

- b. Study Hall Duty will be shared equitably among staff on the secondary level, with the exception of coordinators.
 - c. Teachers will not be called upon to perform lunch/recess duty except in an emergency.
 - d. If for any reason the provisions adopted in 3. a., b., and c. hereinabove require modification by state or federal law or regulation, the parties will be bound by the language of Article II, Section F., in pertinent part, in effect immediately prior to this Memorandum of Understanding.
4. Teachers will be required to participate in common planning time during the regular work day in the following minimum amounts:
 - *Elementary teachers 18 hours per year.
 - *High school teachers 20 hours per year.
 - *Middle school teachers 20 hours per year
 - a. Common Planning Time ("CPT") is part of the teaching assignment and participation is mandatory. The term "common planning" includes time spent by teachers in groups by department, grade, or individual or interdisciplinary subject areas for the purpose of improving student learning through continuous improvements in curriculum, instruction, and assessment for possible implementation in all or part of the school system. CPT is in addition to individual preparation and unassigned periods and department and grade level meetings presently in effect which shall continue.
 1. Teachers in conjunction with the Administration will determine how the CPT will be used, provided that each CPT session is for a minimum of 30 minutes. In the event of a disagreement, the final determination will be made by the Superintendent.
 2. At all levels, time may be available during the work day for additional CPT.
 3. The Middle School and the High School will have four minutes worked into the daily passing time.

MEMORANDUM OF AGREEMENT

Ludlow Education Association Unit A-Teachers And Ludlow School Committee

This Memorandum of Agreement between the Ludlow Education Association and the Ludlow School Committee is entered into on the 16th day of April, 2014.

The undersigned, being parties to a collective bargaining agreement for Unit A employees which expires August 31, 2015, agree to the following language for the implementation of District Determined Measures, as required by the Massachusetts Department of Elementary and Secondary Education regulations:

1. DISTRICT DETERMINED MEASURES

Each educator working in conjunction with their supervisory administrator and grade level or content area counterparts shall develop a metric, assessment or assessments to be used as their District Determined Measure of student learning, growth or achievement. In subjects where there is a statewide growth measure (such as MCAS or ACCESS), that assessment must be utilized as one of the educator's DDM's.

2. ATTRIBUTION PROTOCOL

A district is required to use median SGP as one measure to determine a teacher's Student Impact Rating for all teachers who teach 20 or more students for which SGP in the teachers' content areas (ELA or math), are available. All teachers who teach less than 20 students for which SGP in the teachers' content areas (ELA or math) are available, a determination of whether to utilize SGP will be made by each educator working in partnership with their supervisory administrator and grade level or content area counterparts.

Educators shall have an opportunity to review and confirm the roster of students whose scores will be used in the determination of their impact on student growth for each DDM. For full-year or fall semester courses, the DDM results from students who are not enrolled in the grade or course by October 1st or do not remain enrolled through the final date the DDM is administered shall not be used in the determination of an educator's impact on student growth. For spring semester courses, the DDM results from students who are not enrolled in the grade or course by the end of the fourth week of the semester or do not remain enrolled through the final date the DDM is administered shall not be used in the determination of an educator's impact on student growth. DDM results from students who are not present for instruction or education services for at least 90 percent of the allotted instructional or service time shall not be used in the determination of an educator's impact on student growth.

3. IMPLEMENTATION SCHEDULE

Use of District Determined Measures will commence with the start of the 2014-2015 school year. By October 1 of any given school year, each teacher will have identified which two District Determined Measures they will utilize as part of their evaluation.

4. METHODOLOGY FOR DETERMINING STUDENT GROWTH

Each educator working in conjunction with their supervisory administrator and grade level or content area counterparts will determine fair, efficient and accurate methods for scoring students' work. DDMs can be scored by the educator themselves, groups of teachers within the district, external raters, or commercial vendors. Educators should be guided by their professional understanding of high, moderate, and low growth. There is no fixed number of points that represents each category of growth that will work for all DDMs. Districts should be guided by the professional judgment of educators. The guiding definition of low growth is that it is less than a year's worth of growth relative to academic peers, while high growth is more than a year's worth of growth. If the course meets for less than a year, growth should be determined with respect to the actual length of the course. There will be no set percentage for numbers or percentage of students in each category (Low, Moderate, High).

5. METHODOLOGY FOR CONVERTING STUDENT GROWTH SCORES TO STUDENT IMPACT RATINGS

The evaluator shall use his/her professional judgment to determine whether an educator is having a high, moderate, or low impact on student learning. The evaluator will consider the designations of impact (high, moderate, or low) from at least two measures (a statewide growth measure must be used as one measure, where available) in each of the previous four years and will apply professional judgment to those designations in order to establish trends and patterns in student learning, growth, and achievement, before determining the educator's Student Impact Rating. The evaluator's professional judgment will include, but is not limited to, consideration of the educator's student population and specific learning context.

A rating of high indicates that the educator's students demonstrated significantly higher than one year's growth relative to academic peers in the grade or subject. A rating of moderate indicates that the educator's students demonstrated one year's growth relative to academic peers in the grade or subject.

A rating of low indicates that the educator's students demonstrated significantly lower than one year's student learning growth relative to academic peers in the grade or subject. The evaluator shall meet with the educator rated low to discuss the Student Impact Rating. The evaluator may meet with the educator rated moderate or high to discuss the Student Impact Rating, if either the educator or the evaluator requests such a meeting.

6. USE OF SCORES, RATINGS AND DATA

Results from student learning measures should be considered in the educator's Self-Assessment and design of the Educator Plan. Student learning measures can also be utilized to develop professional practice goals and student learning goals. Such results including, but not limited to, those from District Determined Measures, ACCESS, SGP and from an educator's Impact on Student Learning rating shall not be used, in whole or in part, in an educator's Summative Evaluation to lower the performance rating on any of the four professional standards or on the overall performance rating. Said results will be used to determine whether a teacher is on a one (1) or two (2) year self-directed growth plan.

A Summative Evaluation is comprised of the educator's rating for each of the four professional standards and the educator's progress with respect to professional practice and student learning goals. An educator's professional practice goals and student learning goals shall describe the practices that a teacher will engage in that are specifically designed and selected to improve professional practice and student learning. An educator's professional practice goals and student learning goals shall not be expressed in numerical terms or in the terms of any test score or growth score including, but not limited to, scores resulting from District Determined Measures, MEPA, ACCESS, MCAS, SGP, and from the Impact on Student Learning rating.

7. TRAINING

The District will work with the LEA to identify and provide the training and/or professional development necessary for effective implementation of DDMS.

Signed this ____ day of June, 2014

Ludlow Education Association

Ludlow School Committee

Brian Bylicki, President

Michael Kelliher, Chairman

MEMORANDUM OF AGREEMENT

Ludlow Education Association
Unit A Teachers
And
Ludlow School Committee

The Ludlow Public School District (hereinafter referred to as "District") and the Ludlow Teachers' Association (hereinafter referred to as "Association") hereby agree to the following terms, conditions, and understandings related to "Blizzard Bag Days":

1. The District and Association are parties to a collective bargaining agreement covering the time period September 1, 2015 through August 31, 2018.
2. The District has implemented a "Blizzard Bag" process to enable student work to be completed during school cancellations so that these days can be counted towards the mandated 180 days of student attendance.
3. "Blizzard Bag Days" are paid working days for teachers as a result of the preparation, supervision, instruction, and evaluation involved.
4. The following guidelines for teachers are agreed to by the District and the LEA regarding the use of 'Blizzard Days':
 - a. There will be a maximum of 5 'blizzard bag' days approved in any given school year.
 - b. The superintendent or his/her designee will designate which cancelled days will be considered 'blizzard bag' days and typically, if there are multiple, sequential cancelled days, only the first day will be considered a 'blizzard bag' day.
 - c. As this may result in cancelled days not being blizzard bag days, staff should plan on the potential of the school year being extended due to canceled days.
 - d. The student assignments for these days should meet or exceed the DESE standard for structured learning time.
 - e. The assignment may be a series of one-time assignments to be handed in and graded as complete within the assigned timeframe or if a particular Blizzard Bag day's assignment is part of a long term assignment (i.e. one that covers all five potential Blizzard Bag days) there needs to be a graded component of that particular day's work.
 - f. While the long-term goal is to have all assignments online, the current expectation is that not all students have broadband access so that assignments must also be available that don't require internet access.
 - g. The expectation is that students should not have to print out assignment information at home.
 - h. Substituting the posted HW assignment for a blizzard bag assignment is not acceptable (see building principals for any exceptions to this)
 - i. Reading is acceptable as part of an assignment but there needs to be a graded product/component associated with the reading.
 - j. Students may need assistance, time, or internet access at school for some assignments, these are not to replace a school day lesson (the time for this would be a Directed Study, after school, etc.)
 - k. Because notification of a blizzard bag day may be last minute, protocols around accessing assignments should be set with classes ahead of time and any printed copies of assignments should be given to students in advance. The district must be able to make a blizzard bag day announcement/all-call at any point to set things in motion.
 - l. Teachers must communicate the assignment for the "blizzard bag" day within a reasonable amount of time relative to the start of the respective school day.

- m. The School Committee-approved proposal set the standard due date for Blizzard Bag assignments at 5 school days after the return to school, unless otherwise dictated by an IEP or 504. Possible exceptions may include:
- i. Cases in which weather, teacher absence, or student absence affects student access for some unforeseen reason. In these cases, due dates should be adjusted accordingly (building principals should be notified if this occurs).
- n. Students who do not complete a Blizzard Bag assignment should be:
- i. Given a zero for that assignment (please date the assignment for the date of the Blizzard Bag day; it may also help to make this part of the assignment description).
 - ii. Marked absent for that day. Please submit this day's attendance once the due date has been reached. If you change this for any reason at a later date you must notify the office so that we can correct the official attendance records.
 - iii. Student assignments will be graded upon their completion and the successful completion of the assignment will then credit that student with attendance for the cancelled school day. Failure of students to complete the work in the allotted time period will earn both a zero for the assignment and an absence for that cancelled day. These absences will count towards the maximum number of absences students may have before they lose credit for their class.
- o. There is an expectation that teachers will check their school email a minimum a three times during the cancelled day (once at in the early morning, once in the late morning and once before the end of the regularly scheduled school day) to answer questions or clarify assignments for students. Teachers may also substitute other forms of electronic communications if they are using them in their classes (i.e., communicating through Google Classroom).
- p. Building principals will collect information from staff related to the percentage of blizzard bag assignments completed, may review student assignments to determine the degree to which they meet the standard for structured learning time, and may survey staff regarding the blizzard bag process.
5. This Agreement will take effect when signed and will be reviewed at the end of each school year in which Blizzard Bags are implemented.
6. This Agreement represents the entire agreement of the parties, and there are no other understandings, either verbal or written, between the parties to this Agreement.

Ludlow Education Association

Nancy Raymond + Jodi Young
LEA President

Ludlow School Committee

J. M. [Signature]
Superintendent

[Signature]
Chairman
Ludlow School Committee

Date Signed: 1/12/18

**Memorandum of Agreement
Ludlow Education Association Unit A
And
Ludlow School Committee**

This agreement between the Ludlow Education Association and the Ludlow School Committee is entered into on the 25th day of March 2022.

- This Memorandum of Agreement is a one time agreement without precedent. It will be in effect for the 2022-2023, 2023-2024, and 2024-2025 school years only and may be revisited after that time.

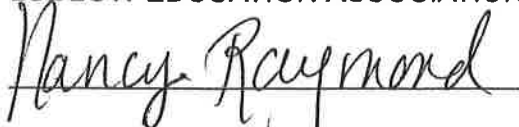
- During the term of this agreement, the parties agree to the following:
 - Special education teachers will not be responsible for evaluation testing, including but not limited to initial and 3 year eligibility testing.

Signed March 25, 2022

Signed March 29, 2022

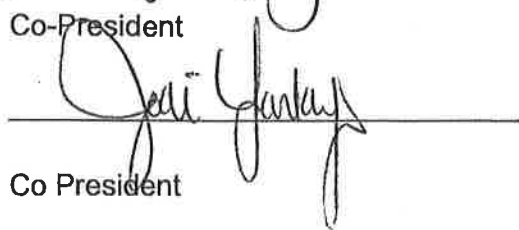
LUDLOW SCHOOL COMMITTEE

LUDLOW EDUCATION ASSOCIATION



Chairperson

Co-President



Superintendent

Co President