Primary Evaluator:** This person shall be the person who determines the Educator's performance ratings and evaluation. The Primary Evaluator is the person responsible for developing the Educator Plan, supervising the Educator's progress through formative assessments, and evaluating the Educator's progress toward attaining the Educator Plan goals.
 - ii. **Contributing Evaluator** - This person may conduct one (1) or more observations for Educators. In certain circumstances, a Contributing Evaluator may be called upon as a resource during the evaluation process.
 - iii. **Notification:** The Educator shall be notified in writing of his/her primary Evaluator and supervising Evaluator, if any, at the outset of each new evaluation cycle. The Evaluator(s) may be changed upon notification in writing to the Educator.
- K) **Evaluation Cycle:** A five-component process that all Educators follow consisting of 1) Self-Assessment; 2) Goal-setting and Educator Plan development; 3) Implementation of the Plan; 4) Formative Assessment/Evaluation; and 5) Summative Evaluation.
- L) ***Experienced Educator:** An educator with Professional Teacher Status (PTS).
- M) ***Family:** Includes students' parents, legal guardians, foster parents, or primary caregivers.
- N) ***Formative Assessment:** The process used to assess progress towards attaining goals set forth in Educator plans, performance on standards, or both. This process may take place at any time(s) during the cycle of evaluation, but typically takes place at mid-cycle.
- O) ***Formative Evaluation:** An evaluation conducted at the end of Year 1 for an Educator on a 2-year Self-Directed Growth plan which is used to arrive at a rating on progress towards attaining the goals set forth in the Educator Plan, performance on Standards and Indicators of Effective Teaching Practice, or both.
- P) ***Goal:** A specific, actionable, and measurable area of improvement as set forth in an Educator's plan. A goal may pertain to any or all of the following: Educator practice in relation to Performance Standards, Educator practice in relation to indicators, or specified improvement in student learning, growth and achievement. Goals may be developed by individual Educators, by the Evaluator, or by

teams, departments, or groups of Educators who have the same role. Educators may use District Determined Measures as a goal.

- Q) ***Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.
- R) **Multiple Measures of Student Learning:** Measures must include a combination of classroom, school and district assessments, student growth percentiles on state assessments, if state assessments are available, and student MEPA gain scores. This definition may be revised as required by regulations or agreement of the parties upon issuance of ESE guidance.
***Observation:** A data gathering process during a teacher's professional responsibilities that includes notes and judgments made during one or more classroom or worksite visits(s) of at least ten minutes by the Evaluator and may include examination of artifacts of practice including student work. An observation may occur in person or through video (with the Educator's permission). Video observations will be done openly and with knowledge of the Educator. The parties agree to bargain the protocols of video observations should either party wish to adopt such practice. Classroom or worksite observations conducted pursuant to this article must result in feedback to the Educator. Normal supervisory responsibilities of department, building and district administrators will also cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive feedback to the Educator, are not observations as defined in this Article.
- S) **Parties:** The parties to this agreement are the Lexington School Committee and the Lexington Education Association.
- T) ***Performance Rating:** Describes the Educator's performance on each performance standard and overall. There shall be four performance ratings:
- Exemplary: the Educator's performance consistently and significantly exceeds the requirements of a standard or overall. The rating of exemplary on a standard indicates that practice significantly exceeds proficient and could serve as a model of practice on that standard district-wide.
 - Proficient: the Educator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
 - Needs Improvement: the Educator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.
 - Unsatisfactory: the Educator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the Educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.
- U) ***Performance Standards:** Locally developed standards and indicators pursuant to M.G.L. c. 71, § 38 and consistent with, and supplemental to 603 CMR 35.00. The parties may agree to limit standards and indicators to those set forth in 603 CMR 35.03.
- V) ***Professional Teacher Status:** PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.
- W) **Rating of Educator Impact on Student Learning:** A rating of high, moderate or low based on trends and patterns on state assessments and district-determined measures. The parties will negotiate the process for using state and district-determined measures to arrive at an Educator's rating of impact on student learning, growth and achievement.
Rating of Overall Educator Performance: The Educator's overall performance rating is based on the Evaluator's professional judgment and examination of evidence of the Educator's performance against the four Performance Standards and the Educator's attainment of goals set forth in the Educator Plan, as follows:
- i. Standard 1: Curriculum, Planning and Assessment
 - ii. Standard 2: Teaching All Students
 - iii. Standard 3: Family and Community Engagement
 - iv. Standard 4: Professional Culture

- v. Attainment of Professional Practice Goal(s)
- vi. Attainment of Student Learning Goal(s)
- X) ***Rubric:** A scoring tool that describes characteristics of practice or artifacts at different levels of performance. The rubrics for Standards and Indicators of Effective Teaching Practice are used to rate Educators on Performance Standards, these rubrics consists of:
 - i. Standards: Describes broad categories of professional practice, including those required in 603 CMR 35.03
 - ii. Indicators: Describes aspects of each standard, including those required in 603 CMR 35.03
 - iii. Elements: Defines the individual components under each indicator
 - iv. Descriptors: Describes practice at four levels of performance for each element
- Y) ***Summative Evaluation:** An evaluation used to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions. The summative evaluation includes the Evaluator's judgments of the Educator's performance against Performance Standards and the Educator's attainment of goals set forth in the Educator's Plan.
- Z) ***Superintendent:** The person employed by the school committee pursuant to M.G.L. c. 71 §59 and §59A. The superintendent is responsible for the implementation of 603 CMR 35.00.
- AA) ***Teacher:** An Educator employed in a position requiring a certificate or license as described in 603 CMR 7.04(3)(a, b, and d) and in the area of vocational education as provided in 603 CMR 4.00. Teachers may include, for example, classroom teachers, librarians, guidance counselors, or school nurses.
- BB) ***Trends in student learning:** At least three years of data from the district-determined measures and state assessments used in determining the Educator's rating on impact on student learning as high, moderate or low.

3) Evidence Used In Evaluation

The following categories of evidence shall be used in evaluating each Educator:

- A) Multiple measures of student learning, growth, and achievement, which shall include:
 - i. Measures of student progress on classroom assessments that are aligned with the Common Core or other relevant frameworks and are comparable within grades or subjects in a school;
 - ii. At least two district-determined measures of student learning related to the Massachusetts Curriculum Frameworks or the Massachusetts Vocational Technical Education Frameworks or other relevant frameworks that are comparable across grades and/or subjects district-wide. These measures may include: portfolios, approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects. One such measure shall be the MCAS Student Growth Percentile (SGP) (or PARCC) or ACCESS scores, if applicable, in which case at least three years of data is required.
 - iii. Measures of student progress and/or achievement toward student learning goals set between the Educator and Evaluator for the school year or some other period of time established in the Educator Plan.
 - iv. For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning, growth, and achievement set by the district. The measures set by the district should be based on the Educator's role and responsibility.
- B) Judgments based on observations and artifacts of practice including:
 - i. Unannounced observations of practice of at least ten (10) minutes.
 - ii. Announced observation(s) for non-PTS Educators in their first year of practice in a school, Educators on Directed Growth Plans, Improvement Plans, and as determined by the Evaluator.
 - iii. Examination of Educator work products.
 - iv. Examination of student work samples.
- C) Evidence relevant to one or more Performance Standards, including but not limited to:
 - i. Evidence compiled and presented by the Educator, including:

- (a) Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator plans, contributions to the school community and professional culture;
 - (b) Evidence of active outreach to and engagement with families;
 - D) Evidence of progress towards professional practice goal(s);
Evidence of progress toward student learning outcomes goal(s)
 - i) Student and Staff Feedback – (Not currently applicable); and
 - ii) Any other relevant evidence from any source that the Evaluator shares with the Educator. Other relevant documented evidence could include information provided by other administrators.
 - E) Educators will be responsible for uploading a minimum of twelve (12) artifacts per school year as follows:
 - i. A minimum of two artifacts as supporting evidence of the Educator’s progress toward his/her student learning goal;
 - ii. A minimum of two artifacts as supporting evidence of the Educator’s progress toward his/her professional practice goal, and;
 - iii. A minimum of two artifacts for each of the four standards as supporting evidence of the Educator’s progress toward each of the four evaluation standards,
- 4) **Rubric:** A scoring tool used for the Educator’s self-assessment, the formative assessment, the formative evaluation and the summative evaluation. The rubrics use by the Lexington Public Schools have been adopted by DESE.
- 5) **Evaluation Cycle: Training**
 - A) Prior to the implementation of the new evaluation process contained in this article, districts shall arrange training for all Educators, principals, and other evaluators that outlines the components of the new evaluation process and provides an explanation of the evaluation cycle. The district through the superintendent shall determine the type and quality of training based on guidance provided by DESE.
- 6) **Evaluation Cycle: Annual Orientation**
 - A) At the start of each school year, the superintendent, principal or designee shall conduct a meeting for newly hired Lexington Public School Educators and Evaluators focused substantially on educator evaluation. The superintendent, principal or designee shall:
 - i. Provide an overview of the evaluation process, including goal setting and the educator plans.
 - ii. Provide all Educators with directions for obtaining a copy of the forms used by the district. These may be electronically provided.
 - iii. The faculty training may be recorded to facilitate orientation of Educators hired after the beginning of the school year and will be made available to all staff upon request.
- 7) **Evaluation Cycle: Timelines (See Appendix A)**
- 8) **Evaluation Cycle: Self-Assessment**
 - A) Completing the Self-Assessment
 - i. The evaluation cycle begins with the Educator completing and submitting to the Primary or Supervising Evaluator, a self-assessment based on timelines outlined in Appendix A or within four weeks of the Educator’s first day of employment if the Educator begins employment after September 15th the start of their employment at the school.
 - ii. The self-assessment includes:
 - 1. An analysis of evidence of student learning, growth and achievement for students under the Educator’s responsibility.
 - 2. An assessment of practice against each of the four Performance Standards of effective practice using the district’s rubric.
 - 3. Proposed goals to pursue:
 - a. At least one goal directly related to improving the Educator’s own professional practice.
 - b. At least one goal directed related to improving student learning.
 - B) Proposing the goals

- i. Educators must consider goals for grade-level, subject-area, department teams, or other groups of Educators who share responsibility for student learning and results, except as provided in (ii) below. Educators may meet with teams to consider establishing team goals. Educators may choose a district-determined measure as a goal. Evaluators may participate in such meetings.
- ii. For Educators in their first year of practice, the Evaluator or his/her designee will meet with each Educator according to the timeline outlined in Appendix A or within four weeks of the Educator's first day of employment, if the Educator begins employment after September 15th to assist the Educator in completing the self-assessment and drafting the professional practice and student learning goals which must include induction and mentoring activities.
- iii. Unless the Evaluator indicates that an Educator in his/her second or third years of practice should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, the Educator may address shared grade level or subject area team goals.
- iv. For Educators with PTS and ratings of proficient or exemplary, the goals may be team goals. In addition, these Educators may include individual professional practice goals that address enhancing skills that enable the Educator to share proficient practices with colleagues or develop leadership skills.
- v. For Educators with PTS and ratings of needs improvement or unsatisfactory, the professional practice goal(s) must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject area team goals.

9) **Evaluation Cycle: Goal Setting and Development of the Educator Plan**

- A) Every Educator has an Educator Plan that includes, but is not limited to, one goal related to the improvement of practice; one goal for the improvement of student learning. The Plan also outlines actions the Educator must take to attain the goals established in the Plan and benchmarks to assess progress. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have the similar roles and/or responsibilities.
- B) To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Educator has proposed in the Self-Assessment, using evidence of Educator performance and impact on student learning, growth and achievement based on the Educator's self-assessment and other sources that Evaluator shares with the Educator.
- C) Educator Plan Development Meetings shall be conducted as follows:
 - i. Educators in the same school may meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by October 24 of the next academic year to develop their Educator Plan. Educators shall not be expected to meet during the summer hiatus.
 - ii. For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by October 1 or within six weeks of the start of their assignment in that school
 - iii. The Evaluator shall meet individually with Educators with PTS and ratings of needs improvement or unsatisfactory by October 15 to develop professional practice goal(s) that must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject matter goals.
- D) All educators formally submit their educator goals and plans by November 1st. The Evaluator shall sign the Educator Plan no later than November 24 and may include a written response. The Educator's signature indicates that the Educator received the evaluator's response. The signature does not indicate agreement or disagreement with its contents. The Evaluator retains final authority over the content of the Educator's Plan.

10) **Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators without PTS**

- A) In the first three years of practice in Lexington:
 - i. The Educator shall have at least one announced observation each school year.
 - ii. The Educator shall have at least four unannounced observations each school year.

- a. The goal is that at least two unannounced observations and associated feedback shall be completed by the last school day in January.
- b. The goal is that at least two additional unannounced observations and associated feedback shall be completed between the last school day in January and May 1.
- c. The Superintendent or his/her designee, in conjunction with the LEA, will monitor compliance with this paragraph.

11) **Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators with PTS**

- A) The Educator whose overall rating is proficient or exemplary must have at least four unannounced observations during the school year.
 - i) The goal is that at least two unannounced observations and associated feedback shall be completed by the last school day in January.
 - ii) The goal is that at least two additional unannounced observations and associated feedback shall be completed between the last school day in January and May 1.
 - iii) The Superintendent or his/her designee, in conjunction with the LEA, will monitor compliance with this paragraph.
- B) The Educator whose overall rating is needs improvement must be observed according to the Directed Growth Plan during the period of Plan, which must include at least four unannounced observations and one announced observation.
- C) The Educator whose overall rating is unsatisfactory must be observed according to the Improvement Plan which must include both unannounced and announced observation. The number and frequency of the observations shall be determined by the Evaluator, but in no case, for improvement plans of one year, shall there be fewer than one announced and four unannounced observations. For Improvement Plans of six months or fewer, there must be no fewer than one announced and two unannounced observations.

12) **Observations**

The goal is that at least 2 unannounced observations and associated feedback shall be completed by the last day of school in January and 2 more unannounced observations between the end of January and May 1. The Evaluator may conduct additional observations after this date.

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

- A) Unannounced Observations
 - i. Unannounced observations may be in the form of full-period classroom visitations or partial visits lasting at least ten minutes. This excludes Instructional Rounds, Walkthroughs, Learning Walks, or any other similar group activities. Educators will be provided advance notice if these excluded visits have three or more participants visiting classrooms.
 - ii. The Educator will be provided with written feedback from the Evaluator within five school days of the observation. The written feedback shall be delivered to the Educator in person, by email, sent electronically, placed in the Educator's mailbox, or mailed to the Educator's home. In addition, Educators on a Directed Growth or Improvement Plan will be provided with the opportunity to meet with the Evaluator after the observation.
- B) Announced Observations
 - i. All non-PTS Educators, PTS Educators on Improvement Plans and Directed Growth Plans and other educators at the discretion of the evaluator shall have at least one Announced Observation.
 - 1. The Evaluator shall select the date and time of the lesson or activity to be observed and discuss with the Educator any specific goal(s) for the observation.
 - 2. Within 5 school days of the scheduled observation, upon request of either the Evaluator or Educator, the Evaluator and Educator may meet for a pre-observation conference. However, Educators on a Directed Growth or Improvement Plan will automatically be provided with the opportunity to meet with the Evaluator after the observation. In lieu of a meeting, the Educator may inform the Evaluator in writing of the nature of the lesson, the student population served, and any other information that will assist the Evaluator to assess.

- a. The Educator shall provide the Evaluator, if requested, a draft of the lesson, student conference, IEP plan or activity. If the actual plan is different, the Educator will provide the Evaluator with a copy prior to the observation.
 - b. The Educator will be notified as soon as possible if the Evaluator will not be able to attend the scheduled observation. The observation will be rescheduled with the Educator as soon as reasonably practical.
- 3. The Evaluator shall provide the Educator with written feedback within 5 school days of the observation.
 - 4. Either the evaluator or the educator may request a post conference. This post conference meeting will take place as soon as reasonably practical.

13) **Evaluation Cycle: Formative Assessment**

- A) A specific purpose for evaluation is to promote student learning, growth and achievement by providing Educators with feedback for improvement. Evaluators are expected to make frequent unannounced visits to classrooms. Evaluators are expected to give targeted constructive feedback to Educators based on their observations of practice, examination of artifacts, and analysis of multiple measures of student learning, growth and achievement in relation to the Standards and Indicators of Effective Teaching Practice.
- B) Formative Assessment may be ongoing throughout the evaluation cycle but typically takes places mid-cycle when a Formative Assessment report is completed. For an Educator on a two-year Self-Directed Growth Plan, the mid-cycle Formative Assessment report is replaced by the Formative Evaluation report at the end of year one. See section 13, below.
- C) The Formative Assessment report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on Performance Standards and overall, or both.
- D) The Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may provide to the evaluator additional evidence of the educator's performances against the four Performance Standards.
- E) Upon the request of either the Evaluator or the Educator, a meeting may be scheduled to discuss the formative assessment before the Evaluator has completed writing the assessment report. The Educator and Evaluator shall meet within ten days of the request. However, Educators on Directed Growth Plans or Improvement Plans will automatically be offered the opportunity to meet with their Evaluator.
- F) The Evaluator shall complete the Formative Assessment report and provide a copy to the Educator. All Formative Assessment reports must be signed by the Evaluator and delivered face-to-face, or sent electronically, by email or to the Educator's school mailbox or home.
- G) The Educator may reply in writing to the Formative Assessment report within ten school days of receiving the report.
- H) The Educator shall sign the Formative Assessment report by within five school days of receiving the report. The signature indicates that the Educator received the Formative Assessment report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- I) As a result of the Formative Assessment Report, the Evaluator may change the activities in the Educator Plan.
- J) If the rating in the Formative Assessment report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.

14) **Evaluation Cycle: Formative Evaluation for Two Year Self-Directed Plans Only**

- A) Educators on two year Self-Directed Growth Educator Plans receive a Formative Evaluation report near the end of the first year of the two-year cycle. The Educator's performance rating for that year shall be assumed to be the same as the previous summative rating unless evidence demonstrates a significant change in performance in which case the rating on the performance standards may change, and the Evaluator may place the Educator on a different Educator plan, appropriate to the new rating.

- B) The Formative Evaluation report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on each performance standard and overall, or both.
- C) In order to evaluate Educator progress, the Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may also provide to the evaluator additional evidence of the educator's performance against the four Performance Standards. The Evaluator shall provide the Educator with at least two weeks' notice of the need to provide this evidence.
- D) The Evaluator shall complete the Formative Evaluation report and provide a copy to the Educator. All Formative Evaluation reports must be signed by the Evaluator and delivered face-to-face, or sent electronically, by email or to the Educator's school mailbox or home.
- E) Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator may meet before the Formative Evaluation Report.
- F) The Educator may reply in writing to the Formative Evaluation report within five school days of receiving the report.
- G) The Educator shall sign the Formative Evaluation report by within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- H) As a result of the Formative Evaluation report, the Evaluator may change the activities in the Educator Plan.
- I) If the rating in the Formative Evaluation report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.

15) **Evaluation Cycle: Summative Evaluation**

- A) The evaluation cycle concludes with a summative evaluation report. For Educators on a one year Educator Plan, the summative report must be written and provided to the educator by May 15th. For educator on a two year plan, the summative report must be written and provided to the educator by June 1.
- B) The Evaluator determines a rating on each standard and an overall rating based on the Evaluator's professional judgment, an examination of evidence against the Performance Standards and evidence of the attainment of the Educator Plan goals.
- C) The professional judgment of the primary Evaluator shall determine the overall summative rating that the Educator receives.
- D) For an Educator whose overall performance rating is exemplary or proficient on Standards 1 and 2, the educator is deemed to have met moderate or high student impact rating.
 - i. Common measures and how the student impact will be rated will be determined by Professional Learning Committees (PLCs), subject to the approval of the supervisor.
 - ii. District determined measures (DDMs) will never be used as the sole criterion to determine an educator's overall performance rating.
- E) The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS or PARCC Growth scores shall not be the sole basis for a summative evaluation rating.
- F) To be rated proficient overall, the Educator shall, at a minimum, have been rated proficient on the Curriculum, Planning and Assessment and the Teaching All Students Standards of Effective Teaching Practice.
- G) The Educator will provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may also provide to the evaluator additional evidence of the educator's performance against the four Performance Standards, according to the timelines outlined in Appendix A.
- H) The Summative Evaluation report should recognize areas of strength, as well as identify recommendations for professional growth.

- I) The Evaluator shall deliver a signed copy of the Summative Evaluation report to educators on a one-year plan no later than May 15th. For those educators on a two-year plan, the evaluator shall deliver a signed copy of the summative evaluation report to the educator no later than June 1. This report can be delivered face-to-face, sent electronically, emailed to the Educator's school mailbox or home.
 - J) The Evaluator shall meet with the Educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur by June 1st.
 - K) The Evaluator may meet with the Educator rated proficient or exemplary to discuss the summative evaluation, if either the Educator or the Evaluator requests such a meeting. This meeting will occur by June 10.
 - L) Upon mutual agreement, the Educator and the Evaluator may develop the Self-Directed Growth Plan for the following two years during the meeting on the Summative Evaluation report.
 - M) The Educator shall sign the final Summative Evaluation report by June 10th. The signature indicates that the Educator received the Summative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
 - N) The Educator shall have the right to respond in writing to the summative evaluation, which shall become part of the final Summative Evaluation report.
 - O) A copy of the signed final Summative Evaluation report shall be filed in the Educator's personnel file.
- 16) **Evaluation Cycle for Formative or Summative Evaluation of PTS staff at risk of receiving a Needs Improvement or Unsatisfactory rating.**
- A) Reasonable effort will be made to inform educators with PTS who are at risk of receiving an overall rating of Needs Improvement or Unsatisfactory, in writing, by the time of the formative assessment or by February 15 of year two of the evaluation cycle. A copy of this letter shall be sent to the respective Central Office Administrator, the Office of Human Resources, and the Association President.
 - B) Both parties agree to create a joint labor-management committee, made up of an equal number of union and administration members, to research best practices on how to assist struggling educators during the 2015-2016 school year and make recommendations to the Superintendent and the Association before the end of the school year. The first meeting of this committee will be no later than October 15th. Once the recommendations are made, the parties agree to re-open this section of the collective bargaining Agreement to negotiate the language going forward.
- 17) **Educator Plans – General**
- A) Educator Plans shall be designed to provide Educators with feedback for improvement, professional growth, and leadership; and to ensure Educator effectiveness and overall system accountability. The Plan must be aligned to the standards and indicators and be consistent with district and school goals.
 - B) The Educator Plan shall include, but is not limited to:
 - i. At least one goal related to improvement of practice tied to one or more Performance Standards;
 - ii. At least one goal for the improvement the learning, growth and achievement of the students under the Educator's responsibility;
 - iii. An outline of actions the Educator must take to attain the goals and benchmarks to assess progress. Actions must include specified professional development and learning activities that the Educator will participate in as a means of obtaining the goals, as well as other support that may be suggested by the Evaluator or provided by the school or district. Examples may include but are not limited to coursework, self-study, action research, curriculum development, study groups with peers, and implementing new programs.
 - C) It is the Educator's responsibility to attain the goals in the Plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.
- 18) **Educator Plans: Developing Educator Plan**
- A) The Developing Educator Plan is for all Educators without PTS, and, at the discretion of the Evaluator, Educators with PTS in new assignments.
 - B) The Educator shall be evaluated at least annually.

- 19) **Educator Plans: Self-Directed Growth Plan**
- A) A Two-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary, and whose impact on student learning after the 2017-2018 academic year, is moderate or high. A formative evaluation report is completed at the end of year 1 and a summative evaluation report at the end of year two.
- 20) **Educator Plans: Directed Growth Plan**
- A) A Directed Growth Plan is for those Educators with PTS whose overall rating is Needs Improvement.
- B) An Educator on a Directed Growth Plan shall be assigned an Evaluator who is responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Directed Growth Plan. This Evaluator may be the Primary Evaluator, or another assigned Evaluator.
- C) The Directed Growth Plan, written by the Evaluator, shall:
- i. Delineate the goals in the plan that address the areas identified as needing improvement;
 - ii. Describe the activities and work products the Educator must complete as a means of improving performance;
 - iii. Describe the assistance that the district will make available to the Educator;
 - iv. Articulate the measurable outcomes that will be accepted as evidence of improvement;
 - v. Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle Formative assessment report of the relevant standard(s) and indicator(s);
 - vi. Identify the individuals assigned to assist the Educator which must include minimally the Primary Evaluator;
 - vii. Include the signatures of the Educator and Primary Evaluator.
- D) A copy of the signed Directed Growth Plan shall be provided to the Educator. The Educator's signature indicates that the Educator received the Directed Growth Plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- E) The Evaluator shall complete a Summative Evaluation for the Educator at the end of the period determined by the Plan, but at least annually, and in no case later than the first Friday in June.
- F) For an Educator on a Directed Growth Plan whose overall performance rating is at least Proficient, the Evaluator will place the Educator on a Self-Directed Growth Plan for the next Evaluation Cycle.
- G) For an Educator on a Directed Growth Plan whose overall performance rating is not at least Proficient, the Evaluator will rate the Educator as Unsatisfactory and will place the Educator on an Improvement Plan for the next Evaluation Cycle or continue the Educator on a Directed Growth Plan.
- 21) **Educator Plans: Improvement Plan**
- A) An Improvement Plan is for those Educators with PTS whose overall rating is Unsatisfactory.
- B) The parties agree that in order to provide students with the best instruction, it may be necessary from time to time to place an Educator whose practice has been rated as Unsatisfactory on an Improvement Plan of no fewer than 90 school days and no more than one school year.
- C) Within ten (10) school days after the decision to place an Educator on an Improvement Plan, the Educator, Evaluator and a Representative of the Association will meet to discuss the development of an Improvement Plan.
- D) The Improvement Plan shall define the problem(s) of practice identified through the observations and evaluation and detail the improvement goals to be met, the activities the Educator must take to improve and the assistance to be provided to the Educator by the district.
- E) **The Improvement Plan shall:**
- i) Define the improvement goals directly related to the Performance Standard(s) and/or student learning outcomes that must be improved;
 - ii) Describe the activities and work products the Educator must complete as a means of improving performance;
 - iii) Describe the assistance that the district will make available to the Educator;
 - iv) Articulate the measurable outcomes that will be accepted as evidence of improvement;
 - v) Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle Formative assessment report of the relevant standard(s) and indicator(s);
 - vi) Identify the individuals assigned to assist the Educator which must include minimally the Primary Evaluator;
 - vii) Include the signatures of the Educator and Primary Evaluator.
- F) A copy of the signed Plan shall be provided to the Educator and the Association. The Educator's signature indicates that the Educator received the Improvement Plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.

- G) In the event that the Evaluator and Educator do not mutually agree on the Plan, it will be referred to the Superintendent or his or her designee. The Superintendent or his or her designee and the President of the Association or his or her designee shall meet within ten (10) school days to attempt to resolve the disagreement. In the event that they are unable to resolve the disagreement, the Superintendent or his or her designee shall resolve the disagreement, and his or her decision will be final.
- H) The Evaluator must complete a Summative Evaluation for the Educator at the end of the period determined by the Evaluator for the Plan.
- I) Decision on the Educator's status at the conclusion of the Improvement Plan.
 - i) All determinations below must be made no later than the first Friday in June. One of three decisions must be made at the conclusion of the Improvement Plan:
 - (a) If the Evaluator determines that the Educator has improved his or her practice to the level of proficiency, the Educator will be placed on a Self-Directed Growth Plan.
 - (b) In those cases where the Educator was placed on an Improvement Plan as a result of his or her Summative rating at the end of his or her Directed or Self-Directed Growth Plan, if the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan.
 - (c) In those cases where the Educator was placed on an Improvement Plan as a result of his or her Summative rating at the end of his or her Directed Growth Plan, if the Evaluator determines that the Educator is not making substantial progress toward proficiency, the Evaluator shall recommend to the Superintendent that the Educator be dismissed.
 - (d) If the Evaluator determines that the Educator's practice remains at the level of Unsatisfactory, the Evaluator shall recommend to the Superintendent that the Educator be dismissed.

Career Advancement

- A) In order to attain Professional Teacher Status, the Educator should achieve ratings of proficient or exemplary on each Performance Standard and overall. A principal considering making an employment decision that would lead to PTS for any Educator who has not been rated proficient or exemplary on each performance standard and overall on the most recent evaluation shall confer with the Superintendent by May 1. The principal's decision is subject to review and approval by the superintendent.
- B) In order to qualify to apply for a promotional position, the Educator must have had a Summative Evaluation performance rating of proficient or exemplary for at least the previous two years.

22. Using Student feedback in Educator Evaluation

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

23. Using Staff feedback in Educator Evaluation

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

24. General Provisions

- A) Only Educators who are licensed may serve as primary Evaluators of Educators.
- B) Evaluators shall not make negative comments about the Educator's performance, or comments of a negative evaluative nature, in the presence of students, parents or other staff, except in the unusual circumstance where the Evaluator concludes that s/he must immediately and directly intervene. Nothing in this paragraph is intended to limit an administrator's ability to investigate a complaint, or secure assistance to support an Educator.
- C) The superintendent shall ensure that Evaluators have training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by ESE (35.03), and the evaluation Standards and Procedures established in this Agreement.
- D) Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating of unsatisfactory, the Educator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Educator request such a meeting, the Evaluator's supervisor must meet with the Educator. The Evaluator may attend any such meeting at

the discretion of the superintendent. The Educator may request an Association representative to attend this meeting.

- E) Violations of this article are subject to the grievance and arbitration procedures. The arbitrator shall determine whether there was substantial compliance with the totality of the evaluation process. When the evaluation process results in the termination or non-renewal of an Educator, then no financial remedy or reinstatement shall issue if there was substantial compliance.
- F) Educators will be provided with at least three hours of time within the contractual work day each school year to work on evaluation related responsibilities.

=====

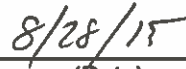
ARTICLE 30: VALIDITY and DURATION

- A. If any section of this Agreement is found to be invalid or illegal, the rest of the Agreement shall remain in full force and effect for the term of this contract.
 - B. The provisions of this Agreement will be in effect through September 1, 2015, and shall be automatically renewed from year to year unless by August 31, 2018, or by October 1 in any succeeding year, either party notifies the other in writing of its desire to either modify or terminate this Agreement.
- IN WITNESS WHEREOF, the parties of this Agreement have caused these presents to be executed by their respective agents thereunto duly authorized as of the day and year first written above.

For the LEXINGTON SCHOOL COMMITTEE



Jessie Steigerwald, Chair



(Date)

For the LEXINGTON EDUCATION ASSOCIATION



Andrew Baker, President

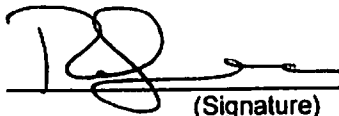


(Date)

SIDE LETTER OF AGREEMENT

- 1) The Parties agree to reconvene bargaining for the purpose of reviewing the special education report conducted by District Management Council due to the School Committee in November 2010. The Parties reserve any and all of their respective bargaining rights pursuant to any recommendations contained within this report.
- 2) The parties agree that should the K-5 Literacy Department Head and/or the K-5 Math Department Head be assigned teaching responsibilities, the position will return to Bargaining Unit A, represented by the Lexington Education Association.
- 3) The parties agree to collect data concerning personal day usage during the 2010-2011 and reconvene bargaining if the personal day usage on Mondays and Fridays worsens or the same trends continue.

For the LEXINGTON SCHOOL COMMITTEE



(Signature)

11/12/2010

(Date)

For the LEXINGTON EDUCATION ASSOCIATION

Phyllis Kenfeld, President

(Signature)

11/9/10

(Date)

Appendix A

Evaluation & Supervision

- Time Table p.42

Supervision and Evaluation Timelines

Activity:	Completed By:
Superintendent, principal or designee meets with evaluators and educators to explain evaluation process.	September 15
Evaluator meets with educators new to the teaching profession to assist in self-assessment and goal setting process.	October 1
All Educators submit self-assessment to their evaluators (non-PTS and PTS). All Educators submit their proposed goals to the evaluator for review.	October 10
The Evaluator shall meet individually with Educators with PTS and ratings of needs improvement or unsatisfactory to develop professional practice goal(s) that must address specific standards and indicators identified for improvement.	October 15
Evaluator meets with Educators in teams or individually to discuss Educator Plans (Educator Plan may be established at Summative Evaluation Report meeting in prior school year).	October 24
All Educators formally submit their educator goals and plans.	November 1
Primary Evaluators sign Educator Goal Setting and Plan Forms	November 24
Non-PTS Educator submits documented evidence on the four standards and progress on goals.	January 16
Evaluators conduct a minimum of two (2) observations for all educators.	Last school day in January
Evaluator completes Formative Assessment Reports for Educators on one-year Educator Plans (non-PTS).	February 10
Evaluator holds Formative Assessment Meetings if requested by either Evaluator or Educator (non-PTS) (optional PTS). Evaluator offers to hold a formative assessment meeting with anyone on a directed growth plan or an improvement plan	February 15
Evaluators conduct two (2) additional observations for all educators.	May 1
PTS Educator submits documented evidence on the four standards and progress on goals.	May 1
Evaluator completes Summative Evaluation Report (non-PTS) and meets with all non-PTS Educators to discuss Summative Evaluations.	May 15
Educator signs Summative Evaluation Report for non-PTS staff.	May 22
Evaluator completes Formative or Summative Evaluation Reports for PTS Educators.	June 1

Evaluator meets with the educator rated needs improvement or unsatisfactory to discuss the summative evaluation	June 1
Evaluator meets with all PTS Educators, if requested, to discuss Formative or Summative Evaluation Reports.	June 10
PTS Educator signs his/her Formative or Summative Evaluation Reports and adds response, if any, within 5 school days of receipt.	June 10

Appendix B

DESE Rubrics

- Preface p.45
- Teacher Rubric At-A-Glance p.46
- Specialized Instructional Support
Personnel (SISP) Rubric At-A-Glance p.47
- School-Level Administrator Rubric
At-A-Glance p.48

PREFACE

The Department of Elementary and Secondary Education (DESE) has chosen to develop four core rubrics: Superintendent, School-Level Administrator, Teacher, and Special Instructional Support Personnel (SISP).

The Lexington Education Association (LEA) and the Lexington School Committee (LSC) recognize that the DESE also acknowledges the existence of additional elements that have been adapted to more specifically describe the SISP role(s).

While evaluators and evaluatees are encouraged to incorporate these role specific adaptations as part of the ongoing supervision and evaluation process, the parties agree that all SISPs will be assessed on the original DESE rubric.

Additionally, the School-Level Administrator Rubric At-A-Glance will be used for those coordinators with non-supervisory/evaluative responsibilities.

Teacher Rubric At-A-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p>A. Curriculum and Planning Indicator</p> <ol style="list-style-type: none"> 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons <p>B. Assessment Indicator</p> <ol style="list-style-type: none"> 1. Variety of Assessment Methods 2. Adjustments to Practice <p>C. Analysis Indicator</p> <ol style="list-style-type: none"> 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students 	<p>A. Instruction Indicator</p> <ol style="list-style-type: none"> 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs <p>B. Learning Environment Indicator</p> <ol style="list-style-type: none"> 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation <p>C. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> 1. Respects Differences 2. Maintains Respectful Environment <p>D. Expectations Indicator</p> <ol style="list-style-type: none"> 1. Clear Expectations 2. High Expectations 3. Access to Knowledge 	<p>A. Engagement Indicator</p> <ol style="list-style-type: none"> 1. Parent/Family Engagement <p>B. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Learning Expectations 2. Curriculum Support <p>C. Communication Indicator</p> <ol style="list-style-type: none"> 1. Two-Way Communication 2. Culturally Proficient Communication 	<p>A. Reflection Indicator</p> <ol style="list-style-type: none"> 1. Reflective Practice 2. Goal Setting <p>B. Professional Growth Indicator</p> <ol style="list-style-type: none"> 1. Professional Learning and Growth <p>C. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Professional Collaboration <p>D. Decision-Making Indicator</p> <ol style="list-style-type: none"> 1. Decision-making <p>E. Shared Responsibility Indicator</p> <ol style="list-style-type: none"> 1. Shared Responsibility <p>F. Professional Responsibilities Indicator</p> <ol style="list-style-type: none"> 1. Judgment 2. Reliability and Responsibility

How to reference parts of the rubric:

Indicator terminology: under the “Teaching All Students” Standard (II), the “Instruction Indicator” (A) can be referred to as *Indicator II-A*

Element terminology: under the Instruction Indicator (A), the Student Engagement Element (2) can be referred to as *Element II-A-2*

Specialized Instructional Support Personnel (SISP) Rubric At-A-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p>A. Curriculum and Planning Indicator</p> <ol style="list-style-type: none"> 1. Professional Knowledge 2. Child and Adolescent Development 3. Plan Development 4. Well-Structured Lessons <p>B. Assessment Indicator</p> <ol style="list-style-type: none"> 1. Variety of Assessment Methods 2. Adjustments to Practice <p>C. Analysis Indicator</p> <ol style="list-style-type: none"> 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students and Families 	<p>A. Instruction Indicator</p> <ol style="list-style-type: none"> 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs <p>B. Learning Environment Indicator</p> <ol style="list-style-type: none"> 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation <p>C. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> 1. Respects Differences 2. Maintains Respectful Environment <p>D. Expectations Indicator</p> <ol style="list-style-type: none"> 1. Clear Expectations 2. High Expectations 3. Access to Knowledge 	<p>A. Engagement Indicator</p> <ol style="list-style-type: none"> 1. Parent/Family Engagement <p>B. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Learning Expectations 2. Student Support <p>C. Communication Indicator</p> <ol style="list-style-type: none"> 1. Two-Way Communication 2. Culturally Proficient Communication 	<p>A. Reflection Indicator</p> <ol style="list-style-type: none"> 1. Reflective Practice 2. Goal Setting <p>B. Professional Growth Indicator</p> <ol style="list-style-type: none"> 1. Professional Learning and Growth <p>C. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Professional Collaboration 2. Consultation <p>D. Decision-Making Indicator</p> <ol style="list-style-type: none"> 1. Decision-making <p>E. Shared Responsibility Indicator</p> <ol style="list-style-type: none"> 1. Shared Responsibility <p>F. Professional Responsibilities Indicator</p> <ol style="list-style-type: none"> 1. Judgment 2. Reliability and Responsibility

Note: The SISP rubric is designed to have close alignment with the teacher rubric to emphasize commonalities across educators. Please see Appendix E addressing “Role-Specific Indicators” for additional guidance and samples of how to strategically supplement this rubric to further differentiate by role.

How to reference parts of the rubric:

Indicator terminology: under the “Teaching All Students” Standard (II), the “Instruction Indicator” (A) can be referred to as *Indicator II-A*

Element terminology: under the Instruction Indicator (A), the Student Engagement Element (2) can be referred to as *Element II-A-2*

School-Level Administrator Rubric At-A-Glance

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p>A. Curriculum Indicator</p> <ol style="list-style-type: none"> Standards-Based Unit Design Lesson Development Support <p>B. Instruction Indicator</p> <ol style="list-style-type: none"> Instructional Practices Quality of Effort & Work Diverse Learners' Needs <p>C. Assessment Indicator</p> <ol style="list-style-type: none"> Variety of Assessments Adjustment to Practice <p>D. Evaluation Indicator</p> <ol style="list-style-type: none"> Educator Goals Observations & Feedback Ratings Alignment Review <p>E. Data-Informed Decision Making Indicator</p> <ol style="list-style-type: none"> Knowledge & Use of Data School and District Goals Improvement of Performance, Effectiveness, and Learning 	<p>A. Environment Indicator</p> <ol style="list-style-type: none"> Plans, Procedures, and Routines Operational Systems Student Safety, Health, and Social and Emotional Needs <p>B. Human Resources Management & Development Indicator</p> <ol style="list-style-type: none"> Recruitment & Hiring Strategies Induction, Professional Development, and Career Growth Strategies <p>C. Scheduling & Management Information Systems Indicator</p> <ol style="list-style-type: none"> Time for Teaching and Learning Time for Collaboration <p>D. Law, Ethics & Policies Indicator</p> <ol style="list-style-type: none"> Laws and Policies Ethical Behavior <p>E. Fiscal Systems Indicator</p> <ol style="list-style-type: none"> Fiscal Systems 	<p>A. Engagement Indicator</p> <ol style="list-style-type: none"> Family Engagement Community and Business Engagement <p>B. Sharing Responsibility Indicator</p> <ol style="list-style-type: none"> Student Support Family Collaboration <p>C. Communication Indicator</p> <ol style="list-style-type: none"> Two-Way Communication Culturally Proficient Communication <p>D. Family Concerns Indicator</p> <ol style="list-style-type: none"> Family Concerns 	<p>A. Commitment to High Standards Indicator</p> <ol style="list-style-type: none"> Commitment to High Standards Mission and Core Values Meetings <p>B. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> Policies and Practices <p>C. Communications Indicator</p> <ol style="list-style-type: none"> Communication Skills <p>D. Continuous Learning Indicator</p> <ol style="list-style-type: none"> Continuous Learning of Staff Continuous Learning of Administrator <p>E. Shared Vision Indicator</p> <ol style="list-style-type: none"> Shared Vision Development <p>F. Managing Conflict Indicator</p> <ol style="list-style-type: none"> Response to Disagreement Conflict Resolution Consensus Building

Appendix C

Templates and Forms

- Extra-Duty Stipend Data Sheet p.50
- Sample Extra-Duty Student Feedback Form p.50
- Chart of Evaluation Responsibilities p.50

Stipend Data Sheet

Name _____

School _____

Stipended Activity _____

Date _____

If the data request does not apply to your activity, write DNA

- Time: No. of months _____ Start date _____ End date _____
- Average no. of before/after school meetings per month _____
- No. of weekend days with student activities _____
- Number of Students _____
- Names of Assistants Supervised _____
- Number of Culminating Events (competitions, performances, publications, fairs, etc.) _____
- Travel: No. of day trips _____ No. of overnight trips _____
- Budget Responsibilities (check all that apply):
 _____ collection of \$ from students/parents _____ disbursement of \$ to multiple sources
 _____ purchase orders _____ organizing fund raising (No. of fundraising events _____)
- Estimate of total monetary responsibility \$ _____
- Media: No. of Press Releases _____
- Parents: No. of Parent Meetings _____ List Other Communications with Parents _____
- Other Relevant Data _____

=====

Extra-Duty Stipend STUDENT FEEDBACK FORM (sample)

Name of Activity _____ Date _____

Use the traditional letter grades (A = excellent, B = good, C = average, D = unsatisfactory, F = Failure), including pluses (+) and minuses (-) if appropriate, to assess the following:

1. _____ The extent to which the activity leader was accessible to you when you needed him/her
2. _____ The quality of the support you received from the activity leader
3. _____ The extent to which the activity leader created an environment which made it safe to make mistakes

Was there a responsible adult at all meetings of this activity? YES NO If not, explain.
 Would you recommend this activity to a friend? Why or why not?
 What should the activity leader continue to do in the future?
 What should the activity leader change in the future?

=====

Evaluation Responsibilities

ELEMENTARY

- CLASSROOM TEACHERS: PRINCIPAL/ASSISTANT PRINCIPAL/COORDINATOR/DEPARTMENT HEAD
- TEACHING SPECIALISTS: PRINCIPAL/ASSISTANT PRINCIPAL/COORDINATOR (MUSIC, ART, PHYSICAL EDUCATION, ELL)
- CURRICULUM SPECIALISTS: PRINCIPAL/ASSISTANT PRINCIPAL/DEPARTMENT HEAD
- DEPARTMENT HEADS: ASSISTANT SUPERINTENDENT FOR CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT
- COORDINATORS: ASSISTANT SUPERINTENDENT FOR CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT

MIDDLE SCHOOL

- ENGLISH, SCIENCE, MATHEMATICS, SOCIAL STUDIES: PRINCIPAL/ASSISTANT PRINCIPAL
- FOREIGN LANGUAGE, ELL, ART, DRAMA, MUSIC, PE, HEALTH: PRINCIPAL /ASSISTANT PRINCIPAL/COORDINATOR

HIGH SCHOOL

- TEACHERS: PRINCIPAL/ASSOCIATE PRINCIPAL/DEAN/COORDINATOR/ DEPARTMENT HEAD

- DEPARTMENT HEADS: PRINCIPAL/ASSISTANT SUPERINTENDENT FOR CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT

COUNSELORS

- ELEMENTARY/MIDDLE: PRINCIPAL/ASSISTANT PRINCIPAL
- HIGH SCHOOL: DEAN/DIRECTOR OF GUIDANCE

LIBRARIAN

- PRINCIPAL/ASSOCIATE PRINCIPAL/ASSISTANT PRINCIPAL/COORDINATOR

SOCIAL WORKERS

- HIGH SCHOOL: PRINCIPAL/ASSOCIATE PRINCIPAL/DEAN/DIRECTOR OF GUIDANCE
- MIDDLE/ELEMENTARY: PRINCIPAL/ASSISTANT PRINCIPAL

METCO STAFF

- PRINCIPAL/K-12 METCO ACADEMIC DIRECTOR/ASSOCIATE PRINCIPAL/ASSISTANT PRINCIPAL/DEAN

READING

- HIGH SCHOOL: PRINCIPAL/ASSOCIATE PRINCIPAL/DEAN
- MIDDLE: PRINCIPAL/ ASSISTANT PRINCIPAL

NURSES

- PRINCIPAL/NURSING COORDINATOR

STUDENT SERVICES SPECIALISTS

- BEHAVIOR SPECIALIST: PRINCIPAL/DIRECTOR OF STUDENT SERVICES/SUPERVISOR OF SPED
- ADAPTIVE PHYSICAL EDUCATION: PRINCIPAL/ASSISTANT PRINCIPAL/DIRECTOR OF STUDENT SERVICES/SUPERVISOR OF SPED/K-12 COORDINATOR OF PHYSICAL EDUCATION & WELLNESS
- OCCUPATIONAL THERAPISTS: PRINCIPAL/ASSOCIATE PRINCIPAL/ASSISTANT PRINCIPAL/DIRECTOR OF STUDENT SERVICES/SUPERVISOR OF SPED
- PSYCHOLOGISTS: PRINCIPAL/ASSOCIATE PRINCIPAL/ASSISTANT PRINCIPAL/DIRECTOR OF STUDENT SERVICES/SUPERVISOR OF SPED
- SELF-CONTAINED CLASSROOM TEACHERS: PRINCIPAL/ASSOCIATE PRINCIPAL/ASSISTANT PRINCIPAL/DIRECTOR OF STUDENT SERVICES/SUPERVISOR OF SPED
- SPEECH AND LANGUAGE: PRINCIPAL/ASSOCIATE PRINCIPAL/ASSISTANT PRINCIPAL/DIRECTOR OF STUDENT SERVICES/SUPERVISOR OF SPED
- SPED TEACHERS – RESOURCES ROOM: PRINCIPAL/ASSOCIATE PRINCIPAL/ASSISTANT PRINCIPAL/DEAN/DIRECTOR OF STUDENT SERVICES/SUPERVISOR OF SPED
- SPED READING TEACHERS: PRINCIPAL/ASSOCIATE PRINCIPAL/ASSISTANT PRINCIPAL/DEAN/DIRECTOR OF STUDENT SERVICES/SUPERVISOR OF SPED

COORDINATORS

- ASSISTANT SUPERINTENDENT FOR CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT

INSTRUCTIONAL TECHNOLOGY SPECIALISTS

- PRINCIPAL/ASSOCIATE PRINCIPAL/ASSISTANT PRINCIPAL/DEAN/DIRECTOR OF EDUCATIONAL TECHNOLOGIES & ASSESSMENT

HEALTH

- HIGH SCHOOL: DEAN/ K-12 COORDINATOR OF PHYSICAL EDUCATION & WELLNESS/ASSISTANT COORDINATOR OF PHYSICAL EDUCATION & WELLNESS
- MIDDLE/ELEMENTARY: PRINCIPAL/ ASSISTANT PRINCIPAL/K-12 COORDINATOR OF PHYSICAL EDUCATION & WELLNESS/ASSISTANT COORDINATOR OF PHYSICAL EDUCATION & WELLNESS

Appendix D

Special Education Caseload Data Chart

- Caseload Chart

p.53

Group	FTE		Caseload	Caseload	1.0 FTE
*Severe (ILP/DLP/TLP/LCP) PK-12	34	188	5.53	7	2-11
Elementary Resource	17	222	13.06	11	9-19
Middle School Resource	10	129	12.90	20	7-20
High School Resource	11	156	14.18	15	12-19
Elementary SpecEd Reading	3.5	24	6.86	9	4-9
Secondary SpecEd Reading	3.5	76	TBD	27	TBD
PK and Elementary SLP/OT/PT	24	695	see below	24	below
Secondary SLP/OT/PT (PT.6)	8.6	216	see below	30	below
SLP					
Preschool	2	66	33.00		32-34
Elementary	11.8	208	17.63		9-25
Middle School	4	82	20.50		15-32
High School	3	59	19.67		16-22

OT PK-8					
Preschool	2	47	23.50		16-31
Elementary	6	176	29.33		22-42
Middle School	1	22	22.00		22

PT District PK-8	1.6	49	30.63		30-31.67
-------------------------	-----	----	-------	--	----------

*Severe DLP	5	19	3.80		2-7
ILP (K-12)	18	110	6.11		3-11
ILP-LCP (PK)	2	8	4.00		2-6
TLP	9	51	5.67		4-10
totals listed above	34	188	5.53		2-11

LHS- LLP	3	18	6.00		4-9
Diamond-LLP	3	22	7.33		5-10
Clarke -LLP (no staff designated as LLP only)	3	14	4.67		4-5
Bowman-LLP	3	22	7.33		6-9
LLP totals	9	76	8.44		4-10

Appendix E

SALARY SCHEDULES

- Unit A Salary Schedules p.55
- Extra-Duty Stipends p.57
- Coaching Levels and Salaries p.60

Unit A Salary Schedules

2015 - 2016	B	M	M+15	M+30	M+45	D	D+30
1	45,911	48,745	50,192	51,616	53,063	54,548	54,693
2	48,177	51,433	52,937	54,487	56,088	57,724	57,945
3	50,555	54,270	55,831	57,518	59,285	61,085	61,390
4	52,847	55,988	57,523	59,023	60,569	62,175	63,629
5	53,907	57,270	58,853	60,480	62,168	63,821	65,263
6	55,583	59,251	60,986	62,696	64,547	66,365	67,792
7	57,552	61,657	63,522	65,411	67,405	69,376	70,810
8	60,481	65,135	67,211	69,309	71,538	73,776	75,211
9	63,909	69,249	71,571	73,880	76,387	78,917	80,350
10	68,464	74,539	77,082	79,705	82,527	85,407	86,830
11	72,876	79,781	82,695	85,564	88,817	92,012	93,481
12	77,999	87,985	90,151	93,626	97,639	101,653	103,236

2016 - 2017	B	M	M+15	M+30	M+45	D	D+30
1	46,407	49,270	50,731	52,170	53,632	55,131	55,277
2	48,747	52,040	53,560	55,128	56,746	58,400	58,623
3	51,206	54,966	56,546	58,254	60,042	61,863	62,172
4	53,788	57,592	59,127	60,627	62,173	63,779	65,233
5	55,511	58,874	60,457	62,084	63,772	65,425	66,867
6	57,187	60,855	62,590	64,300	66,151	67,969	69,396
7	59,156	63,261	65,126	67,015	69,009	70,980	72,414
8	62,085	66,739	68,815	70,913	73,142	75,380	76,815
9	65,513	70,853	73,175	75,484	77,991	80,521	81,954
10	70,068	76,143	78,686	81,309	84,131	87,011	88,434
11	74,480	81,385	84,299	87,168	90,421	93,616	95,085
12	79,737	89,941	92,154	95,704	99,805	103,906	105,524

2017 - 2018	B	M	M+15	M+30	M+45	D	D+30
1	46,884	49,775	51,251	52,704	54,180	55,695	55,842
2	49,289	52,617	54,154	55,739	57,375	59,047	59,272
3	51,818	55,623	57,221	58,949	60,758	62,601	62,913
4	54,477	58,799	60,462	62,039	63,585	65,191	66,645
5	56,923	60,286	61,869	63,496	65,184	66,837	68,279
6	58,599	62,267	64,002	65,712	67,563	69,381	70,808
7	60,568	64,673	66,538	68,427	70,421	72,392	73,826
8	63,497	68,151	70,227	72,325	74,554	76,792	78,227
9	66,925	72,265	74,587	76,896	79,403	81,933	83,366
10	71,480	77,555	80,098	82,721	85,543	88,423	89,846
11	75,892	82,797	85,711	88,580	91,833	95,028	96,497
12	81,296	91,698	93,954	97,573	101,754	105,935	107,583

**The salary schedule below is contingent upon
the implementation of an Elementary World Language Program
in the 2017- 2018 school year.**

2017 - 2018	B	M	M+15	M+30	M+45	D	D+30
1	46,903	49,794	51,271	52,723	54,200	55,714	55,862
2	49,353	52,684	54,222	55,808	57,446	59,119	59,345
3	51,930	55,741	57,343	59,073	60,886	62,732	63,044
4	54,642	58,976	60,643	62,529	64,298	65,904	66,975
5	57,496	60,999	62,582	64,209	65,897	57,550	68,992
6	59,312	62,980	64,715	66,425	68,276	70,094	71,521
7	61,281	65,386	67,251	69,140	71,134	73,105	74,539
8	64,210	68,864	70,940	73,038	75,267	77,505	78,940
9	67,638	72,978	75,300	77,609	80,116	82,646	84,079
10	72,193	78,268	80,811	83,434	86,256	89,136	90,559
11	76,605	83,510	86,424	89,293	92,546	95,741	97,210
12	82,114	92,617	94,895	98,550	102,772	106,993	108,658

EXTRA DUTY STIPENDS (Subject to availability of funds)

- The stipends below reflect a 2.00% increase above the 2014 – 2015 salaries
- Effective on the first day of the 2016-2017 school year, Increase by 2.25%
- Effective on the first day of the 2017-2018 school year, Increase by 2.00%

2015 – 2016 SCHOOL YEAR

LEXINGTON HIGH SCHOOL

LEVEL 1	HS SCIENCE TEAM	\$	8,085.82
	HS MATH TEAM	\$	8,085.82
LEVEL 2	POLICY DEBATE DIRECTOR	\$	5,859.40
	LIN/DOUGL DEBATE DIRECTOR	\$	5,859.40
	MARCHING BAND	\$	5,859.40
	HS DRAMA DIRECTOR-FALL	\$	5,859.40
	HS MUSIC DIRECTOR	\$	5,859.40
LEVEL 3	COLLEGE TESTING	\$	3,738.84
	HS YEARBOOK	\$	3,738.84
LEVEL 4	ASST POL/LIN-DOUG DEB COACH	\$	2,226.42
	ASST LIN/DOUG DEB COACH	\$	2,226.42
	HS DRAMA CLUB	\$	2,226.42
	HS SCIENCE FAIR	\$	2,226.42
	HS NEWSPAPER	\$	2,226.42
	PIT ORCHESTRA	\$	2,226.42
	MODEL UNITED NATIONS	\$	2,226.42
LEVEL 5	HS CLASS ADVISOR-FRESHMAN	\$	1,992.17
	HS CLASS ADVISOR-SOPHMORE	\$	1,992.17
	HS CLASS ADVISOR-JUNIOR	\$	1,992.17
	HS CLASS ADVISOR-SENIOR	\$	1,992.17
	FOREIGN EXCHANGE ABROAD	\$	1,992.17
	FOREIGN EXCHANGE HOSTING	\$	1,992.17
	HS NATIONAL HONOR SOC	\$	1,992.17
	LHS SCIENCE FAIR ASST	\$	1,992.17
	STAND TEST COORD SPED	\$	1,992.17
	FACILITATOR PD&ACT LIBR/MEDIA	\$	1,992.17
	EMERSON THEATRE FESTIVAL	\$	1,992.17

LEVEL 6	ELEM LIBRARY PAGE WEB MGR	\$	995.52
LEVEL 7	FL EXAM COORD-GERMAN	\$	146.40
	FL EXAM COORD-ITALIAN	\$	146.40
	FL EXAM COORD-LATIN	\$	146.40
	FL EXAM COORD-SPANISH	\$	146.40
LEVEL B	LHS CHEM SAFETY OFFICER	\$	2,377.31
	SPRING DRAMA DIRECTOR	\$	4,527.15
	WELLNESS CHAMPION (4)	\$	1,131.79
<u>MIDDLE SCHOOLS</u>			
LEVEL 3	MS MATH TEAM	\$	3,738.84
LEVEL 4	MS SCIENCE FAIR	\$	2,226.42
	MS SCIENCE TEAM	\$	2,226.42
LEVEL 5	MS STUDENT COUNCIL	\$	1,992.17
	MIDDLE C'S-CLARKE	\$	1,992.17
	D-MINORS (FALL)-DIAMOND	\$	1,992.17
	MS TEAM LEADER (10)	\$	1,992.17
	MS STUDY SKILLS	\$	1,992.17
	MS AFTER SCHOOL MATH TUT (2)	\$	1,992.17
LEVEL 6	MS PUBLICATIONS	\$	995.52
	MS YEARBOOK	\$	995.52
LEVEL 7	FL EXAM COORDINATOR (2)	\$	146.40
LEVEL B	MS MUSIC DIRECTOR	\$	4,527.15
	MS DRAMA DIRECTOR	\$	4,527.15
	MS PLAY DIRECTOR	\$	4,527.15
	WELLNESS CHAMPION	\$	1,131.79

ELEMENTARY SCHOOLS

LEVEL 5	ELEM MUSIC/DRAMA	\$	1,992.17
	PRIMARY DRAMA CLUB (BRIDGE)	\$	1,992.17
	SHAKESPEARE PLAYERS (BRIDGE)	\$	1,992.17

LEVEL B	AIMS WEB DATA MANAGER	\$	2,377.31
	WELLNESS CHAMPION	\$	1,131.79

CENTRAL OFFICE/DISTRICT

LEVEL B	WELLNESS CHAMPION	\$	1,131.79
	MENTOR COORD	\$	4,655.43
	MENTOR	\$	1,131.79
	MENTOR COMMITTEE	\$	566.45

MELP

LEVEL B	MELP COORDINATOR	\$	3,395.37
	MELP TEACHERS (8)	\$	4,979.87
	METCO EXT DAY FACILITATOR (7)	\$	3,738.84

COACHES SALARIES

- The salaries below reflect a 2.00% increase above the 2014 – 2015 salaries
- Effective on the first day of the 2016-2017 school year, Increase by 2.25%
- Effective on the first day of the 2017-2018 school year, Increase by 2.00%

Coaches' Salary Guide 2015-2016

	<u>I</u>		<u>IA</u>		<u>II</u>		<u>III</u>		<u>IV</u>		<u>V</u>		<u>VI</u>
1	6197.67	1	6931.72	1	5030.28	1		1		1		1	
2	6668.78	2	7401.89	2	5410.66	2	4140.52	2		2		2	
3	7139.90	3	7873.18	3	5791.05	3	4522.00	3	3252.96	3		3	
4	7611.01	4	8343.33	4	6172.53	4	4904.58	4	3633.35	4	2873.67	4	
5	8082.11	5	8813.50	5	6551.82	5	5282.78	5	4014.83	5	3252.96	5	2617.89
6	8553.22	6	9285.88	6	6934.39	6	5664.26	6	4394.12	6	3633.35	6	2998.27
7	9023.24	7	9756.05	7	7313.70	7	6045.74	7	4775.60	7	4014.83	7	3378.66
8	9493.26	8	10226.21	8	7696.26	8	6422.84	8	5155.99	8	4394.12	8	3760.14
9	9963.28	9	10697.46	9	8076.65	9	6806.51	9	5535.27	9	4775.60	9	4140.52
10	10432.19	10	11165.45	10	8457.03	10	7190.17	10	5918.94	10	5155.99	10	4522.00
			Level VII: 3639.90		Level VIIA: 4188.70		Level VIII: 1698.62				Level IX: 1213.30		
			Level X: 181.45/week		Level XI: 1282.16		Level XII: 1945.65				Level XIII: 328.04		

COACHES' SALARY GROUPS

Level I

Head Football

Level IA

Athletic Trainer (per season, paid biweekly)

*including additional grant funding for concussion mgmt

Level II (Head Coaches)

Basketball

Ice Hockey

Level III (Head Coaches)

Baseball

Field Hockey

Indoor Track

Lacrosse

Outdoor Track

Soccer

Softball

Volleyball

Wrestling

Level IV

Head Cross Country

Head Golf

Head Swimming

Head Tennis

Assistant Basketball

Assistant Football

Assistant Ice Hockey

Assistant Indoor Track

Equipment Manager (three seasons)

Level V (Assistant Coaches)

Baseball

Cross Country

Field Hockey

Lacrosse

Outdoor Track

Soccer

Softball

Swimming

Tennis

Volleyball

Wrestling

Level VI

Head Cheerleading (Fall and Winter)

Head MS Baseball

Head MS Basketball

Head MS Cross Country

Head MS Field Hockey

Head MS Soccer

Head MS Softball

Head MS Track/Field

Assistant MS Cross-Country

Assistant HS Golf Coach

Assistant MS Track (Outdoor)

Level VII

MS Assistant Athletic Director

Assistant Trainer (per season paid biweekly)

Ultimate Frisbee (Spring)

Level VIIA

Assistant Trainer (paid bi-weekly, per season)

Level VIII

Assistant MS Baseball
Assistant MS Field Hockey
Assistant MS Soccer
Assistant MS Softball
Part-time MS Asst Cross-Country
Part-time MS Asst Outdoor Track
Part-time HS Field Hockey
Part-time HS Assistant Baseball
Part-time HS Assistant Basketball
Part-time HS Assistant Cheerleading (Fall and Winter)
Part-time HS Assistant Cross-Country
Part-time HS Assistant Ice Hockey
Part-time HS Assistant Lacrosse
Part-time HS Assistant Soccer
Part-time HS Assistant Softball

Level IX: MS Intramural Coach

Level X: MS Clinician

Level XI: Assistant Athletic Director at LHS

Level XII

Elementary Before/After School Sports
HS Intramural Coach
Ultimate Frisbee (Fall)
Summer Fitness Center

Level XIII

Locker Room Manager

INDEX

- Adoption Leave 19
- Agency Fee 26
- Aide Time (Elementary) 9, 12
- Arbitration 3
- Assault 26

- Benefits 25
- Bereavement Leave 16
- Budget Consultation 2
- Buy Out (Longevity/Sick Leave) 16, 26

- Certification/Licensure Requirements 4
- Children of Staff 26
- Class Action Grievance 2
- Class Size 11
- Clustering Elementary SPED Students 9
- Coaches Compensation 60
- Collective Bargaining Rights 1
- Comparable Communities 22
- Condition of Employment 4
- Conferences (Elementary) 9
- Conflict Resolution 13
- Credit for Column Movement 22
- Credit for Experience 4
- Credit Union 26

- Degree Requirement 4
- Dental Insurance 25
- Department Meetings 7-9
- DESE Rubric Preface 45
- Direct Deposit 23
- Disciplinary Action 3
- Discipline (defined for RIF) 6-7
- Discretionary Professional Time (Elementary) 9
- Dismissal 3, 6
- Dues Deduction 26

- Elementary Prep Time 9
- Early Retirement 2
- Elementary Reassignment Money 5
- Employee Assistance Plan (EAP) 25
- End Time for Elementary 9
- End Time for High School 10
- End Time for Middle School 10
- Enrollment of Staff Children 26
- Evaluation 26
- Evaluation Reports/Timelines 42
- Evaluation Responsibilities 50
- Extra-Duty Stipend Accountability System 25
- Extra-Duty Stipend Data Sheet 10, 50
- Extra-Duty Stipend Student Feedback Sample 50
- Facilities 22
- Faculty Meetings 21

- Family Leave (FMLA) 19
- File Contents Criteria 13
- File Contents Viewing 13
- Files, Personnel 13
- Free Expression 1

- Grievance Procedures 2-3
- Grievance Restrictions 3, 12

- Health and Safety 22
- Health Insurance 25
- High School Teaching Load 10

- Independent Medical Examinations 20
- In-Service Credit 22
- Insurance 25
- Interview Rights 5
- Involuntary Moves 5

- Job Actions 3
- Just Cause Standard 3

- K-5 Coordinator Compensation 23
- K-5 Curriculum Coordinator Standards 48
- Keys 22
- Kindergarten 9, 23

- Layoff 7
- LEA Leave 17-20
- LEA Rights 21
- Leave of Absence 17
- Leave, Temporary 17-20
- Legal Proceedings Leave 17
- Length of School Year 4
- Life Insurance 25
- Longevity Payments 24
- Longevity/Sick Leave Buy Out 24, 27
- Lunch (Elementary) 9

- Maternity Leave 17
- Maximum Hiring Step 21
- Meeting Requirements 21
- Meetings (Elementary) 9, 21
- Middle School Maximum Load 10
- Military Leave 18
- Move Request Deadline 5
- Movee's Rights 5
- Movee's Supplemental Appropriation 5
- Moves 5-6
- National Teacher Corps 18
- Negotiating Teams 1
- No Reprisal Clause 2
- No Strike Clause 3
- Notice of Assignment 4
- Notice of Promotional Vacancy 6
- Nurses 23
- Nurses' Compensation 25

- Observation Reports/Timelines 42
- Open Positions 6

- Parent/Teacher Communication 13
- Parental Complaints 13
- Parental Involvement 13
- Part-Time Staff 7-8, 23

Pay Periods 23
 Payment of Wages 23
 Peace Corps 18
 Per Diem Calculation 23
 Performance Standards 29
 Personal Days 17
 Personnel File 13
 PR&R Committee 2-3
 Preamble 1
 Preparation Time (Elementary) 9
 President's Leave 21
 Printing of Agreement 1
 Professional Consultation 2
 Professional Leave 17
 Promotions 7

 Ratios (Teacher/Pupil) 11-12
 Reassignment within Buildings 5
 Recall from Layoff 6
 Recognition Clause 1-2
 Religious Leave 18
 Resource Room Load 9-10
 RIF (Reduction in Force) 6-7
 Rights of LEA 8, 11-12, 21
 Rights of School Committee 26

 Sabbatical Leave 19
 Salary Column Movement 22
 Salary Credit 4, 22
 Salary Determination 2-25
 Salary Schedules 67
 School-Level Administrator At-A-Glance 49
 School Committee Rights 27
 School Year 4
 Secondary Teacher Student Feedback 10
 Seniority 6
 Sick Leave 16
 Sick Leave Bank 16
 Sick Leave Buy Back 16
 Sick Leave/Longevity Buy Out 16, 24
 SISP Rubric At-A-Glance 47
 Special Class Teacher Compensation 23
 Special Positions/Openings 12
 Special Teachers Definition 12
 SPED Student Clustering (Elementary) 9
 Split Classes (Elementary) 9
 Start Time for Elementary 9
 Start Time for High School 10
 Start Time for Middle School 10
 Stipends 24, 57
 Strike 3
 Substitutes 18
 Summer School 12, 25
 Summertime Opening Notification 7
 Support Personnel 12

 Tax Sheltered Annuities 25
 Teacher/Parent Communication 13
 Teacher/Pupil Ratios 11-12
 Teacher Rubric At-A-Glance 46
 Teaching Loads 10-11

 Telephones 22
 Temporary Leave 17-20
 Thursday P.M. (Elementary) 9
 Tier Two 6
 Travel Time (Elementary) 9
 Tuition Reimbursement 25
 Union Dues 26
 Unresolved Issues Referral Chart 14-16

 Vacancies 5-6
 Visitation Leave 17
 Vista 18
 Voluntary Reassignment 5
 Voluntary Move 5

 Workers' Compensation 26