

MEMORANDUM OF AGREEMENT
BETWEEN
WACHUSETT REGIONAL EDUCATION ASSOCIATION (WREA)
AND
WACHUSETT REGIONAL SCHOOL DISTRICT (WRSD)

Preamble:

Pursuant to the provisions of Chapter 150E of the General Laws of Massachusetts, this Memorandum of Agreement is made and entered into this ____ day of July 2025 by the Wachusett Regional School District (hereinafter, the “District”) and the Wachusett Regional Education Association (hereinafter, the “Association”), hereinafter collectively referred to as “the Parties”; and

WHEREAS, The District and the Association have entered into a Collective Bargaining Agreement (CBA) for the period of July 1, 2023 through June 30, 2026; and

WHEREAS, The Parties agree to formally incorporate the Unit B Evaluation Agreement (Appendix A), as jointly developed and mutually agreed upon by the District and the Association, into the CBA for Unit B members. Both parties recognize the importance of proper Evaluations; and

THEREFORE, the District and the Association hereby agree to the following terms of this Memorandum of Agreement (MOA) for the duration of the aforementioned CBA:

Section 1

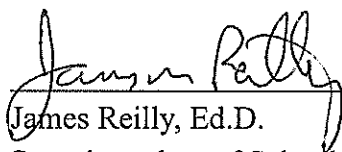
Incorporation of Unit B Evaluation Agreement

1. The terms of this agreement shall supersede any conflicting terms in the CBA.
2. The terms of this MOA serve as an addendum to the CBA and are fully and formally incorporated into the CBA.
3. All other terms of the CBA shall remain in effect.
4. The Unit B Evaluation Agreement shall be appended to the current CBA as an official addendum and referenced accordingly.


Section 2

Terms of the Unit B Evaluation Agreement

1. The Evaluation Agreement shall be utilized for all evaluative processes involving Unit B members, effective July 1, 2025. Any prior tools or procedures shall no longer be in effect as of that date.
2. The Evaluation Tool shall apply to all Unit B members.
3. Any future modifications to the Evaluation Agreement shall be made only by mutual agreement of the Parties and memorialized in a subsequent MOA or incorporated in the CBA, whichever is appropriate.
4. Training and professional development regarding the implementation and use of the Evaluation Tool shall be provided to all Unit B members and evaluators prior to its full implementation.
5. Nothing in this MOA shall be construed to limit or restrict the rights of Unit B members as provided under the CBA, Massachusetts General Laws, or applicable regulations.


James Reilly, Ed.D.
Superintendent of Schools
Wachusett Regional School District

Date: 7/10/25


Linda Sasso
President
Wachusett Regional Education Association

Date: 7/10/2025

Appendix A

WREA Unit B Evaluation Agreement - Effective July 1, 2025

1. Agreed upon rubric
2. All relevant documents and forms will be housed in TeachPoint, including Observation forms and Evaluation rubrics.
3. Evaluations and observations will be conducted by the Principal or Designee. Educators assigned to multiple buildings will be assigned a single evaluator.
4. Educators will be assigned and notified of the assigned Evaluator no later than the 5th school day of the year.
 - a. Within 10 days after the first day of school, educators must provide a written reason to the principal if they do not want a particular evaluator. The principal will respond with a written decision within 5 school days of the request.
5. In the event of an unforeseen circumstance (e.g., an educator or evaluator is assigned outside of the original building), it may be necessary to re-assign the evaluator. The appointment of the evaluator will be adjusted within 5 school days of the commencement of the reassignment. Educators may submit a request for a change in evaluator by the 10th school day of the commencement of the reassignment.
6. Observations
 - a. Observations should be conducted at least twice per year, one by November 15th and one by April 15th.
 - b. Observations should be at least 15 minutes in length.
 - c. At least one of these observations will be announced.
7. Evaluation Cycle / Summative Evaluations
 - a. The evaluation cycle consists of one school year.
 - b. A Summative Evaluation Report will be crafted by the assigned evaluator and provided to the educator by May 15th.
 - i. In the event of an overall “Needs improvement” or “Unsatisfactory” rating, the evaluator will meet with the educator prior to June 1st.
 - ii. The Evaluator may meet with the Educator rated proficient or exemplary to discuss the summative evaluation, if either the Educator or the Evaluator requests such a meeting. The meeting shall occur by June 10th.
 - c. Evidence and artifacts may be requested by the evaluator for specific indicators as needed; educators are not precluded from providing additional evidence or artifacts if they choose.
 - d. Summative Evaluations will be completed using the attached rubric, consisting of 3 Indicators with 3 to 4 Elements each (a total of 11 Elements). Each element will be assigned a numerical value (Exemplary 4; Proficient 3; Needs Improvement 2; Unsatisfactory 1). Each Indicator rating would be comprised of the average of the elements within the Indicator. The Overall Summative Rating would be an average of the 3 Indicators.

INDICATOR I- PLANNING AND SERVICE DELIVERY			
Overall Rating for this Indicator: Exemplary (4), Proficient (3), Unsatisfactory (2), Needs Improvement (1)			
Exemplary	Proficient	Unsatisfactory	Needs Improvement
11- 12	8 - 10	5 - 7	3 - 4

INDICATOR II- TEACHING ALL STUDENTS			
Overall Rating for this Indicator: Exemplary (4), Proficient (3), Unsatisfactory (2), Needs Improvement (1)			
Exemplary	Proficient	Unsatisfactory	Needs Improvement
14 - 16	10 - 13	7 - 9	4 - 6

INDICATOR III- PROFESSIONALISM			
Overall Rating for this Indicator: Exemplary (4), Proficient (3), Unsatisfactory (2), Needs Improvement (1)			
Exemplary	Proficient	Unsatisfactory	Needs Improvement
14 - 16	10 - 13	7 - 9	4 - 6

The three overall ratings for each indicator will be averaged for a total overall rating
 For example: Indicator I overall rating is a 3; Indicator II overall rating is a 2; Indicator III overall rating is a 4. The Overall Rating is $3+2+4=9$, $9/3 = 3$ (Proficient). Any decimals will be rounded as mathematically appropriate.

WREA Unit B Evaluation Agreement - Effective July 1, 2025

Evaluation Rubric

INDICATOR I- PLANNING AND SERVICE DELIVERY

Elements	4- Exemplary	3- Proficient	2- Unsatisfactory	1- Needs Improvement
1.1. Subject Matter Knowledge	Demonstrates expertise in educational techniques and practices, enabling students to develop and apply skills effectively. Consistently models these practices to support student progress and reinforce educational goals.	Demonstrates sound knowledge and understanding of educational techniques that enables students to make progress toward meeting intended outcomes.	Demonstrates some knowledge of educational techniques that does not always enable students to make progress toward meeting intended outcomes.	Demonstrates limited knowledge of educational techniques that align with students' needs.
1.2 Child and Adolescent Development	Demonstrates expert knowledge of the developmental levels of students and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting	Demonstrates knowledge of the developmental levels of students and the different ways these students learn by providing differentiated learning experiences that enable students to progress toward meeting intended outcomes.	Demonstrates knowledge of developmental levels of students but does not identify developmental levels and ways of learning among the students and/or implements learning experiences that limit some students from moving toward	Demonstrates little or no knowledge of developmental levels of students or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.

	intended outcomes.		meeting intended outcomes.	
1.3. Service Delivery	Analyzes data to implement consistent services with highly effective strategies, pacing, activities, and materials that align with the student's IEP goals and the objectives for the student as established by the supervising therapist and effectively provides guided practice.	Implements services with appropriate strategies, pacing, activities, and materials to align with the student's IEP goals and the objectives for the student as established by the supervising therapist. Often provides guided practice.	Inconsistently implements services, with some strategies, pacing, activities, or materials that may not align with IEP goals and/or with the objectives for the student as established by the supervising therapist. Provides limited guided practice, and/or few other supports.	Does not implement services in a manner that helps the student progress toward the objectives established by the supervising therapist. offers few supports for students

INDICATOR II- TEACHING ALL STUDENTS

2.1. High Expectations	Consistently defines, communicates, enforces, and models developmentally appropriate, specific, and high expectations for student participation, effort, and behavior. The educator fosters a culture of	Clearly defines, communicates, enforces, and models developmentally appropriate, specific, and high expectations for student participation, effort, and behavior and effectively supports students meeting high expectations to	May state high expectations for quality and effort of student work to help students know what is expected of them; may establish inappropriately low expectations for quality and effort. Inconsistently communicates or enforces	Establishes no or low expectations around quality of work and effort and/or to produce quality work or effort.
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	accountability and effectively supports students in meeting high expectations to persevere and make significant progress toward meeting intended outcomes.	persevere and make significant progress toward meeting intended outcomes.	expectations to students.	
2.2. Student Engagement	Consistently uses instructional practices that highly motivate and engage students during the lesson.	Consistently uses instructional practices that motivate and engage most students during the lesson.	Uses instructional practices that motivate and engage some students but leave others uninvolved and/or as passive participants.	Uses instructional practices that leave most students uninvolved and/or passive participants.
2.3. Learning Environment	Consistently fosters a safe, supportive and, when applicable, collaborative environment that motivates students to challenge themselves, take initiative, and actively engage in their progress.	Creates and maintains a safe and, when applicable, collaborative environment that motivates students to challenge themselves and engage in their progress.	Inconsistently provides a safe or collaborative environment, resulting in limited student motivation to challenge themselves or engage meaningfully in their progress.	Fails to maintain a safe or supportive environment
2.4. Cultural Proficiency	Effectively uses strategies and practices that create and maintain an environment in which students'	Consistently uses strategies and practices that create and maintain an environment in which students'	Establishes an environment in which students' diverse backgrounds, identities, strengths, and	Establishes an environment in which there is limited respect for individual differences. Minimizes or ignores conflicts and/or responds in inappropriate ways.

	diverse backgrounds, identities, strengths, and challenges are respected. The educator anticipates conflict and enables students to do the same.	diverse backgrounds, identities, strengths, and challenges are respected. The educator immediately responds appropriately to conflict.	challenges are recognized. The educator usually responds appropriately to conflicts.	
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INDICATOR III- PROFESSIONALISM

3.1. Reflective Practice	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; uses and shares with colleagues those insights gained to improve practice and	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.
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	student learning.			
3.2. Professional Learning and Growth	Effectively seeks out and applies professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership.	Consistently seeks out and applies professional development and learning opportunities, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise.	Participates in professional development activities, but inconsistently or ineffectively applies new learning to improve practice.	Participates in few, if any, professional development and learning opportunities to improve practice and/or inappropriately applies new learning to practice.
3.3. Professional Collaboration	Supports colleagues to effectively collaborate in areas such as developing standards based units, examining student work, analyzing student performance, and planning appropriate intervention.	Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning.
3.4. Professional Responsibilities	Consistently fulfills professional responsibilities to high standards, and	Consistently fulfills professional responsibilities, and demonstrates sound judgment and acts appropriately to protect student	Inconsistently fulfills professional responsibilities, and sometimes demonstrates questionable judgment and/or	Frequently does not fulfill professional responsibilities, and demonstrates poor judgment and/or discloses confidential student information inappropriately.

	demonstrates sound judgment and acts appropriately to protect student confidentiality, rights, and safety.	confidentiality, rights, and safety.	inadvertently shares confidential information.	
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