

6/30/94

MASTER AGREEMENT
between
INTERMEDIATE SCHOOL DISTRICT OF ST. CLAIR COUNTY
and
INTERMEDIATE EDUCATION ASSOCIATION
MEA/NEA

July 1, 1991 - June 30, 1994

LABOR AND INDUSTRIAL
RELATIONS COLLECTION
Michigan State University

St. Clair County Intermediate School District

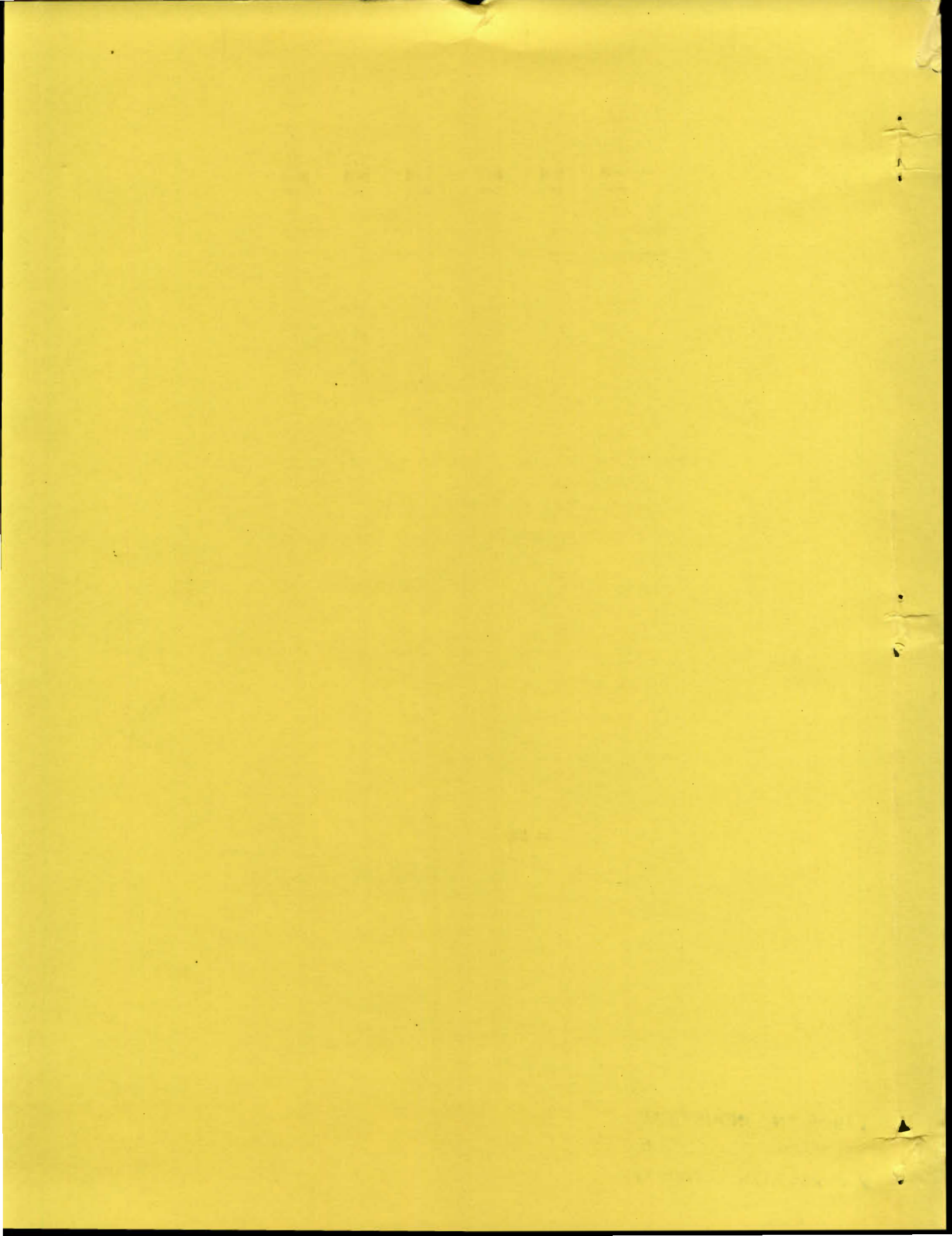


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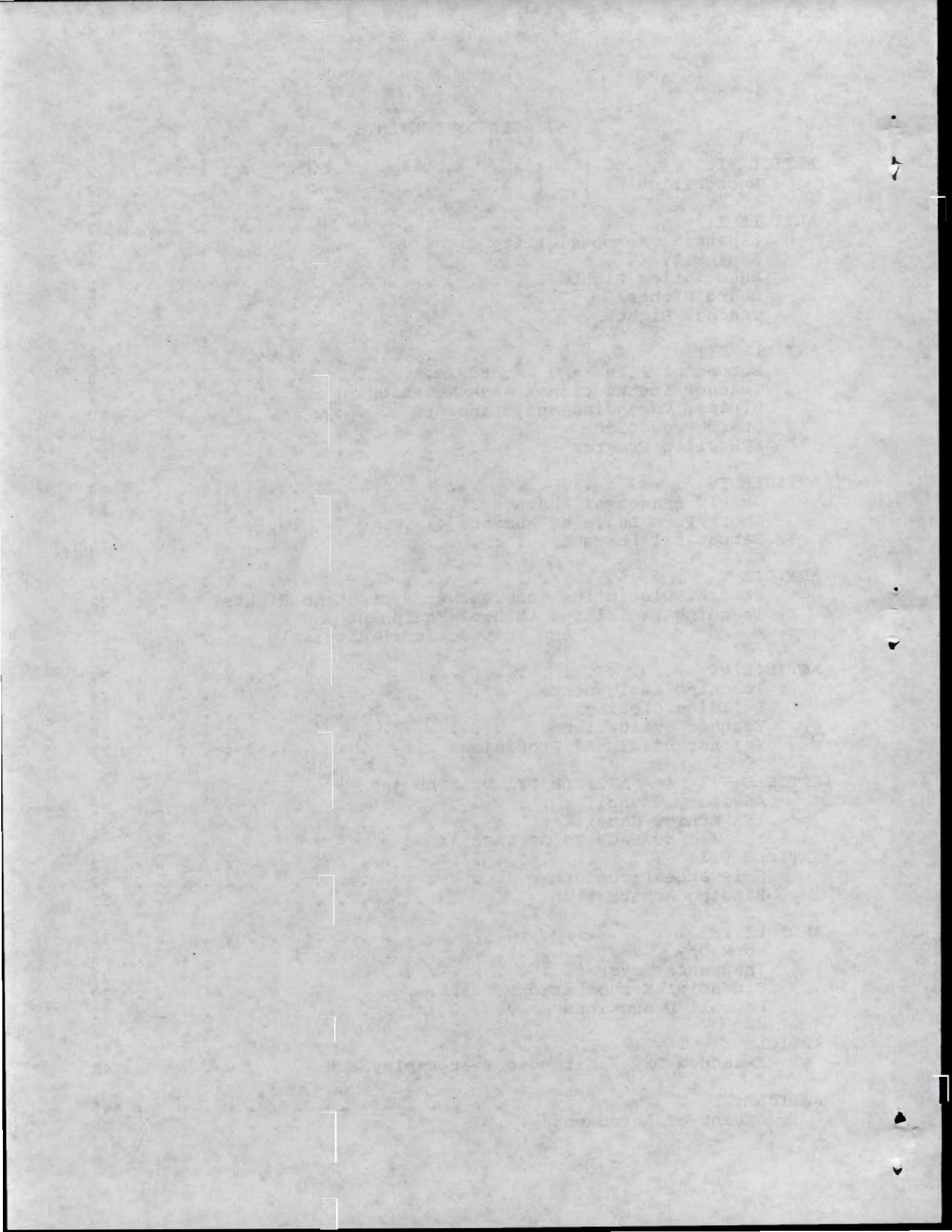
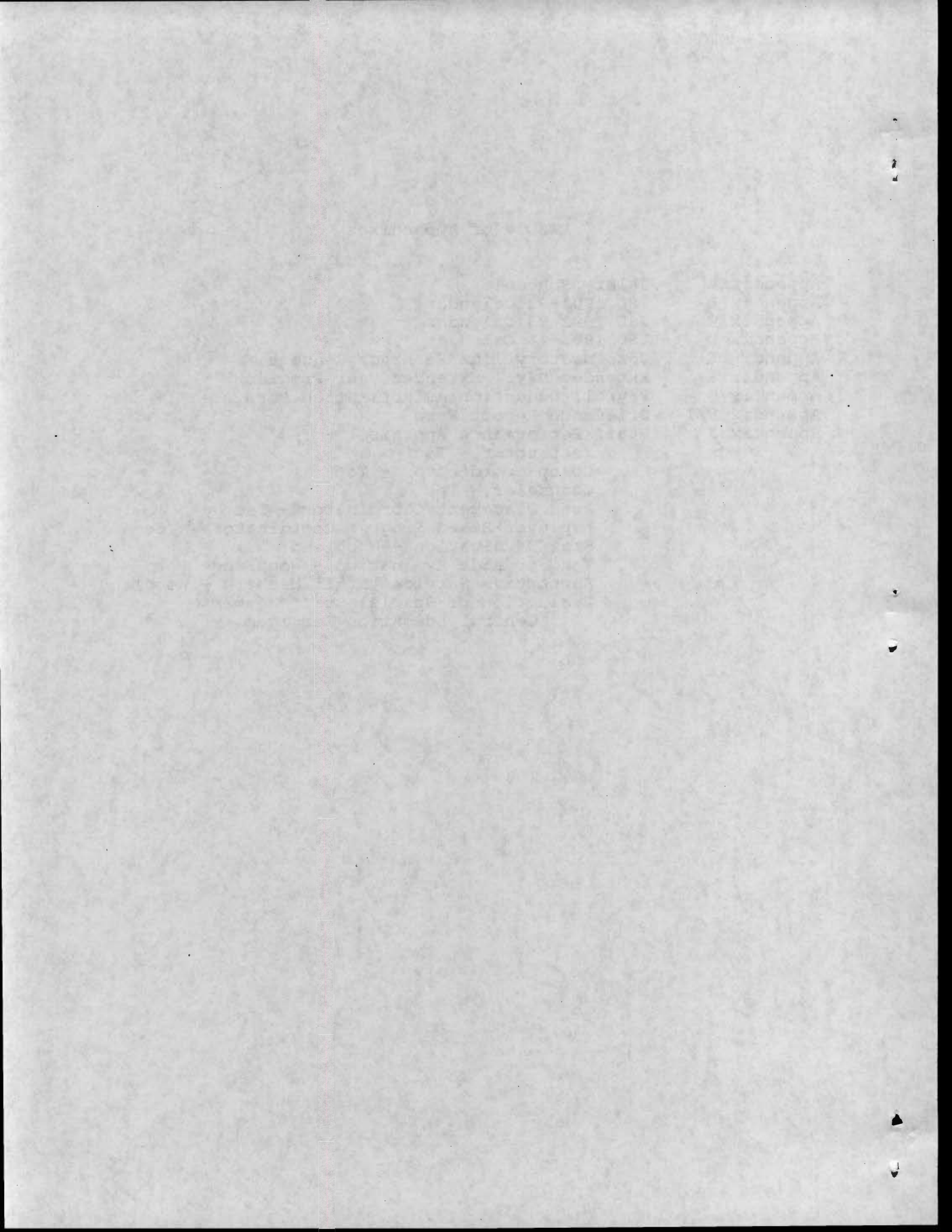


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WITNESSETH

WHEREAS, THIS AGREEMENT was entered into on October 14, 1991, by and between the Board of Education and the Intermediate School District of St. Clair County, hereinafter called the "Board" or "District" and the Intermediate Education Association affiliate with the MEA/NEA, hereinafter called the "IEA" or "Association"; and,

WHEREAS, the Board has a statutory obligation, pursuant of the Public Employment Relations Act, Act 336 of the Public Acts of 1947, as amended, to bargain with the Association as the representative of its teaching personnel with respect to hours, wages, terms and conditions of employment and

WHEREAS, the parties have reached certain understanding which they desire to confirm in this agreement.

IN CONSIDERATION OF the following mutual covenants, IT IS HEREBY AGREED as follows:

ARTICLE I

Recognition

The Board recognizes that the Michigan Education Association, through its local affiliate the Intermediate Education Association (IEA), is the sole and exclusive negotiating representative for all professional teaching personnel with regular, special education and/or vocational certification employed by the District; including, but not limited to social workers, psychologists, math, reading, placement and assessment consultants, counselors, physically impaired, emotionally impaired and curriculum consultants, speech therapists, language, occupational therapist and physical therapists, media specialists, curriculum resource consultants, and vocational education specialists excluding any nurse, unpaid curriculum intern, paraprofessional, teacher aide, substitute teacher, all supervisory personnel, and extended day/year teachers not on the regular staff. Also excluded are teachers employed by another district, a portion of whose time is purchased by the ISD to provide services to constituent districts. All teacher positions, including newly created teaching positions, will include the IEA as the bargaining agent on the posting.

The Board agrees not to negotiate with any faculty organization, or individuals eligible for membership in the Intermediate Education Association for the duration of this Agreement.

The term employee or employees, when used hereafter shall refer to all members of the bargaining unit as defined above. Also, any references to males includes females.

ARTICLE II

Section 1 - Financial Responsibility

(A) The District and the Association recognize that membership in the Association is not compulsory for employment with the District, however, it is recognized that the Association represents all the employees in the bargaining unit whether or not the employee is a member of the Association. Each bargaining unit member within 30 days of employment shall, as a condition of employment, join the Association or pay a service fee to the Association.

(B) Bargaining unit members joining the Association shall pay dues to the Association in accordance with its policies and procedures.

(C) Upon written authorization by a bargaining unit member or pursuant to paragraph E., the employer will deduct the appropriate amount of the dues or service fees from the bargaining unit member's wages. The deduction will be made in equal amounts from the paychecks of the bargaining unit member beginning with the first pay following receipt of the written authorization from the bargaining unit member or the Association and continuing through the last pay period in June of each year. Money so deducted will be transmitted to the Association, or its designee, no later than twenty (20) days following each deduction.

(D) Bargaining unit members not joining the Association shall pay a service fee to the Association as determined in accordance with the MEA policy and procedures and applicable court decisions. The remedies set forth in this policy shall be exclusive, and unless and until the procedures set forth therein have been availed of and exhausted, all other administrative and judicial procedures shall be barred.

(E) If a bargaining unit member does not pay the appropriate amount of dues or service fee to the Association, the employer shall deduct that amount from the bargaining unit member's wages and remit same to the Association.

(F) Should such involuntary payroll deduction become legally disallowed, the employer shall, at the written request of the Association, terminate the employment of such bargaining unit member within thirty (30) days of receiving the notification from the Association and if the following has occurred:

1. The employee has not challenged the fee within the time limits allowed, or
2. The employee has challenged the fee in court and has exhausted the appeal procedure or has not appealed to the next step within the time limits allowed and
3. The employee still refuses to pay such fee or the fee as adjusted by the court.

ARTICLE II SECTION 1 (Continued)

(G) The Board will provide each teacher a copy of the agreement at the time the teacher is recommended to the Board for employment.

(H) The Association and MEA/NEA agree to indemnify and save the Board, and including each individual school board member, harmless against any and all claims, demands, costs, suits, or other forms of liability including back pay and all court or administrative agency costs that may arise out of or by reason of, action by the Board for the purpose of complying with Article II, Section 1, of this Agreement.

Section 2 - Seniority

(A) Seniority is hereby defined as the length of continuous service in an IEA position with the St. Clair County Intermediate School District as of the date of last hire. No more than one (1) year seniority shall be accrued in any one 12 month period. No seniority shall be given for the months of July and August. One tenth year seniority shall be given for each month of employment. In making this determination, a person hired on or before the 15th of the month shall gain credit for that month. All employees working at the end of the school year or during any part of June shall receive credit for the month of June. Part-time employees shall accrue seniority at the same rate as full time employees effective July 1, 1991.

(B) A teacher shall lose seniority if the teacher retires, resigns, transfers from an IEA unit position for a period of two years and/or accepts a non-IEA supervisory position for a period of two years or is discharged for just cause. This section shall not affect or diminish the tenure rights of any District employee.

In case of layoff, bargaining unit members so affected shall continue to accumulate seniority for a period of 36 months and, for employees to which tenure rights apply, such rights shall be retained pursuant to the Michigan Teacher Tenure Act.

(C) Seniority shall accrue for IEA members on various forms of leave of absence as are set forth in said Section, but for the original grant of leave only and not for any extension.

(D) No later than 30 days following ratification of this agreement by both parties, the Board will provide the IEA with a seniority list. Revisions and updates of the seniority list shall be published and posted conspicuously in all buildings as they are made. In cases where more than one IEA member has the same length of seniority, the member with the earlier start date (first day of work) shall be more senior. In cases where more than one IEA member has the same length of seniority and a common start date, there shall be a drawing to establish placement on the seniority

ARTICLE II Section 2 (Continued)

list. The drawing shall occur at an announced time and date and shall be open to all IEA members. The names of all IEA members having the same start date, shall be placed in a receptacle. Each of the teachers having a common start date, shall remove a name from the receptacle in an order approved by the involved IEA members. The name of the teacher first drawn shall have greatest seniority, followed by the second name drawn, third name drawn, etc., until all names have been removed from the receptacle.

Section 3 - Association Rights

(A) The Association shall have the right to use school buildings at reasonable times for Association meetings so long as such does not interfere with or interrupt the school operations. The Association shall request use of school buildings from the building administration.

(B) Duly authorized representatives of the Association shall be permitted to use school facilities and equipment including typewriters, mimeograph machines and other duplication facilities at reasonable times so long as this shall not interfere with the operations of the school. If there are any costs involved in the use of such equipment, the Association agrees to reimburse the District for the costs thereof.

(C) The District agrees to provide one bulletin board in each building for Association use. The Association shall have the right to post notices of Association activities and matters of Association concern on such bulletin boards. The Association may use District mail service, including teachers' mail boxes, for communications to the teachers.

(D) The Board agrees to furnish to the Association on a timely basis in response to reasonable requests information required to be supplied pursuant to the Michigan Freedom of Information Act, excluding any information that would be privileged pursuant to the Michigan Right to Privacy Act.

(E) The President of the IEA, and/or his designee, shall be allowed to process grievances arising out of this agreement during regularly scheduled working hours, providing that such processing is done at times when students are not in session and that does not interfere with regularly scheduled building meetings.

Article II Section 3 (Continued)

(F) Annually, the Association shall have ten (10) membership days. An IEA member selected by the Association will be released from regular duties without loss of salary for Association business. The Association agrees to pay the substitute rate for each day used for this purpose after the first five (5) days. The Association President or his designee shall arrange for each leave through the Superintendent's office with notice of the need for such leaves at least forty-eight (48) hours prior to the utilization of leave days as provided in this section, if possible. The notice shall specify the employees affected, the reason(s) for the leave and the duration of the leave. Association days will not be used for picketing at other school districts. When leave for more than two (2) Association members is requested for the same day, the Superintendent must be able to secure adequate substitutes for the additional members over two. When application for leaves is made, the notice shall come from the Association President and specify the employees affected, the reason for the leave and the duration of the leave.

(G) Paid leave time shall be provided any employee of the District to participate in any MERC proceedings directly affecting the ISD with no deductions from leave bank.

(H) The Board will notify the Association President in writing each month of all new hires by providing name, start date (first day of work), building position, salary schedule and step and number of classes/hours working if less than full-time.

The Board will also provide a copy of the Superintendent's monthly personnel report to the Association President.

Section 4 - Board Rights

The Board hereby retains all rights, powers and authority vested, exercised or had by it prior to the date hereof except as specifically limited by this agreement. The Board in the exercise of these rights, powers, authorities, duties and responsibilities shall be consistent with constitutional provisions and with the terms of this agreement. The District shall have the right to make and enforce reasonable rules and regulations not inconsistent with the provisions of this agreement. The choice, control and direction of the supervisory staff is vested exclusively in the district.

Section 5 - Teacher Rights

(A) Anticipated changes in any instructional program will be discussed with the involved instructor(s) providing him/her with an opportunity for input prior to the time a specific recommendation is made to the Board of Education requesting approval of the change.

Article II Section 5 (Continued)

(B) No teacher shall be the subject of public inquiry or complaint as an agenda item at a Board of Education meeting, whether regular or special, nor shall the program of any teacher be the agenda topic of public inquiry or complaint by persons not duly elected to the Board unless the teacher shall have received one week's written notice of the same. At the request of the employee in question, and providing that the "Open Meetings Act" will not be violated, the Board shall move to Executive Session, barring all persons not directly involved, from the proceedings. The affected teacher shall be free to have representation of his or her own choosing, present at all times.

(C) Any complaint against a teacher by a parent, student, or other persons, shall be fully discussed with the teacher before any action is taken or decision made which would adversely affect the teacher. The teacher shall be given all information in regard to such complaint, including the source and nature of the complaint. The teacher shall be informed of the handling and/or resolution of the complaint, if resolution of the complaint requires a formal action or a decision which would negatively affect the teacher.

(D) No teacher shall be reprimanded in the presence of students or other staff.

(E) A teacher shall be entitled to have present a representative of the Association for any disciplinary action which is more serious than a written warning. If possible, disciplinary action will not be effectuated until the teacher has had the opportunity to request the presence of the Association Representative. If the Association Representative is requested and notification of the disciplinary action is given, no more than (2) work days may lapse before such action is taken.

(F) Where disciplinary action is anticipated resulting from an alleged failure of a teacher to adequately perform their professional responsibilities, the District agrees that a part of the review and determination shall include observations of teacher's performance, a review of the basis for the claim of unsatisfactory performance, direction for improvement, and an opportunity to correct the unsatisfactory performance.

(G) In the event that disciplinary action is required beyond written reprimand, the following actions may be implemented:

- (1) Suspension with pay
- (2) Suspension without pay
- (3) Discharge

Disciplinary action shall be consistent with the alleged violation, shall be for just cause, and subject to the grievance procedure.

Article II Section 5 (Continued)

(H) If, during the period of employment with the District, a teacher has participated in the production of tapes, publications or educational material using District materials and equipment or on district time, and in the event that such material or product is copyrighted, trademarked or sold, the teacher, after reimbursement of expenses to the District which shall be determined by mutual consent of the District and the teacher, shall receive all other compensation. In all events, the material produced or copyrighted shall be available for internal use within the district without any further expenses. The District and the teacher shall mutually agree when to copyright or sell such material and the terms of sale.

(I) A teacher shall upon request receive copies of any reports which that teacher has generated.

(J) The employer shall indemnify and save harmless from any liability bargaining unit members who administer medication or provide medical procedures to pupils.

(K) No bargaining unit member shall be required to provide intrusive health services including deep suctioning, tracheostomy replacement, feeding tube replacement and/or catheterization. The reference to catheterization in this paragraph shall terminate on June 30, 1994 and thereafter shall not be a condition of employment pending further negotiations.

ARTICLE III, SECTION 2 (Continued)

(C) A teacher's aide shall be supervised by the teacher or teachers to whom the aide is assigned. The teacher or teachers to whom the aide is assigned shall have authority to direct the normal daily activities of the aide, to observe the effectiveness of the aide, and to make a recommendation to the administration for the continued employment of the aide.

Teachers may assist Administrators in performing evaluations of teacher aides and paraprofessionals but shall not be required to complete or sign the formal evaluation.

(D) The District will attempt to notify the teacher of the aide to be placed in their room and to allow the teacher to review with the aide the objectives and expectations of that position for that assignment. The Association and the teachers agree to assist the District in the orientation of the aides to their assignments.

(E) All basic instruction classrooms, excluding specialty area classrooms such as music, arts and crafts, shop, life science, gym and swimming, and work training programs at the Woodland Developmental Center, shall be assigned teacher aides as specified in the State Department of Education, Special Education rules and regulations. All other instructional programs at Woodland will be assigned teacher aides as approved by the Board of Education and authorized and reimbursed by the State Department of Education.

(F) At anytime an aide is absent an attempt will be made to hire a substitute for that aide.

(G) A teacher may recommend and document in writing the need for an extended work day for the aide to work in his or her program. The granting of the extended day will be solely at the discretion of the district.

Section 3 - Hiring, Vacancies and Transfers

(A) Hiring

(1) All hiring of teachers for the District shall be by the Board, upon the recommendation of the Superintendent. Every attempt will be made to hire the most qualified individuals available and to assign each individual in terms of his or her preparation and experience.

(2) Hiring of Administrators

A representative of the IEA will be included in the interviewing process for the hiring of administrators. The selection of the representative will be done by the IEA Representative Council. The representative will be from the building or program for which the potential administrator is being considered.

ARTICLE III, SECTION 3 (Continued)

(B) Definition of Vacancy

- (1) Permanent Vacancy: Any vacancy in the bargaining unit resulting from leaves of absences of known duration for one semester or more, or termination, retirement, or newly created positions. Permanent vacancies shall be filled through the bid process described in section (C) below.
- (2) Temporary Vacancy: Any temporary open position which is vacant as a result of medical leaves, pregnancy disabilities, funeral or jury leaves, or other short-term leaves of less than one semester. Temporary vacancies may be filled with a substitute.

(C) Permanent Vacancies

- (1) In the event of the creation or vacancy of any professional position, prior notification of such position and a copy of the proposed posting shall be provided to the IEA President.
- (2) All vacancies for positions within the bargaining unit shall be posted internally for ten (10) working days before the position is filled. During summer months, notice of bargaining unit vacancies for the fall term will be mailed to the Association president or designee and to any bargaining unit member who leaves a self-addressed envelope(s) with personnel before departing for summer break. No position for the fall term shall be filled during the summer prior to August 1, until twenty (20) calendar days notice to the Association has expired. After August 1, the position may be filled after fourteen (14) calendar days from the date of notice to the Association, except as stated in the following paragraph:

The District shall not be required to report an extended day/extended year vacancy, if that position has been posted and filled as provided for in this section, and that position has again become vacant.
- (3) The District and the Association recognize that when vacancies occur during the school year, it may be difficult to fill them from within the District with full time positions without undue disruption to existing instructional programs. If in the judgment of the District, such would occur, a vacancy may be filled on a continuing substitute basis until the end of the current semester or until the end of the current school year, at which time the position will be considered vacant and posted as required herein.

ARTICLE III, SECTION 3 (Continued)

(D) Interim or Temporary Hiring

Interim or temporary hiring may be used for the following:

- (1) Specially funded grant programs or projects of two years or less. Grant programs which continue for longer than two years will be treated the same as all other positions.
- (2) In the event that the District finds it necessary to create or fill a position on a temporary or interim basis; at the request of the IEA, a rationale shall be provided to the Association as to why it is of limited duration and the anticipated duration. Posting of such interim positions shall follow the guidelines set forth in this contract.
- (3) Present staff shall be given the option to apply for all temporary or interim positions. Should they obtain the position, the IEA member shall retain wages, fringes, and seniority benefits.
- (4) Should a replacement be hired for this IEA member, this replacement shall be of temporary hire for the duration of the temporary interim position only.
- (5) At the conclusion of a temporary position, the IEA member shall have the option to return to the previously held position.
- (6) It is not the intent of temporary hire nor contracted services to displace present staff.
- (7) Temporary or interim instructors shall be considered to be bargaining unit members entitled to the wages, benefits and protection of this Agreement, except that they may be released at the end of the temporary commitment without cause and without recourse to the grievance procedure. Temporary instructors shall not accrue seniority or be subject to the recall provisions of this Agreement.
- (8) If a temporary instructor is hired into a full time position, or if he is employed for longer than two consecutive years, seniority shall accrue from the original date of hire as a temporary instructor.

(E) Transfers

- (1) Should a vacancy occur and a teacher desire a transfer to the vacant position from his or her current position, the teacher shall request such transfer by letter to the Superintendent, and the person designated on the posting, stating the reasons for the transfer, the position sought, and the applicant's academic qualifications.
- (2) Voluntary transfers shall be in writing and by the mutual consent of the employee and the District.

ARTICLE III SECTION 3 (E) (Continued)

- (3) The Association and the District acknowledge that involuntary transfers may be required due to lay offs, recall or leaves of absence of less than one semester. In such event, the District agrees to notify the affected instructor and the Association of the need for the involuntary transfer, and reasons and the anticipated duration. Notification shall be given at least ten (10) days prior to the involuntary transfer. The District agrees to limit involuntary transfer of staff to two semesters; the second semester only when offering proof of need. Second semester action shall be final and non-grievable.
- (4) In the event that a member of the Association receives an involuntary transfer and should that previously held position be re-established or a similar/parallel position become vacant, either full time or part-time, that individual shall be given the option to transfer back into their previously held position.
- (5) When two or more members of the Association seek a vacant position or request voluntary reassignment to a vacant position, length of continuous service to the District shall be the determining factor in making assignments or filling vacancies when all qualifications are equal, including certification, education and experience. The District reserves the right to establish the qualifications for each position, and this decision shall not be subject to the grievance procedure. However, the application of this paragraph or the decision to award a position to a particular employee shall be subject to the grievance procedure.

Section 4 - Staff Reduction

(A) In the event of a need to lay off teachers, the District shall make appropriate staff reductions. The Board shall identify the reasons for staff reductions. The Administration shall review the proposed actions with the Association at least ten (10) days prior to Board action. The Board shall determine the number of teachers to be affected.

(B) The District agrees to give sixty (60) calendar days notice of intent to lay off prior to the end of any school year. Layoff shall be effective as of the end of the school year. Teachers employed on special projects or on programs which are funded on other than a district fiscal year basis shall be notified at least sixty (60) days prior to the end of the project or the project fiscal year of termination or possible termination of the project. The District may hire temporary instructors to complete the special funded project or program.

ARTICLE III Section 4 (Continued)

(C) Providing that certification and qualifications are equal, seniority shall determine the teacher or teachers to be affected by bumping, layoff and recall.

- (D) The reduction will be effectuated in the following order:
- (1) Temporary Teachers
 - (2) Part Time Teachers
 - (3) First Year Probationary Authorized Teachers
 - (4) Second Year Probationary/Annually Authorized Teachers
 - (5) Third Year Probationary/Annually Authorized Teachers
 - (6) Annually Authorized Teachers - 4th year and beyond
 - (7) Tenure Teachers - in order of seniority

(E) No new teachers shall be employed by the District while there are teachers on layoff who are certified and qualified to fill such vacancy. Teachers on layoff shall be recalled in inverse order to the layoff, provided that the teacher is certified and qualified.

Recalled IEA members shall be entitled to all sickness and leave benefits accumulated prior to layoff. Utilization of such benefits or an existing necessity for utilization of such benefits shall not be considered proper reason for failure to recall or reinstate.

(F) The Board shall have no obligation to recall beyond three (3) years after layoff or after Teacher Tenure Act requires whichever is longer.

(G) The Board shall give written notice of recall from layoff by registered mail notice to the teacher at the teacher's last known address. It shall be the responsibility of the teacher to notify the Board of any change in address. In the event there is no response received to the notice to recall within twenty (20) calendar days, the right to recall terminates.

(H) The District shall have final authority to make the determination of qualifications.

(I) If bumping is necessary, all the affected teachers shall be identified. They shall then be placed in a position for which they are certified and qualified in the following manner:

- (1) Bargaining unit positions affected by the lay-off shall be identified.
- (2) Assignments of employees to the identified vacant positions shall be made in descending order of seniority, with the most senior teacher being given first choice, provided he is certified and qualified.
- (3) Any affected employee who cannot be placed in this manner will bump into the lowest position on the seniority list for which he is certified and qualified.

Article III Section 4 (Continued)

(J) Any IEA member laid off under this section will automatically be added to the District's substitute teachers list and will be notified of substitute teaching opportunities within the Intermediate School District prior to notification of other substitutes who are not on "laid off" status.

(K) Any IEA member laid off under this section may continue any insurance coverage at his or her own expense up to the limits allowable by the insurance carriers.

Section 5 - LRE Pilot Program

The Association and Board agree that a pilot program to implement an LRE program may occur. The Board agrees to meet and confer with the Association to plan the implementation of such program.

ARTICLE IV
Section 1 - Unpaid Leaves of Absence

(A) The District, upon application of the teacher, may grant an unpaid leave of absence for a period of up to one year for a teacher to participate in exchange programs with other school districts, states and territories, foreign countries, or to join the Peace Corps, Teaching Corps or Job Corps, or to engage in advanced study in any accredited college or university, or vocational work experience in a field reasonably related to the teacher's professional responsibility, or to work on an independent project (research, writing, travel). Application for such leave shall be filed by April first of the year prior to the leave. The approval or non-approval of such leave shall be at the sole discretion of the Board. Such leave, upon written request by the teacher may, at the discretion of the Board, be extended for an additional one year period. Seniority shall accrue during the original grant of leave, but there shall be no seniority accrual for any extension thereof. Teachers who are not covered by another hospitalization program while on leave may purchase fringes up to the limits of the insurance carrier through the Business Office. There shall be no fringe benefits paid during such leave or any extension. The teacher shall give written notice by April 1 of their intent to return to employment at the District. The District agrees to return such teacher to the same or a comparable assignment to that held by the teacher before commencement of the leave.

(B) Military leave of absence shall be granted to any teacher who shall be inducted or shall enlist for military duty in any branch of the armed forces of the United States. Upon return from such leave, the teacher shall be placed in employment with the District according to the Soldiers and Sailors Act. A military leave of absence shall be an unpaid leave of absence. Seniority shall accrue but no fringe benefits shall be paid unless the teacher is called from reserve to active duty service or drafted in which case fringe benefits shall continue to the end of the current benefit year or six (6) months whichever is longer.

(C) The District may, upon application of any teacher, grant an unpaid leave of absence for child care purposes, both natural and adoptive. Such leave shall be on written application of the teacher received at least sixty (60) days prior to the intended commencement of the leave. This time period may be shortened in circumstances agreed upon by the District. Such leave shall be for the balance of the school year during which the leave is requested, and may with the consent of the Board, be extended for an additional one year period. Seniority shall accrue on the original grant of leave, but there shall be no seniority accrual for any extensions thereof. No fringe benefits shall be paid during such leave. The approval or non-approval of such leave shall be at the sole discretion of the Board. The teacher shall give written notice by April 1 of his/her intent to return to employment at the District. The District agrees to return such teacher to the same or comparable assignment to that held prior to commencement of the leave.

Article IV Section 1 (Continued)

(D) A teacher who is unable to teach due to personal illness or disability and has exhausted all sick leave available, shall be granted a leave of absence for the duration of such illness or disability up to one year from the date that such leave was exhausted. Upon return to work, the Board agrees to reinstate the teacher to the same or comparable assignment and will provide insurance coverage as specified in Article IX, Section 2, for the duration of said leave unless limited by the carrier.

(E) Teachers on unpaid leave retain all rights and privileges of IEA members, except as specifically limited by this section.

Section 2 - Short Term Leave of Absence

(A) At the beginning of each school year, each teacher shall be credited with fifteen (15) sick days leave allowance to be used for absences caused by illness or physical disability of the teacher. Unused portions of sick leave may accumulate up to 230 days. The District shall furnish a written statement at the beginning of each year setting forth the total sick leave credit for each teacher. Illness of an individual teacher will be charged against the teacher's individual leave bank.

(B) In addition to the individual teacher's personal leave bank, the District hereby agrees to authorize additional days, which shall be noncumulative, to the extent of five (5) days per year to be used for and including the following purposes:

- (1) (a) Illness of a member of the immediate family, which shall include mother, father, mother-in-law, father-in-law, husband or wife, children and brother or sister, such leave shall be granted upon prior request, where possible.
(b) For the 1991-1994 contract years, the immediate family definition contained in (1) (a) will be set aside with the understanding that the IEA member will identify the immediate family member necessitating leave usage.
- (2) Death of a close friend.
- (3) Medical or nursing care for member of teacher's immediate family.
- (4) Personal business days. Personal business days are not to be used to extend holidays, or other times off or used for leisure time activities. Personal business days must be for that activity that cannot be scheduled outside of working hours. Personal business days shall be limited to two per year. Unused personal business days shall convert to sick leave on July 1 of each year.
- (5) Such other leaves as may be approved by the District upon request.

Article IV Section 2 (Continued)

(C) In addition to the leaves specified in (A) and (B) above, the Board agrees to allow up to five (5) days per occurrence to be used in the event of a death in the immediate family as defined in (B)(1)(a) and (B)(1)(b) above.

(D) All fringe benefits and seniority shall accrue during such leaves.

(E) A teacher may be asked to explain the reasons for any leave request for a day immediately before or after a holiday or recess.

(F) Absences due to injury or illness incurred in the course of teacher's employment shall not be charged against teacher's leave bank, provided, however, that absences due to illness must be determined to be job related under the Workers' Compensation Act.

(G) Teachers desiring to attend a conference or to make an educational visitation shall obtain the prior approval of the District. If approval is granted, such day(s) will be with pay and without deduction from the short term leave days.

(H) When a teacher is called for jury service, or subpoenaed to serve as a witness in a court action, he/she shall be given a leave of absence with pay for the time required for such court appearance. Any witness fee resulting from court services shall be paid to the Board. Persons who are dismissed early shall report to work. The District reserves the right to request a teacher to ask for deferral of jury duty if the service dates appear critical to the operation of either the TEC Center or the Woodland Development Center.

(I) Any other short term leave may be requested as far in advance as possible and if approved shall be considered leave without pay.

(J) Any teacher has the right to receive sick leave benefits if he/she becomes disabled for any reason including disability associated with childbirth. In the event the district questions a teacher's ability to either continue his or her duties or his/her capability to return to work, it may request, at District expense, a medical determination by a physician mutually acceptable to the teacher and the District.

Section 3 - Sabbatical Leave

Pursuant to Michigan school law, teachers who have continuously been employed by the Board for seven (7) years may be granted a sabbatical leave up to one (1) year. During a sabbatical leave, the teacher shall be considered to be in the employment of the Board, and shall be paid one-half (1/2) of his/her scheduled salary as set forth in Appendix A.

Recommendation of teachers to be granted such leave shall be made by a six (6) member panel composed of three (3) representatives chosen by the Board and three (3) representatives chosen by the Association. Upon the recommendation of this committee, the Board may grant the equivalent of up to four (4) sabbatical leaves. The committee may recommend, and the Board may approve, additional sabbatical leave if it is in the best interest of the school district to do so. Non-approval of recommended sabbatical leave is not subject to the grievance procedure.

(A) Qualifications

- (1) The applicant must possess a Michigan Life, Permanent or Continuing Certificate.
- (2) The applicant must have been employed in the Intermediate School District for at least seven (7) consecutive years. Absence from service for a period of not more than one (1) year under a leave of absence without pay for professional improvement, restoration of health, or maternity shall not be deemed a break in continuity of service, but neither shall such a one (1) year leave be counted in the total of seven (7) required by this qualification.
- (3) The applicant must not have been granted a sabbatical leave of absence from the Intermediate School District during the seven (7) consecutive years of service immediately preceding current application.
- (4) The applicant must sign an agreement to return to service with the Intermediate School District immediately upon termination of the sabbatical leave and continue in such service for a period of two (2) years (one year in the event of a half-year sabbatical leave), or to refund all or part of compensation received during the sabbatical leave from the Intermediate School District, according to the following schedule:

Years of Service Following Leave	Refund
0	100%
0.5	75%
1	50%
1.5	25%
2	0%

A proportionate schedule shall be followed in event of a half-year sabbatical leave. In the event of extenuating circumstances, the Board may, by special action, waive any obligation to refund compensation.

Article IV Section 3 (Continued)

- (5) The Committee shall consider, among other qualifications, the following:
 - (a) The proposed program of the applicant as related to professional graduate study, travel, writing or research.
 - (b) The value of the proposed program to the Intermediate School District, its pupils, and the individual applicant.
 - (c) The applicant's length of total service to the Intermediate School District.
 - (d) When the number of applicants exceeds a total of four (4) members of the teaching staff, the ratio of recipients should reflect the ratio of applicants, taking into account the total number of teachers eligible for a sabbatical from the areas of special, general and vocational education teachers. The Board would be responsible for maintaining this balance.

(B) Application

- (1) Applications shall be filed with the Office of Superintendent by March 15 of the year preceding the year in which the sabbatical is requested. This date must be observed for either full-year or one-semester sabbaticals.
- (2) Applicants requesting sabbatical leave shall be notified by April 15, as to the status of their application.
- (3) Applications for sabbatical leave shall include with the application form an outlined plan for the period requested for sabbatical leave. This plan shall be indicated on the application form or as an attached statement, and shall include details either for graduate study in an approved college or university or a project (research, writing, travel) to be pursued independently by the applicant.

(C) Compensation

- (1) Teachers on sabbatical leave will be paid one-half their salary as set forth in Appendix A on either twenty-one (21) or twenty-six (26) pays, as so indicated.
- (2) A teacher granted such leave shall advance on the salary schedule the same number of steps had the teacher been on the staff in the Intermediate School District.

Article IV Section 3 (Continued)

(D) Status While on Sabbatical Leave

- (1) A teacher on sabbatical leave shall be considered to be in the employ of the Intermediate School District, and shall have a contract.
- (2) Full insurance benefits as set forth in Article IX shall be provided teachers on sabbatical leave.
- (3) Teachers on sabbatical leave shall be entitled to participate in any and all benefits that may be provided other contracted teachers by the Board.
- (4) Full-time employment by the recipient of sabbatical leave shall be prohibited. This does not, however, preclude the recipient's accepting grants, fellowships or remunerations for part-time work of any sort which does not interfere with the outlined sabbatical plan.
- (5) Teachers shall be responsible for notifying the payroll clerk of the Intermediate School District as to the place to which payroll checks should be addressed during the leave period.

(E) Status Upon Return from Sabbatical Leave

- (1) A teacher, when requesting a sabbatical leave, shall indicate a wish to be restored to the teacher's present position upon return. In those instances when a guarantee cannot be made that the current position will be available, the Superintendent shall communicate in writing the reasons that such a guarantee is not possible. This communication will be made prior to the beginning of the sabbatical leave.
- (2) A teacher returning from sabbatical leave shall file with the Superintendent within sixty (60) days a written report of the teacher's educational pursuits while on sabbatical leave and in the event the leave was granted for graduate study, a transcript from the college or university attended.

ARTICLE V

Section 1 - Student Discipline and Teacher Protection Rights

(A) A teacher may temporarily remove a pupil from a classroom when the grossness of the offense, the persistence of misbehavior, or the disruptive effect of the violation makes the continued presence of the student in the classroom disruptive. In such cases, a teacher will furnish the principal or the teacher's immediate supervisor with a full statement of the incident in writing. A student shall not be returned to the classroom until after consultation between the principal, or his designee, and the teacher. The District reserves the right to make the final determination on whether to return the student to the classroom or to take some other action.

(B) In the event that a teacher of the District is involved in any legal proceedings resulting from the discharge of his or her responsibilities, the District agrees to provide the Board legal counsel to assist the teacher. Time lost by a teacher in connection with such proceedings shall not be charged against the teacher's short term leave.

(C) The District will reimburse teachers for the destruction of any clothing or personal property caused by any student while on school premises or in connection with school responsibilities providing that the teacher exercises reasonable care in the protection of his or her property if the property was not otherwise insured.

(D) In the case of significant on the job injury to a unit member, the District will provide immediate access to medical attention. Unit members assaulted by students will be provided with legal consultation only at Board expense to be informed of their civil and criminal rights. The Board is under no obligation to provide legal representation beyond the initial consultation for pursuing a lawsuit.

(E) The intent of all educational programs at the ISD is to serve students. Concerns over schedule conflicts with instructional areas or service requests should be submitted to the Advisory Council to answer those concerns.

Section 2 - Teaching Facilities, School Equipment and Instructional Materials

(A) The Board recognizes that quality facilities, equipment and adequate space are necessary to the operation of sound educational programs and will endeavor to provide same in the best interests of the students of St. Clair County within the budgetary constraints of the District.

Article V Section 2 (Continued)

(B) Any concern about facilities, equipment or instructional materials may be placed on the agenda of the Advisory Council after discussion with immediate supervisor.

(C) The District will make available in each building, adequate lunchroom facilities for teachers' use during lunch periods.

(D) Except for the Administration Building where office work space is provided, the District shall make available in each District building, at least one room adequately furnished for use as a staff work room in which smoking shall be permitted. All buildings will be smoke free by January 1, 1993.

(E) The District will provide adequate on-site lighted parking identified for staff use.

(F) The District will provide lockable space in each teacher's room to allow the teacher to adequately protect his or her personal articles.

(G) The Board will provide in each school building first aide trained personnel.

(H) Telephone facilities shall be made available in each building for teachers' use.

(I) No teacher will have clerical, custodial, cafeteria patrol or bus duties other than those within normal instructional duties.

(J) The District shall provide two shop coats, smocks, work uniforms, and gym uniforms for the physical education teachers, art teachers and vocational and industrial education teachers each year. Such clothing must be placed on order prior to October 15 of each year or within 30 days of the beginning of employment. The care and laundering of such items shall be the responsibility of the teacher. In those areas where the Board provided coats, smocks, or uniforms, they shall be required to be worn.

ARTICLE VI
Section 1 - Teaching Assignments

(A) Teachers who will be unable to report for their normal teaching assignment shall call the District by 7:30 a.m. to allow the District to make arrangements for a substitute teacher. In the event that regular teachers are requested to act as a substitute during otherwise nonscheduled student contact hours, said teacher will be compensated at the rate provided for in this contract.

(B) Teachers supervising student teachers shall be determined on a voluntary acceptance basis by the teacher with the consent of the District. Such assignment shall not be deemed a part of the tenure responsibilities of a teacher.

- (1) Such supervisory teachers shall work directly with the University Program Coordinator and with the District in developing the student teacher program.
- (2) Supervisory teachers shall, at the request of the District or University Program Coordinator, file an evaluation of the student teacher.
- (3) Any financial remuneration from this program will be paid directly to the supervising teacher from the sponsoring institution.

(C) Job Sharing - The Board and the Association agree that, in some cases, job sharing is feasible and may be considered for teachers who wish to work on a one-half (1/2) time basis. Conditions for job sharing are as follows:

- (1) Teacher salary shall be one-half (1/2) of the salary schedule amount for a full time teacher.
- (2) Seniority shall accrue at one-half (1/2) the rate of a full time teacher.
- (3) Teachers agree to split all leave days equally.
- (4) Teachers agree to split vision insurance benefits while job sharing.
- (5) Teachers shall elect one of the following:
 - (a) One-half (1/2) of the district paid annuity described in Article IX, Section Two-F, or
 - (b) One-half (1/2) the amount of premiums for health and dental insurance, this total amount to be applied to the district health coverage described in Article IX, Two-A. The remainder of the health premium costs shall be paid through payroll deduction, or
 - (c) One-half (1/2) the amount of premiums for health insurance to be applied to the district health coverage described in Article IX, Two-A, and one-half (1/2) the amount of premiums for dental insurance to be applied to the district dental coverage described in Article IX, Two-D. The remainder of the health and dental premium costs shall be paid through payroll deduction.

Article VI Section 1 (Continued)

- (d) The provisions of paragraphs b and c above are subject to the carriers' approval.
- (6) In the event that one of the partners is unwilling or unable to continue to "job share" and a suitable replacement cannot be found, the remaining partner will be offered the position on a full time basis. The remaining partner may accept the position full time or apply for and be granted a short term leave of absence for the remainder of the school year.

Section 2 - Building Closings

(A) The District, through the Superintendent, shall determine the necessity of closing schools due to inclement weather or mechanical failures. The Superintendent may designate a snow day for the District or for an individual building. If a snow day is declared for the entire district, no teacher will be expected to report for work. If, after the school has started, all students are dismissed because of weather conditions or other acts of God, all teaching staff in the buildings affected, shall be dismissed. Where a building, or portion of a building, but not the entire District, is closed, those teachers who are assigned to the building or a portion of a building not designated to close are expected to report to work. In the event that a building or a portion of a building is closed due to a mechanical failure, only teachers in that building or a portion of a building will not be required to work. If no local school district is transporting students to the TEC Center because of weather, teachers within the TEC Center will not be expected to report to work.

Teachers' pay and benefits shall not be reduced due to building closures, due to weather, or other acts of God.

(B) Should a teacher fail to report to work when his or her building is in operation, the teacher shall be docked unless the teacher elects to use one or more paid leave days to which the teacher may be entitled. (See pages 17-18)

(C) In the event that state law is changed so that ISD's are required to make up or reschedule the student attendance days referred to above, the following provisions shall apply:

- (1) Paragraphs A and B above shall continue in effect.
- (2) Teachers may be required to make up rescheduled student attendance days and will be compensated as described in paragraph C-3-6.
- (3) Teachers shall suffer no loss of pay, benefits or leave time when school is closed due to building closings, weather or other acts of God.

Article 6 Section 2 (Continued)

- (4) If school is cancelled for the entire day before teachers have reported for work, teachers shall receive no additional compensation for rescheduled student attendance days.
- (5) If school is cancelled after the normal starting time of teachers, and the day cannot be counted as one of the 180 student days, teachers will be paid additional prorated salary based on their regular rate of pay for all hours worked. The rescheduled day shall be considered part of the 180-day requirement with no other additional pay.
- (6) If school is cancelled after the normal starting time of teachers and the day can be counted as one of the 180 student days, there shall be no additional compensation and the day will not be rescheduled.

(D) Rescheduling of student instruction days shall occur as follows:

Upon cancellation of a student attendance day, the President of the Association shall meet with the Superintendent, or his designee, as soon as practicable but not later than seven (7) working days after returning to work, for the purpose of discussing, in good faith, adjustments to the school calendar to make up such days. If said parties are unable to reach agreement on calendar adjustments within seven (7) working days of said meeting, or if there is insufficient time prior to the end of the school year to conduct such meetings, the make up days shall be scheduled on the weekday(s) immediately following the last day of pupil instruction.

(E) The provisions of paragraphs (C) and (D) shall only apply if the district is required by law to reschedule a minimum number of student attendance days.

Section 3 - Teacher Evaluation

(A) Every effort will be made to appraise teachers of their responsibilities to their students and the district. Each teacher will be provided with a copy of the current evaluation form which applies to the position by October 15th of each school year so that they may know the specific criterion upon which they will be evaluated.

ARTICLE VI Section 3 (Continued)

(B) All teachers of the District shall be periodically evaluated to determine whether or not they have obtained a satisfactory level of professional performance, to promote instructional improvement and to determine if contractual obligations are being fulfilled. Evaluations shall be completed by the principal of the school or an administrative designee who is familiar with the program being evaluated. No teacher will be required to evaluate/nor be evaluated by another teacher, formally or informally. There shall be at least one classroom visit per year, completed by February 1st, for probationary teachers and teachers who are annually authorized. There shall be at least one formal evaluation every three years for all tenure teachers. Each formal evaluation shall consist of at least two classroom observations of at least thirty minutes each. Visitations to observe the performance of tenure teachers shall be completed by the first working day of April in the year the visitation is made. All formal evaluations shall be done openly and with full knowledge of the teacher. Evaluations shall be reviewed with the teachers subsequent to the completion of the classroom visitation. Said evaluation shall be done on evaluation form(s) attached as Appendix J and made a part hereto. Appendix J may only be changed or modified with the written agreement of both parties.

(C) The administrator shall prepare the written evaluation within twenty (20) working days of each required classroom visitation. If the administrator feels that a teacher's performance should be improved, the administrator shall so state and indicate in specific terms the means by which the teacher may improve performance. If a specific deficiency does not appear in a subsequent evaluation, it is assumed that the deficiency is corrected.

(D) A copy of the evaluation report will be presented to the teacher. The teacher shall sign the evaluation, but such signature shall only indicate that the teacher has received a copy of the evaluation and shall not indicate agreement with said evaluation.

(E) Should any teacher disagree with the evaluation, he/she may attach to the document a personal response to the evaluation, which will then be placed on file in the official personnel record.

Article VI (Continued)

Section 4 - Teacher Dismissal Provisions

(A) No teacher shall be dismissed except for just cause as shall be determined in accordance with the tenure rights for all tenure teachers. For other than tenure teachers, the District reserves the right to dismiss such teacher upon showing of just cause. The Superintendent may for just cause temporarily suspend any teacher from work responsibilities with or without the loss of pay. Notice of suspension shall be in writing with copies to the teacher and the Association, and shall include a statement of the reasons for the disciplinary action taken. The Superintendent shall discuss with the teacher the reasons for the dismissal. At such meeting the teacher may at his or her request have an Association representative present, and may terminate the meeting and request a second meeting so that an Association representative may attend.

- (1) If the teacher wishes to resign at the end of the semester he shall give notice in writing as soon as possible but not later than thirty (30) calendar days before the end of the semester.
- (2) A teacher's employment with the District may be terminated by mutual consent at any time.

(B) Non-tenure Teacher Dismissal Provisions. Dismissal shall be initiated by the Superintendent or his designee issuing a notification of intent to recommend dismissal which shall be in writing and shall include a statement of charges and the reasons for dismissal. Copies of the notification shall be served upon the teacher and upon the Association. The Superintendent may temporarily suspend such an employee pending the determination on the charges.

If the teacher is notified by the Superintendent that he intends to recommend a dismissal to the Board, the following review process shall be initiated:

- (1) Informal Level: The teacher may, within seven (7) calendar days from the date of receipt of the notice of intent to recommend dismissal, request an informal meeting with the Superintendent. This meeting may include the Association representative at the request of the teacher. If satisfactory agreement cannot be concluded, the teacher may proceed to Step 2, and shall do so within ten (10) calendar days.
- (2) Formal Level: If the teacher is not satisfied with the results of the informal meeting, such teacher may request a hearing before the Board, which request shall include an answer to the charges prior to the Board acting upon the recommendation of the Superintendent. Such teacher shall notify the Secretary of the Board in writing requesting such hearing within ten (10) calendar days from the date of receipt of the notice of intent to dismiss or within ten (10) days following the conclusion of the informal level meeting.

Article 6 Section 4 B. (Continued)

- (3) The Board shall schedule a hearing to review the recommendation of the Superintendent. The teacher shall be given notice of such hearing and shall be entitled to be represented, including legal counsel if desired, and the right to cross-examine all witnesses and to face and examine all those holding administrative or supervisory positions having knowledge of the facts. Such hearing shall be concluded by the rendering of a written decision within ten (10) days following the conclusion of the hearing. In the event that the decision of the Board shall be to dismiss, the decision of the Board shall be final. In the event that the decision of the Board is not to dismiss, then the teacher shall be reinstated unconditionally on the appropriate status and reimbursed for any compensation lost.

ARTICLE VIII

Section 1 - Grievance Procedure

The primary purpose of this procedure is to secure a solution to grievances in an orderly and expeditious manner.

(A) A grievance shall be defined to be a claim or complaint by a teacher, or group of teachers, or the Association as to the application or interpretation of this agreement, either as to the meaning of its terms or as to the rights of the parties under these terms, or as to the justification of action taken pursuant to the terms.

(B) The Association, in the grievance procedure, shall have the right to represent any teacher upon the request of said teacher or to be present at any formal grievance hearing whether representing the teacher or not.

(C) The failure of the teacher or the Association to challenge any action or inaction of the District within ten (10) work days from date of the action or inaction or knowledge thereof shall make such action or inaction incontestable.

(D) Level One: This step shall be taken in writing, (Form Appendix H) by the individual teacher, group of teachers or Association by requesting in writing a meeting with the appropriate supervisor to discuss the grievance. A meeting shall take place within five (5) work days from the request for such meeting. A written response will be made within ten (10) work days of the meeting with a copy to the teacher(s), Association President and Superintendent.

(E) Level Two: If the teacher or Association is not satisfied with the determination of the Supervisor, the Teacher or Association may appeal in writing to the Superintendent within ten (10) work days of receiving the Level One response.

A grievance meeting shall be held by the Superintendent within ten (10) work days from receipt of the grievance. A determination shall be in writing and shall be rendered within ten (10) work days after the termination of the meeting.

(F) Level Three: If the teacher or the Association is not satisfied with the determination of the Superintendent, the teacher or the Association may appeal to Arbitration. Such appeal shall be made within ten (10) work days following receipt of the decision by the Superintendent. Written notice requesting appeal shall be given to the Superintendent.

(G) The time limit required herein may be waived or extended by the mutual consent of the parties.

Article VIII (Continued)

Section 2 - Binding Arbitration

(A) If the grievant and/or the Association does not file a written notice of non-acceptance of the Superintendent's determination within ten (10) working days, the Superintendent's determination shall be deemed to have been accepted. If the grievant and/or the Association files a written notice within ten (10) working days that the Superintendent's determination is not acceptable, and if such grievance is arbitrable as herein provided, the Association, through actions of its executive board may then submit such grievance to grievance arbitration.

(B) Arbitration Proceedings

(1) Demand for Arbitration

(a) The Association may appeal grievances to grievance arbitration under and in accordance with the rules of the American Arbitration Association then in effect. Such appeal must be taken within ten (10) working days following the receipt of the District's determination.

(b) Such demand for arbitration shall be made by written submission defining the issue to be arbitrated. The District shall then have ten (10) working days within which to reply to such submission by filing same with the American Arbitration Association.

(2) Powers of Arbitrator

(a) The arbitrator shall be empowered, except as limited herein, after due investigation, to make a decision in cases of alleged violations, misinterpretations, or misapplication of a specific Article(s) or Section(s) of this Agreement.

1) He shall have no power to add to, subtract from, disregard, alter, or modify any of the terms of this Agreement.

2) He shall have no power to establish salary scales, change any salary figures in the Agreement, or increase or change any staffing requirements set forth in this Agreement.

3) He shall have no power to rule on any of the following:

a. The termination of services of or failure to re-employ any probationary teacher.

b. The placing of a non-tenure on a third year of probation.

Article VIII Section 2 B (Continued)

- c. Any claim or complaint capable of resolution under the procedures specified in the Teacher's Tenure Act, 1937 PA4, as amended.
- 4) His powers shall be limited to deciding whether the District has violated the specific Articles or Sections of this Agreement. It is agreed (except as to the provisions set forth in this Agreement) he shall have no power to change any practice, policy or rule of the District through substituting his judgement for that of the District as to the reasonableness of any practice, policy, rule, or any action taken by the District.
 - 5) He shall have power to make monetary awards, but not award monetary damages.
 - 6) In rendering decisions, he shall give full recognition to the responsibilities of the Board as indicated in the Board Rights provision which establishes the District's rights, powers and authority as that exercised or had by it prior to the date of this Agreement, except as specifically limited by expressed provisions of this Agreement. His decision shall be consistent with the rights reserved to the District by this provision.
 - 7) If the arbitrability of any grievance under the terms of this Agreement is disputed, or if either party alleges that the other has failed to comply with the grievance or arbitration procedure, the arbitrator shall first rule on the question of arbitrability or procedure. Should he determine that the grievance is not arbitrable, it shall be referred back to the parties without decision or recommendation as to its merits. If the grievance is arbitrable, he shall proceed to hear the merits of the case at that time.
- (b) Although the arbitrator may cite case law in making his award, he shall have no power to interpret State and/or Federal law, to hear any matter involving constitutional rights or to render any provisions of this Agreement inapplicable by reason thereof.

Article VIII Section 2 B (Continued)

- (c) The arbitrator's decision shall be submitted in writing and shall set forth his findings and conclusions with respect to the issue submitted to arbitration.
 - (d) There shall be no appeal from an Arbitrator's decision if within the scope of his authority as set forth herein, and it shall be final and binding on the Association, members of the bargaining unit, the teacher or teachers involved and the District.
- (3) **Applicability and Duration**
Arbitration proceedings shall be confined and limited to grievances arising and growing out of facts, events and occurrences following the date of execution of this Agreement by both parties. No arbitration decision made hereunder shall constitute a binding precedent with respect to the making of any new Agreement between the Association and the District.
- (4) **Fees and Expenses**
- (a) The arbitrator's fees and expenses, the cost of any hearing room and the cost of a reporter shall be borne equally by the parties.
 - (b) All other costs and expenses shall be borne by the party incurring them. The expenses and compensation of any witness or participants attending the arbitration proceeding shall be paid by the party calling such witness or requesting such participation.
 - (c) Paid leave time shall be provided any employee of the District who is called to testify at an arbitration hearing with no deduction from leave bank.

(C) Grievances concerning the following shall not proceed to binding arbitration:

- (1) Individual grievances not appealed by the Association.
- (2) Any matter which specifically by this contract is not subject to the grievance procedure, and those items which by this contract are provided to be in the sole discretion of the District.

ARTICLE IX

Section 1 - Work Day

To implement the daily program required of the Intermediate School District and to meet the needs of the children from the sending school districts, the following shall be the work day for the professional staff of the District:

(A) Classroom Assigned Teachers

- (1) The workday shall begin at 8:00 and shall terminate at 3:15 p.m. and shall be consecutive hours worked, Monday through Friday.

There shall be 32 1/2 hours per week of obligated staff time. Non-contact hours may be used for scheduled in-service training, Administrative Staff meetings and other programs or conferences as determined by the District. Every effort will be made to distribute the agenda to all staff expected to participate in the meeting or program, 24 hours in advance. In no event shall more than one hour per week be scheduled for in-service training and one hour per week for Administrative Staff meetings or other programs. The balance of the non-contact hours are to be used for teacher preparation, and other evaluated responsibilities.

Teachers required to participate in IEPC, IEP, MET, other formal hearings, Occupational Advisory Committee meetings, or staff meetings after the normal work day, shall be eligible for equivalent release time so as not to be required to work beyond 32 1/2 hours in any one week. Release time shall be earned and taken with the knowledge and approval of the teacher's immediate supervisor.

- (2) Should a teacher work beyond 32 1/2 hours in any given week with the knowledge and prior written approval of the teacher's immediate supervisor, that teacher shall earn compensatory time. (Form Appendix E) Teachers who earn compensatory time should be allowed to take such time by indicating the desired release time on a Leave Request Form (ISD 7). Adjusted work days affecting student contact hours shall be taken in half or full day increments; less than half day adjustments shall not affect student contact hours.

By a mutual agreement, an IEA member may contract with his immediate supervisor for advanced use of compensatory time which is as yet unearned.

ARTICLE IX SECTION 1 A 2. (Continued)

Under no circumstances will more than two days be taken consecutively by any IEA member who has student contact. Members who do not have student contact shall not be limited to the number of days they use consecutively. Compensatory time shall not be used for the two District 3-1/4 hour extended day activities. Compensatory time shall be non-cumulative. A teacher shall only have the option of being paid for compensatory time if the Administration has been unable to provide the teacher time off to use their compensatory time. If a teacher is paid for compensatory time it will be paid at the extended day rate.

- (3) Should a scheduled in-service meeting extend beyond 3:15 p.m., teachers shall be expected to attend and compensatory time shall be provided.

(B) Non-classroom Assigned Teachers

The work day shall begin no earlier than 8:00 a.m. and shall terminate no later than 4:00 p.m. It is recognized that non-classroom personnel may on occasion be required to work an adjusted work day to accomplish special activities assigned to them. In such event, the affected employee and the immediate supervisor shall mutually agree upon an adjusted work week, but in no event shall an employee be required to work more than 32 1/2 hours total during any special week. In addition to the normally assigned duties, non-classroom teaching staff may be required to attend designated in-service training programs and administrative staff meetings as determined by the District.

(C) All instructional personnel shall be entitled to a duty-free uninterrupted lunch period of not less than 45 minutes per day.

(D) The District and the Association acknowledge that there are programs and activities that will be operated outside of the normal work day, including P.T.A. meetings, and conferences and special night programs and that all staff are encouraged to participate in such activities. Teachers will be notified of such meetings and/or events through the advisory council minutes.

(E) All employees of the Intermediate School District whose services are rendered at other locations, shall be employed there under the conditions set forth in this contract.

Article IX (Continued)

Section 2 - Insurance Coverage

(A) Health Insurance

The District agrees to pay premiums for health insurance for each teacher through a carrier determined by negotiations. From July 1, to December 31, 1991, the District agrees to provide MESSA Super Care II. Beginning January 1, 1992 the District agrees to provide MESSA Super Care I coverage without cost to the member for twelve (12) full months.

Total health insurance payments for any teacher will not exceed the actual cost of the Messa plan herein outlined. There will be no supplemental payments by the Board. The payments will be the full premium amounts for the MESSA plan outlined herein for single, two persons, or full family coverage.

Effective July 1, 1994 and until a successor Agreement is reached, the obligation of the Board to pay health insurance premiums shall not exceed the Board's base premium amount for the 1993-94 insurance year, July 1, 1993 to June 30, 1994. If health insurance premiums effective July 1, 1994, exceed the Board's base premium for the 1993-94 insurance year, the excess amounts over the individual employee's premium cost, shall be paid in full by the individual employee by way of payroll deduction.

(B) Group Term Life Insurance

The Board agrees to pay the actual premium cost to provide \$45,000 of group term life insurance with AD & D Benefits through MESSA, \$50,000 for those not taking health insurance.

(C) Disability Benefits

The Board agrees to pay the actual premium cost to provide long term disability by injury or sickness, subject to carriers exclusions, limitation and reductions as follows:

- (1) 120 days waiting period
- (2) 66 2/3% of income
- (3) Maternity coverage
- (4) Pre-existing conditions waived
- (5) Social Security freeze
- (6) Alcoholism/drug waived - 2 year limit
- (7) Mental/nervous waived - 2 year limit
- (8) Two year own occupation coverage
- (9) \$2500 Monthly cap

The carrier will be determined by the Board until July 1, 1992, when it will be changed to MESSA.

(D) Dental Coverage

The Board agrees to provide dental coverage to all members by MESSA/Delta Dental with benefits specified below.

Delta Dental Plan 90/90/80 Class I, II, III with Adult Ortho Rider with a cap of \$2500 and with internal and external coordination of benefits.

Article IX Section 2 (Continued)

(E) Vision Care

The Board agrees to pay the actual premium cost to provide VSP II vision insurance.

(F) For 1991-92 any member not selecting Health Insurance Coverage will be granted an allowance of \$100.00 each month for investment in a tax sheltered annuity and/or toward other optional insurance programs offered by a carrier approved by the Board of Education. In no case shall this sum be invested with more than two companies. This amount shall be increased to \$110.00 per month in 1992-93 and \$120.00 per month in 1993-94.

(G) The Board agrees to coordinate benefits internally and externally for health, dental and vision insurance where policies and carriers permit.

(H) The Board agrees to provide teacher liability coverage, without corporal punishment exclusions in the total amount of not less than \$1,000,000 for the total teacher group employed by the ISD.

(I) An employee who works at least half time shall receive benefits as set forth in this Article on a prorated basis. Such employees shall pay, by payroll deduction, the percentage cost of their benefits equalling the amount they work less than full time. Thus, by way of example, an 80% employee would pay 20% of the cost of their benefits by payroll deduction. Employees working less than half time shall receive no benefits.

An employee who works at least fifteen (15) but less than thirty (30) hours per week shall have the above benefits as modified below. Proration shall be based upon thirty (30) hours being 100% and shall be payable through payroll deduction.

Option 1	A	Health Insurance	Prorated
	B	Life Insurance	Fully Paid \$20,000
	C	LTD	Fully Paid
	D	Dental	Prorated
	E	Vision	Prorated
	G	Liability	Fully Paid

Option 2 Employees who do not need health insurance will have the following benefits.

	B	Life Insurance	Fully Paid \$25,000
	C	LTD	Fully Paid
	D	Dental	Prorated
	E	Vision	Prorated
	F	TSA	Prorated
	G	Liability	Fully Paid

Article IX (Continued)

Section 3 - Financial Remunerations

(A) Salary

The salary schedules are listed in Appendix A, which shall be attached hereto and incorporated as part of this Agreement.

(B) The District for approved travel agrees to pay for full lodging, expenses and mileage at the rate set forth herein and per diem meal allowance of the actual costs up to \$6.00 per day for breakfast, \$7.00 per day for lunch and \$12.00 per day for dinner. Employees attending full day in state conferences shall receive \$25.00 per full day and no receipts shall be required. Employees attending full day out-of-state conferences shall receive \$35.00 per full day and no receipts shall be required. A teacher may request a waiver of the above limits on the conference request form. Non-approval of waiver shall not be grievable.

(C) (1) The District agrees to pay mileage for approved travel at the rate set by the IRS.

(2) If and when a vehicle is available, the District will provide a school vehicle to teachers for approved out of county travel. Request for such shall be to the transportation office.

(3) Mileage sheets for individuals with high number of miles driven regularly may be turned in twice a month. Others are required to turn their mileage in monthly.

(D) Calendar

The calendars for the school years covered by this agreement are set forth in Appendix B attached hereto. The calendar shall consist of 180 instructional days for staff and 185 total days for existing staff, and 186 total days for new staff. One day of non-student contact days shall be worked as two 3 1/4 hour extended days.

(E) After ten (10) continuous years of regular employment under contract with the School District, the Board will pay to the teacher who retires from the School District, and who meets the minimum requirements for drawing retirement benefits from the Michigan Public School Employees Retirement Fund, terminal pay as follows: current substitute teacher salary per day for each unused sick day accumulated over 15 days, up to a maximum of 11% of the current beginning salary on the BA scale. A teacher who dies while employed by the school district will be eligible for the same benefits as a teacher retiring. The termination pay earned will be paid to the teacher's beneficiary.

Article IX Section 3 (Continued)

(F) Coordinators for DECA, VICA, SCCAT, Business Professionals of America, Special Olympics, High School Aide Coordinator.

- (1) Each year teachers interested in and willing to work with the above student organizations shall so indicate to the Building Principal.
- (2) The Principal shall select an applicant for coordination of each of the student groups.
- (3) An allowance of \$800 for 1991-92 shall be paid each coordinator except the High School Aide Coordinator whose allowance shall be one-half this amount. The allowance shall be increased to \$900 in 1992-93 and \$1000 in 1993-94. There shall be one coordinator each for SCCAT and DECA and two coordinators for VICA, BPA and Special Olympics.
- (4) The coordinators shall be responsible to the Building Principal who will outline the specific extra duty responsibilities for the coordinators.
- (5) Teachers shall be given compensatory time for approved involvement as advisors of student activities which require work beyond the school day or beyond 32 1/2 hours in any week. Approval must be granted, in writing, by the Building Principal.

NOTE: Teachers acting as advisors who are paid for such positions shall not receive compensatory time.

(G) Definition of Column Headings in Salary Schedule

- (1) BA Degree: B.A., B.S. or Annually Authorized.
- (2) MA Degree: Master's Degree or 30 semester hours past the B.A. or B.S. on an approved planned program through an accredited university.
- (3) MA + 30: 30 semester hours past the MA or MS on an approved planned program through an accredited university.
- (4) Non-planned program: A teacher may request the Board to approve an advancement to the M.A. or M.A.+30 level pay scale under the following conditions:
 - (a) A minimum of thirty semester hours earned beyond the B.A. or M.A. Degree.
 - (b) Hours earned must be related to education.
 - (c) A rationale shall be provided should the approval be denied.
 - (d) This is not to be applied retroactively.
 - (e) Prior Board approval of the course sequence is required.

Article IX Section 3 G (Continued)

- (5) Vocational/Technical/Industrial: Employees in these areas shall be advanced to the M.A or M.A.+30 levels upon completion of hours equivalent to a M.A. or M.A.+30 even though such hours may not be part of a planned program through a major university. Equivalent hours shall be granted for workshops, seminars and other related vocational/industrial training, and 800 minutes shall be equivalent to one semester hour. The provisions of 4-b through 4-e shall also apply.

Section 4 - Payroll Deductions

Payroll deductions for the following purposes shall be made upon the written authorization of the teacher filed with the Business Office.

- (1) Professional dues or financial responsibility as required by this Agreement.
- (2) United Fund contributions.
- (3) Annuities approved by the Board.
- (4) Educational Associates Credit Union.
- (5) U.S. Savings Bonds.
- (6) MESSA and MEA Financial Services
- (7) Such other plans or programs jointly approved by the Association and the District.

ARTICLE X

Extended Day / Extended Year Employment

Section A

Assignments for adult education, driver education, summer school and other special programs which extend the work day and/or work year will be made by the District.

1. While specific assignments are the responsibility of the District, the opportunity for extended day and/or year employment will be offered first to IEA members.
2. When considering assignments of IEA members to positions which extend the work day and/or year the District will be guided by the certification, qualifications, experience, and seniority of the members. Every effort shall be made to place the IEA member in the position of his/her choice.
3. Should there be fewer teaching applications from IEA members than there are teaching positions, the District will advertise for non-IEA teachers to fill those positions.

Section B

The Association and the Board recognize that employment opportunities which extend the regular work week, day or year, must operate with policies and budgets which differ from those of the regular work day and year. It is agreed, however, that each teacher offered such opportunity can expect:

1. A written contract at least five (5) days prior to initiation of the program which indicates position, dates, hours, and rate of pay.
2. Payment of two (2) hours pay at the agreed upon rate, in the event the program doesn't make it or is cancelled.
3. Payment of two (2) hours pay at the agreed upon rate as a consultant to any non-IEA member who is employed to teach an extended day or extended year program which was declined by the IEA member regularly employed to instruct in such area.
4. A Policies manual which will outline emergency first aid procedures, procedures for program cancellation, teacher responsibility for student discipline, equipment and supply purchase, and procedures for storage of equipment and supplies which are restricted to use in extended day and/or extended year programs.

ARTICLE X (Continued)

Section C

Association members who are offered and accept extended day and/or extended year teaching assignments, agree that such teaching will not interfere in any manner with instruction of regularly enrolled students.

Section D

Association members agree to report all problems associated with extended day/extended year assignments to their immediate supervisor, in writing, using form Appendix (F). The supervisor shall respond in writing to the teacher within five (5) working days.

Section E

Problems reported by Association members concerning extended day and/or extended year programs which seem not to be resolved shall be placed on agenda of the Advisory Council.

Section F

Classroom teachers of extended day and/or extended year programs involving direct classroom instruction of students may have one classroom period (for extended day programs) or one day (for extended year programs) prior to the starting day of instruction to be used for classroom preparation. This time shall be used for obtaining needed classroom materials, supplies and for general classroom preparation. Such time is chargeable against the time allowance in Section 1, 2, and 3 below.

1. Vocational education programs will include up to fifteen (15) minutes of paid preparation time for each hour of instruction.
2. All other programs will include a minimum of thirty (30) minutes of daily paid preparation.
3. Teachers may request to the program supervisor for an adjustment of hours for extenuating circumstances for programs where additional time may be required to start up a program or close down a program. If an agreement of adjusted hours cannot be reached between the teacher and supervisor, then the teacher may appeal the decision to the next level of administration.

Article X (Continued)

Section G

The District shall not be required to repost an extended day/year vacancy, if that position has been posted and filled as provided in this Article and that position has again become vacant.

Section H - Compensation

- (1) Effective in the 1989-90 contract year, any IEA member employed in an SMI or SXI position for 230 days shall receive compensation for the additional 50 days at an hourly rate based on his/her annual salary. The formula for determining the hourly rate shall be as follows:

Hourly Rate = Salary Schedule rate divided by 185 (days) + 6.5 (hours)

This provision shall be implemented with a threshold level of Step 4 of the appropriate schedule. In each subsequent year, the threshold shall advance one step of the schedule until parity is reached.

By example, a teacher qualifying for this provision in the 1991 summer who is at Step 6 or higher shall be paid the hourly rate for Step 6. A teacher at Step 3 shall be paid the hourly rate for Step 3. In the 1992 summer session, the threshold shall move to Step 7 and in 1993, step 8.

- (2) Compensation for programs other than mandatory SMI and SXI programs described above shall be at the following hourly rates

1991-1992	1992-1993	1993-1994
\$20.00	\$21.00	\$22.00

ARTICLE XI

Section 1 - Extent of Agreement

(A) This Agreement constitutes the sole and entire agreement between the parties and supersedes all prior practices, whether oral or written, and expresses all obligations of, and restrictions imposed upon, the District and Association. This Agreement is subject to amendment, alteration, or addition only by a subsequent written agreement between the parties and executed by the District and the Association. The waiver of any breach, term or condition of this Agreement by either party shall not constitute a precedent in future enforcement of all its terms and conditions.

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

(C) The individual contracts between the District and the teachers heretofore executed shall be subject to the terms and conditions of this agreement. Any individual contract executed after the date ratification of this agreement shall expressly be made subject to and consistent with the terms of this or any subsequent agreement executed between the parties.

(D) The contract will be closed during the second and third year.

Section 2 - Duration of Agreement

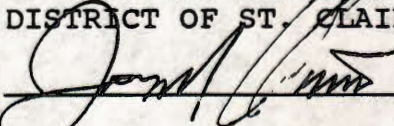
This agreement shall be effective as of the first day of July, 1991, and shall continue in full force and effect through the 30th day of June 1994. Between the first day of May and the thirtieth day of June, 1994 the parties shall initiate negotiations for the purpose of entering into a successor agreement to this agreement.

Signed this 14th day of October, 1991.

INTERMEDIATE EDUCATION ASSOCIATION

BY: 

INTERMEDIATE SCHOOL
DISTRICT OF ST. CLAIR COUNTY



APPENDIX A

Each step of the salary schedule shall be increased by the following percentages.

1991-92 - 5.5% above 1990-91 Guaranteed
1992-93 - 4.0% above 1991-92 Guaranteed
1993-94 - 4.5% above 1992-93 Guaranteed

In 1992-93 and 1993-94 the Association may re-open wages only if the 1992-93 district total revenue increases by more than 4% over the previous year and the total district revenue increases by more than 4.5% for 1993-94 over 1992-93.

Fully retroactive.

If the Association requests, the following comparisons shall be made to determine if reopening is permitted.

Revenue determinations and comparisons shall be made from audited figures for the past years in the following manner. On or about October 1, 1993 the totals of Form B-0999, total revenue for General Fund plus Departmental Code A-359, total Special Ed. Fund Revenue plus Departmental Code B-359, total Vocational Ed. Fund Revenue for 1991-92 School year (fiscal year ending June 30, 1992) shall be compared with totals of the same for the 1992-93 school year (fiscal year ending June 30, 1993) to determine whether there was an increase of more than 4% for the 1992-93 school year over 1991-92.

Similarly, the 1993-94 totals shall be compared with the 1992-93 total on or about October 1, of 1994.

APPENDIX A

1991-92

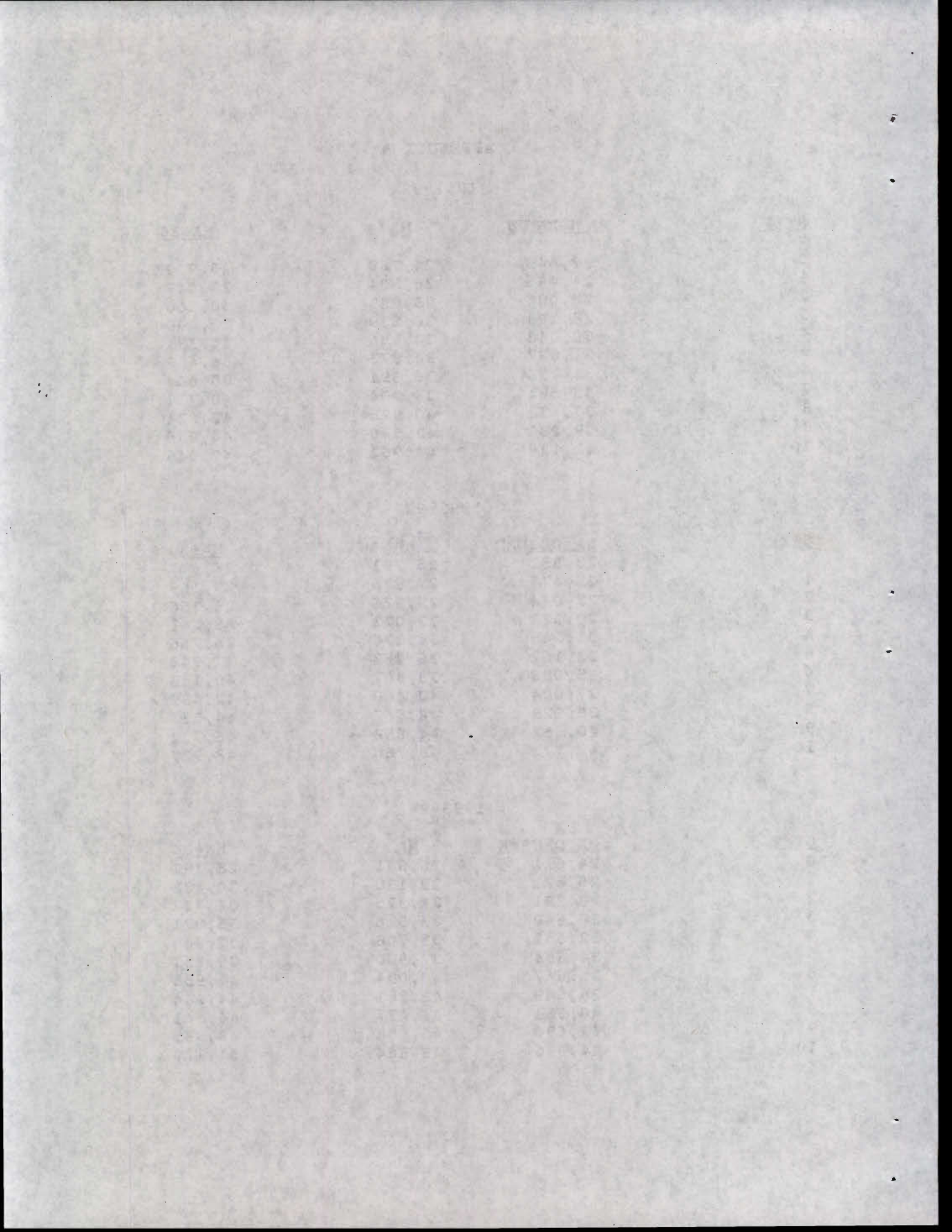
<u>STEP</u>	<u>BA DEGREE</u>	<u>MA</u>	<u>MA+30</u>
0	22,645	24,789	25,939
1	24,495	26,804	28,047
2	26,004	28,823	30,160
3	28,193	30,839	32,270
4	30,043	32,856	34,381
5	31,887	34,873	36,489
6	33,738	36,891	38,604
7	35,581	38,904	40,711
8	37,432	40,925	42,824
9	39,281	42,940	44,935
10	41,126	44,962	47,045

1992-93

<u>STEP</u>	<u>BA DEGREE</u>	<u>MA</u>	<u>MA+30</u>
0	23,551	25,781	26,977
1	25,475	27,876	29,169
2	27,044	29,976	31,366
3	29,321	32,073	33,561
4	31,245	34,170	35,756
5	33,162	36,268	37,949
6	35,088	38,367	40,148
7	37,004	40,460	42,339
8	38,929	42,562	44,537
9	40,852	44,658	46,732
10	42,771	46,760	48,927

1993-94

<u>STEP</u>	<u>BA DEGREE</u>	<u>MA</u>	<u>MA+30</u>
0	24,611	26,941	28,191
1	26,621	29,130	30,482
2	28,261	31,325	32,777
3	30,640	33,516	35,071
4	32,651	35,708	37,365
5	34,654	37,900	39,657
6	36,667	40,094	41,955
7	38,669	42,281	44,244
8	40,681	44,477	46,541
9	42,690	46,668	48,835
10	44,696	48,864	51,129



1991-92
School Calendar

APPENDIX B

AUGUST					SEPTEMBER					OCTOBER				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2	2	3	4	5	6		1	2	3	4
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25
26	27	(28)	29	30	30					28	29	30	31	

NOVEMBER					DECEMBER					JANUARY				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	2	3	4	5	6			1	2	3
4	5	6	7	8	9	10	11	12	13	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	13	14	15	16	17
18	19	20	21	22	23	24	25	26	27	20	21	22	23	24
25	26	27	28	29	30	31				27	28	29	30	31

FEBRUARY					MARCH					APRIL				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	2	3	4	5	6			1	2	3
3	4	5	6	7	9	10	11	12	13	6	7	8	9	10
10	11	12	13	14	16	17	18	19	20	13	14	15	16	17
17	18	19	20	21	23	24	25	26	27	20	21	22	23	24
24	25	26	27	28	30	31				27	28	29	30	

MAY					JUNE						
M	T	W	T	F	M	T	W	T	F	Sept. 2	Labor Day
				1	1	2	3	4	5	Nov. 28	Thanksgiving
4	5	6	7	8	8	9	10	11	12	Dec. 23	Christmas
11	12	13	14	15	15	16	17	18	19	Jan. 6	Classes Resume
18	19	20	21	22						Apr. 17	Spring Break
25	26	26	28	29						Apr. 27	Classes Resume
										May 25	Memorial Day
										June 12	Last Day

KEY

VACATION PERIOD, HOLIDAY OR OTHER NON-WORKING DAY

NON-STUDENT WORK DAY

() NEW STAFF

TEC NON-STUDENT/WOODLAND STUDENT WORK DAY

WOODLAND NON-STUDENT/TEC STUDENT WORK DAY

TOTAL

180 STUDENT CONTACT DAYS
5 NON-STUDENT WORK DAYS
(includes 2 half-days)

185

1910
1911
1912

1913
1914
1915

1916
1917
1918

1919
1920
1921

1922
1923
1924

1925
1926
1927

1928
1929
1930

INTERMEDIATE EDUCATION ASSOCIATION
1992-93
School Calendar

AUGUST

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER

M	T	W	T	F
7	1	2	3	4
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER

M	T	W	T	F
5	6	7	1	2
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER

M	T	W	T	F
7	1	2	3	4
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY

M	T	W	T	F
4	5	6	7	1
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL

M	T	W	T	F
5	6	7	8	1
12	13	14	15	2
19	20	21	22	3
26	27	28	29	30

MAY

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE

M	T	W	T	F
7	1	2	3	4
14	15	16	17	18
				11

- Aug. 28 New Teacher Workday
- Aug. 31 Non-Student Workday all Teachers
- Sept. 1 First Student Day TEC included
- Sept. 7 Labor Day
- Nov. 26 Thanksgiving
- Dec. 21 Christmas

- Jan. 4 Classes Resume
- Apr. 9 Spring Break - TEC
- Apr. 12 Spring Break - Woodland
- Apr. 19 Classes Resume
- May 31 Memorial Day
- June 10 Last Student Day - Woodland
- June 11 Last Student Day - TEC and last Teacher Day for all

KEY

TOTAL

☐ VACATION PERIOD, HOLIDAY OR OTHER NON-WORKING DAY

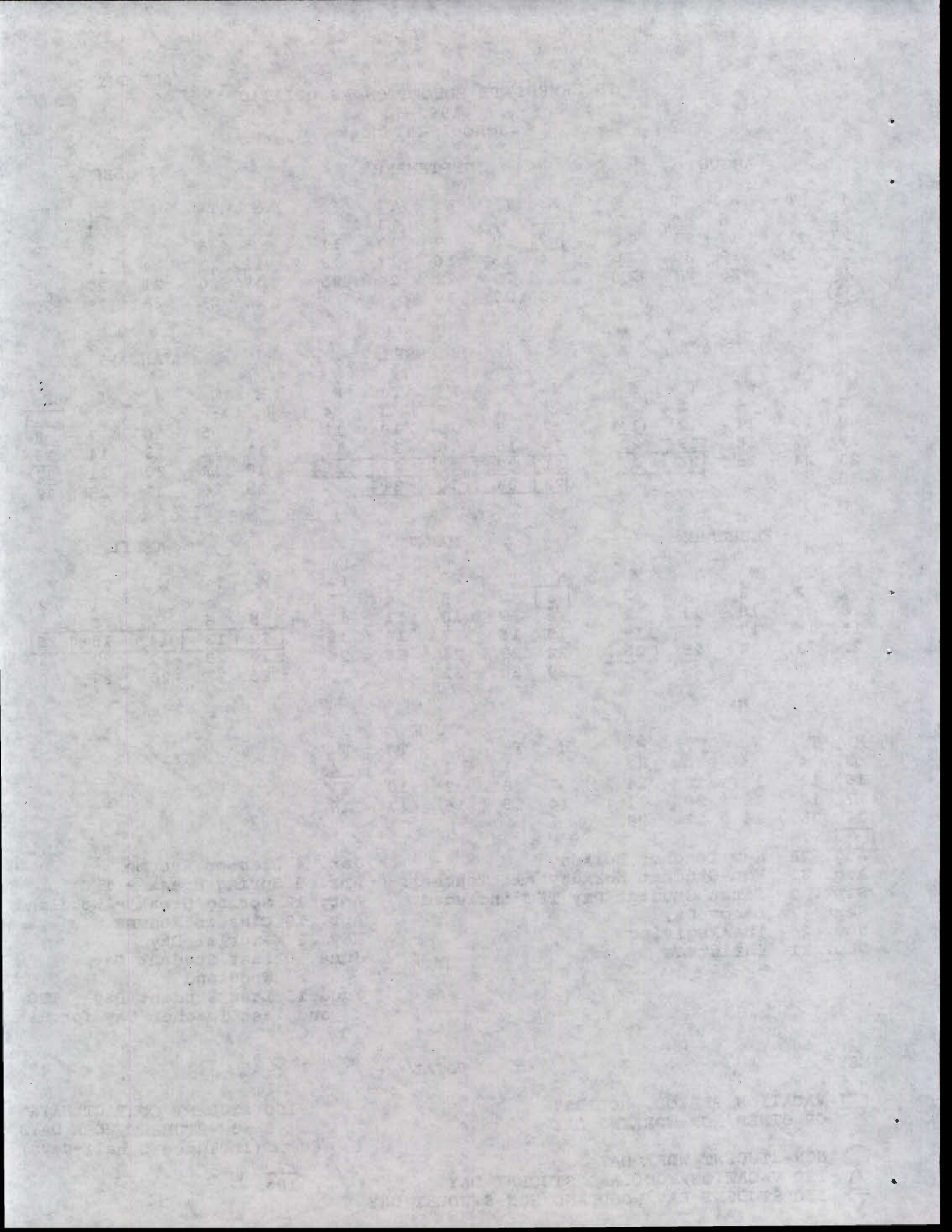
○ NON-STUDENT WORK DAY

△ TEC VACATION/WOODLAND STUDENT DAY

▽ TEC STUDENT DAY/WOODLAND NON-STUDENT DAY

180 STUDENT CONTACT DAYS
5 NON-STUDENT WORK DAYS
(includes 2 half-days)

185



INTERMEDIATE EDUCATION ASSOCIATION
1993-94
School Calendar

AUGUST

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

SEPTEMBER

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

OCTOBER

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

NOVEMBER

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

DECEMBER

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JANUARY

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

FEBRUARY

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

MARCH

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

APRIL

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
30				

MAY

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			


JUNE

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17


- Aug. 27 New Teacher Workday
- Aug. 30 Non-Student Workday all Teachers
- Aug. 31 First Student Day TEC included
- Sept. 6 Labor Day
- Nov. 25 Thanksgiving
- Dec. 20 Christmas

- Jan. 3 Classes Resume
- Mar. 28 Spring Break
- Apr. 3 Easter
- Apr. 11 Classes Resume
- May 30 Memorial Day
- June 10 Last Day

KEY

 VACATION PERIOD, HOLIDAY OR OTHER NON-WORKING DAY

 NON-STUDENT WORK DAY

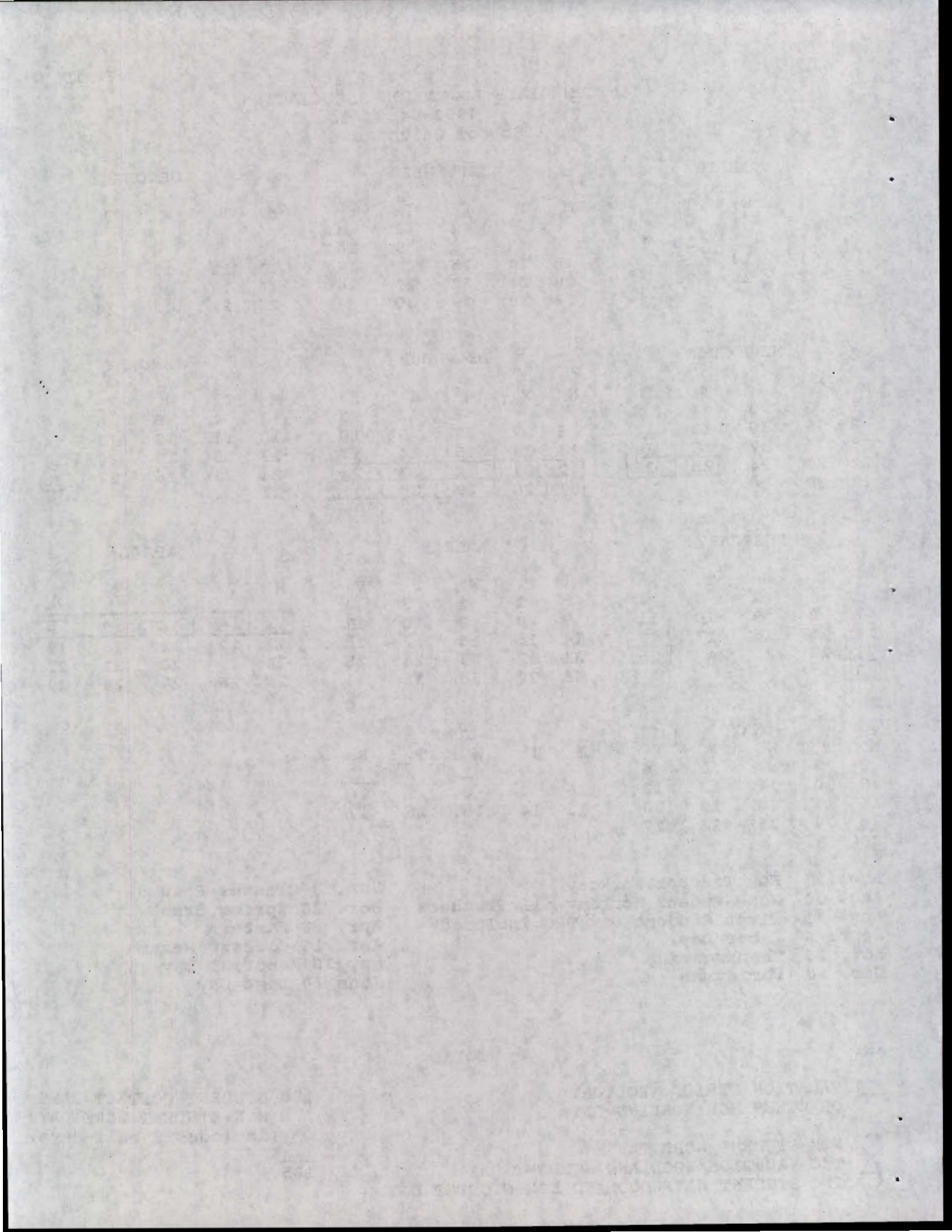
 TEC VACATION/WOODLAND STUDENT DAY

 TEC STUDENT DAY/WOODLAND NON-STUDENT DAY

TOTAL

180 STUDENT CONTACT DAYS
5 NON-STUDENT WORK DAYS
(includes 2 half-days)

185



COMPENSATORY TIME EARNINGS REQUEST

Today's Date: _____
Program _____

Date on which Compensatory Time is to be earned

(Describe tasks to be performed. Specify time required for each task)

Est. Req'd. Time

Estimated Total Time _____

Office Use

Administrative Approval

Date

Hours

Administrative Refusal

Date

Comments: _____

Task(s) Completed

Hours Earned _____

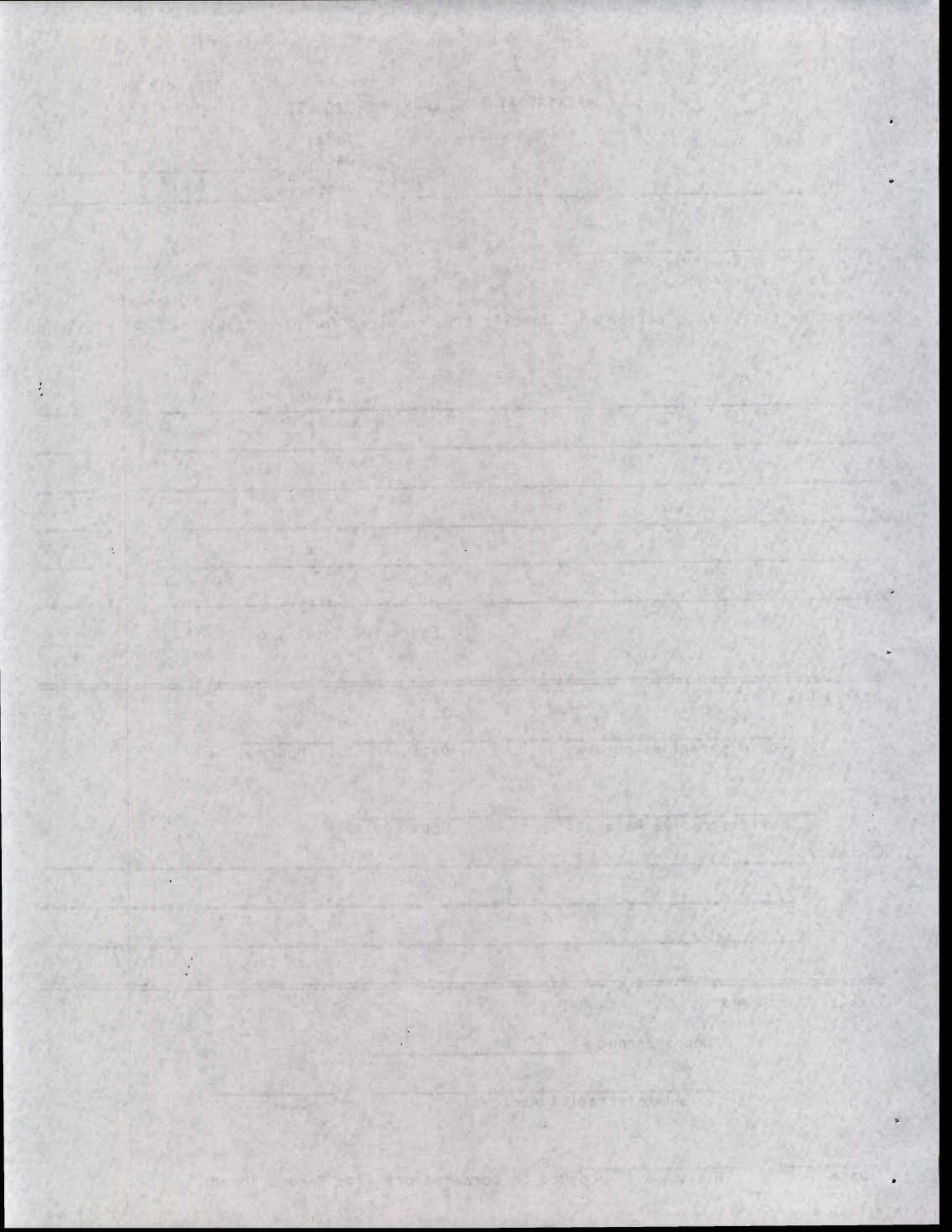
Administrative Approval

Date

Date

Initial

Logged on Compensatory Time Record Sheet



EXTENDED DAY AND EXTENDED YEAR PROGRAMS

Damage, Loss or Other Problems Report

1. Filed by: _____ Date Filed: _____

Program Area: _____ Building: _____

Date and Time Alleged Problem has Occurred: _____

II. Describe Alleged Problem: _____

III. Estimation of cost of repair or replacement (including labor) and recommendation to prevent damage of loss in the future: _____

IV. Administrative Response: _____

THE UNIVERSITY OF CHICAGO
LIBRARY

DATE

7

THE UNIVERSITY OF CHICAGO
LIBRARY

THE UNIVERSITY OF CHICAGO
LIBRARY

PAYROLL DEDUCTION AUTHORIZATION FORM

Social Security Number: _____

Name: _____

Address: _____

City and Zip: _____

Building You Work In: _____

I hereby authorize the Intermediate Board of Education to deduct dues for membership in the Intermediate Education Association. It is my understanding that the dues will be annually deducted from my salary unless I revoke this authorization in writing to the school business office before September 1st of any given year.

Date: _____ Signed: _____

Failure to return this form to the Association or the Business Office on the same time basis as tax withholding forms will result in dues payment by lump sum check only.

1914

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

LABORATORY OF PHYSICAL CHEMISTRY

CHICAGO, ILL.

REPORT OF THE

COMMISSIONERS OF THE

LAND OFFICE

FOR THE YEAR 1914

CHICAGO, ILL.

1915

Intermediate Education Association
and
Intermediate School District

Gr. # _____

Grievance Form

Name of Grievant(s) _____

Date of Occurrence _____ Building _____

Date of Informal meeting _____

Date Union Filed at Formal Level I _____

Contract Section/Subsection or Board Policy allegedly violated:

Statement of Grievance:

Relief Sought:

Administration Response - Level I:

Date _____ Administrator Signature _____

Date Union received Level I response: _____

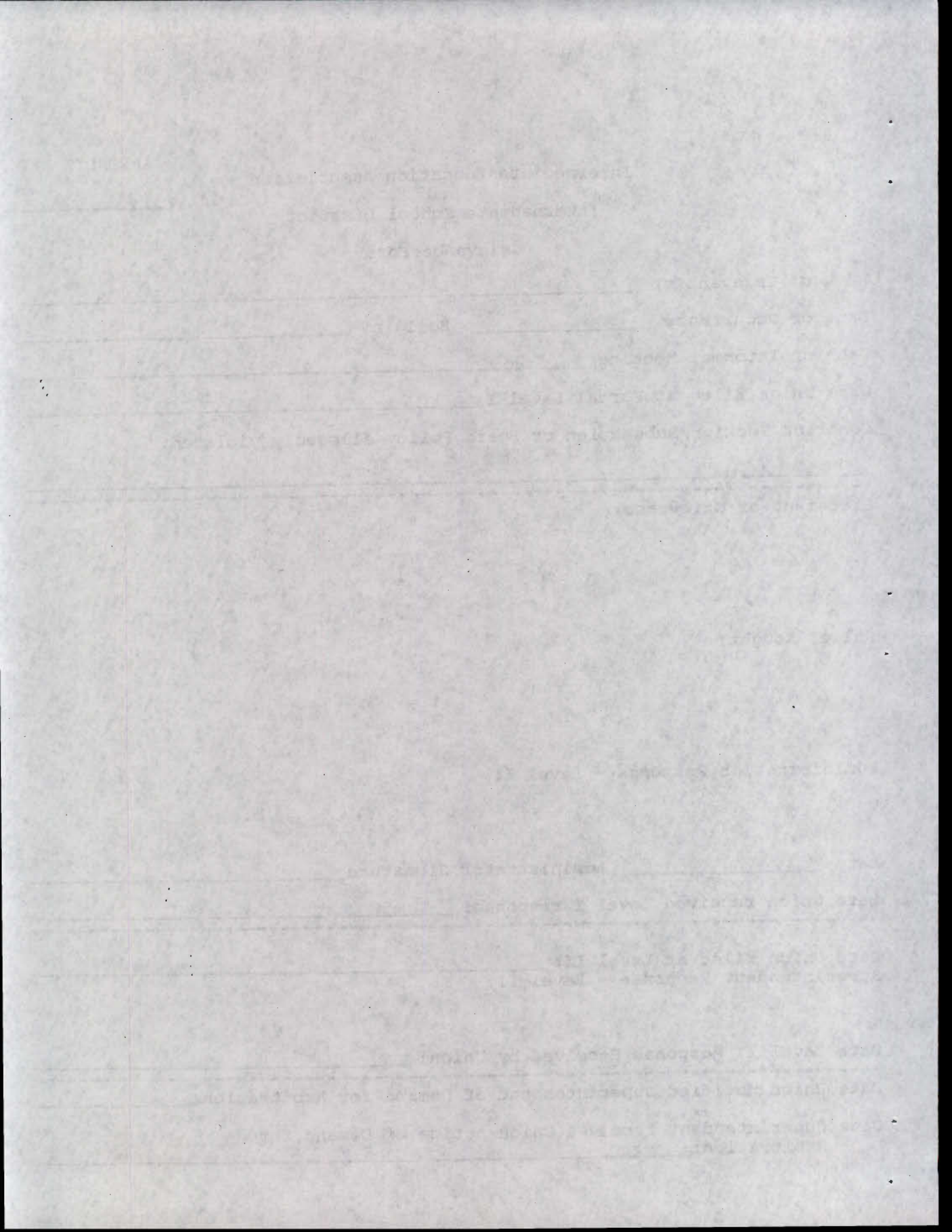
Date Union filed at Level II: _____

Superintendent Response - Level II:

Date Level II Response Received by Union: _____

Date Union notified Superintendent of Demand for Arbitration: _____

Date Superintendent received Union notice of Demand for Arbitration: _____



INTERMEDIATE SCHOOL DISTRICT
OF ST. CLAIR COUNTY

Skill Center

STAFF PERFORMANCE APPRAISAL

INSTRUCTOR

(Appendix J)
(Revised 6/25/85)

STATEMENT OF PURPOSE: The purpose of conducting staff performance appraisals is to ensure the delivery of vocational education and promote professional growth according to the goals and objectives stated within this document.

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PERFORMANCE APPRAISAL FOR: _____

ESTABLISHED ON: _____

POSITION: _____

This performance appraisal has been completed and presented to me by my supervisor. I have been made aware of its contents. I understand that I may attach a personal response to this appraisal. Both will be placed in my official personnel record.

Signature: _____ Date: _____
Professional Staff

Signature: _____ Date: _____
Administration

STAFF PERFORMANCE APPRAISAL (CON'T)

INSTRUCTOR

EXCEEDS REQUIRED PERFORMANCE
MEETS REQUIRED PERFORMANCE
PARTIALLY MEETS REQUIRED PERFORMANCE
 (Improvement Needed)
DOES NOT MEET REQUIRED PERFORMANCE
 (Much Improvement Needed)

I. PERSONAL COMPETENCIES:

- | | | | | |
|--|----|----|----|----|
| A) SELF-EXPRESSION/COMMUNICATION - Listens well. Speaks and writes clearly, correctly and appropriately. | () | () | () | () |
| B) CONSTRUCTIVE CRITICISM - Has a positive reaction to reasonable requests. Is usually willing to incorporate suggestions or has sound reasons for opposition, and offers alternate suggestions. | () | () | () | () |
| C) PHYSICAL/MENTAL CAPABILITY - Is physically and mentally able to initiate and carry out assigned tasks. | () | () | () | () |
| D) SELF CONTROL - Appropriately responds to a variety of situations. | () | () | () | () |

Rating Explanation: _____

II. INSTRUCTIONAL COMPETENCIES:

- | | | | | |
|---|----|----|----|----|
| A) KNOWLEDGE OF SUBJECT MATTER - Demonstrates technical and academic preparation in the field of assignment and continues to develop technical skills and knowledge. | () | () | () | () |
| B) TEACHING STYLES AND METHODS - Employs a variety of effective approaches in presenting subject matter. | () | () | () | () |
| C) MOTIVATION OF STUDENTS - Uses techniques which encourage students to complete their training plan. | () | () | () | () |
| D) SENSITIVITY TO THE SPECIAL INSTRUCTIONAL NEEDS OF STUDENTS - Assesses the special learning needs of students and adjusts learning activities to best meet those needs. | () | () | () | () |
| E) COMMUNICATION WITH STUDENTS - Conveys ideas and directions with clarity. Facilitates meaningful dialogue. | () | () | () | () |
| F) RELATIONSHIP WITH STUDENTS - Makes students feel important and of value to the Skill Center program. | () | () | () | () |

STAFF PERFORMANCE APPRAISAL (CON'T)

INSTRUCTOR

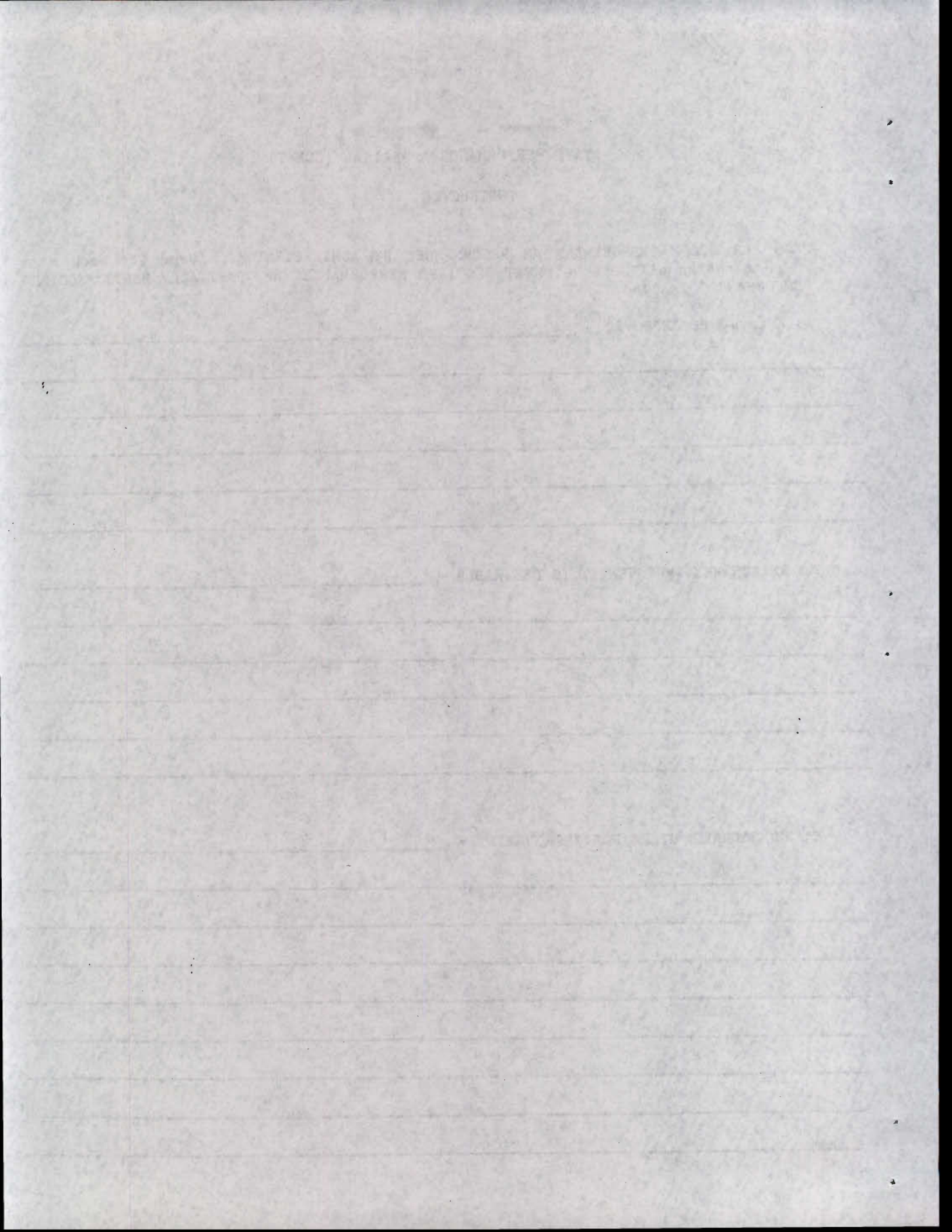
	EXCEEDS REQUIRED PERFORMANCE	MEETS REQUIRED PERFORMANCE	PARTIALLY MEETS REQUIRED PERFORMANCE (Improvement Needed)	DOES NOT MEET REQUIRED PERFORMANCE (Much Improvement Needed)
G) INVOLVEMENT OF STUDENTS IN PURPOSEFUL ACTIVITY - Strives to keep students on task through supervised activities related to their training plan.	()	()	()	()
H) STUDENT DISCIPLINE AND CONTROL - Observes, supervises, and corrects student behavior. Takes appropriate disciplinary action when necessary. Enforces Skill Center rules and regulations.	()	()	()	()
I) STUDENT PLAN FOR ACHIEVEMENT OF TRAINING OBJECTIVES - Outlines, monitors and adjusts learning activities to achieve student's training plan.	()	()	()	()

Rating Explanation: _____

III. MANAGERIAL COMPETENCIES:

A) MAINTENANCE OF ASSIGNED AREA(S) AND EQUIPMENT - Organizes instructional area and materials. Keeps equipment in good working order.	()	()	()	()
B) SAFETY - Continuously promotes, monitors, and enforces safety .	()	()	()	()
C) RECORD KEEPING - Maintains and accurately reports required information on a timely basis.	()	()	()	()
D) ADVISORY COMMITTEE ACTIVITY - Recruits and involves occupationally competent persons in activities which support program operations and improvement.	()	()	()	()
E) ASSIGNED PROGRAM STAFF - Defines responsibilities and provides direction and supervision.	()	()	()	()
F) CURRICULUM DEVELOPMENT AND PLANNING - Recommends curriculum content, equipment, facility modification and instructional materials to provide instruction current with the employment market.	()	()	()	()

Rating Explanation: _____



INTERMEDIATE SCHOOL DISTRICT
OF ST. CLAIR COUNTY

Skill Center

STAFF PERFORMANCE APPRAISAL

COOP COORDINATOR

(Appendix J)
(Revised 6/25/85)

STATEMENT OF PURPOSE: The purpose of conducting staff performance appraisals is to ensure the delivery of vocational education and promote professional growth according to the goals and objectives stated within this document.

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ESTABLISHED ON: _____

POSITION: _____

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Signature: _____ Date: _____
Professional Staff

Signature: _____ Date: _____
Administration

STAFF PERFORMANCE APPRAISAL (CON'T)

COOP COORDINATOR

EXCEEDS REQUIRED PERFORMANCE
MEETS REQUIRED PERFORMANCE
PARTIALLY MEETS REQUIRED PERFORMANCE
(Improvement needed)
DOES NOT MEET REQUIRED PERFORMANCE
(Much Improvement Needed)

I. PERSONAL COMPETENCIES:

- | | | | | |
|--|-----|-----|-----|-----|
| A) SELF-EXPRESSION/COMMUNICATION - Listens well. Speaks and writes clearly, correctly and appropriately. | () | () | () | () |
| B) CONSTRUCTIVE CRITICISM - Has a positive reaction to reasonable requests. Is usually willing to incorporate suggestions or has sound reasons for opposition, and offers alternate suggestions. | () | () | () | () |
| C) PHYSICAL/MENTAL CAPABILITY - Is physically and mentally able to initiate and carry out assigned tasks. | () | () | () | () |
| D) SELF CONTROL - Appropriately responds to a variety of situations. | () | () | () | () |

Rating Explanation: _____

II. COORDINATION COMPETENCIES:

- | | | | | |
|--|-----|-----|-----|-----|
| A) KNOWLEDGE OF SUBJECT MATTER -- Demonstrates technical knowledge and understanding in the assigned fields. Continues to develop technical skills and knowledge. | () | () | () | () |
| B) COORDINATION STYLES AND METHODS - Employs effective techniques to bring together people and information needed by students, instructors, parents, and employers. | () | () | () | () |
| C) MOTIVATION OF STUDENTS - Uses techniques which encourage students to complete their training plan by utilizing the coop experience. | () | () | () | () |
| D) SENSITIVITY TO THE SPECIAL COORDINATION NEEDS OF STUDENTS - Assesses the special coordination needs of students and adjusts the coordination activities to best meet those needs. | () | () | () | () |
| E) COMMUNICATION WITH STUDENTS, STAFF, AND EMPLOYERS - Conveys ideas and direction with clarity. Facilitates meaningful dialogue. | () | () | () | () |

STAFF PERFORMANCE APPRAISAL (CON'T)

COOP COORDINATOR

	EXCEEDS REQUIRED PERFORMANCE	MEETS REQUIRED PERFORMANCE	PARTIALLY MEETS REQUIRED PERFORMANCE (Improvement needed)	DOES NOT MEET REQUIRED PERFORMANCE (Much Improvement Needed)
F) RELATIONSHIPS WITH STUDENTS, STAFF, AND EMPLOYERS - Makes them feel important and of value to the Skill Center program.	()	()	()	()
G) INVOLVEMENT OF STUDENTS IN PURPOSEFUL ACTIVITY - Strives to keep students on task by monitoring and supervising activities related to the training plan.	()	()	()	()
H) STUDENT DISCIPLINE AND CONTROL - Observes, supervises, and corrects student behavior. Takes appropriate disciplinary action when necessary. Enforces Skill Center Co-op station rules and regulations.	()	()	()	()
I) PREPARES STUDENTS IN JOB SECURING SKILLS - Assists instructors in teaching employment securing skills.	()	()	()	()
J) DEVELOPS WORK STATIONS IN EMPLOYMENT COMMUNITY - Actively seeks and cultivates employment and coop stations.	()	()	()	()

Rating Explanation: _____

III. MANAGERIAL COMPETENCIES:

A) MAINTENANCE OF ASSIGNED AREA(S) AND EQUIPMENT - Organizes assigned area and materials. Keeps equipment in good working order.	()	()	()	()
B) SAFETY - Continuously promotes, monitors, and enforces safety at the center and coop station.	()	()	()	()
C) RECORD KEEPING - Maintains and accurately reports required information on a timely basis.	()	()	()	()
D) ADVISORY COMMITTEE ACTIVITY - Actively participates on an Advisory Committee.	()	()	()	()
E) PUBLIC RELATIONS TASKS - Helps organize and participates in Skill Center program promotion.	()	()	()	()
F) RECRUITING ACTIVITY (AS ASSIGNED) - Participates in Skill Center recruiting activities.	()	()	()	()

Rating Explanation: _____

STATE OF TEXAS

COUNTY OF _____

Blank lined area for text or signature.

INTERMEDIATE SCHOOL DISTRICT
OF ST. CLAIR COUNTY

Skill Center

STAFF PERFORMANCE APPRAISAL

COUNSELOR

(Appendix J)
(Revised 6/25/85)

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Signature: _____ Date: _____

Professional Staff

Signature: _____ Date: _____

Administration

STAFF PERFORMANCE APPRAISAL (CON'T)

COUNSELOR

EXCEEDS REQUIRED PERFORMANCE

MEETS REQUIRED PERFORMANCE

**PARTIALLY MEETS REQUIRED PERFORMANCE
(Improvement needed)**

**DOES NOT MEET REQUIRED PERFORMANCE
(Much Improvement Needed)**

I. PERSONAL COMPETENCIES:

- | | | | | |
|--|----|----|----|----|
| A) SELF-EXPRESSION/COMMUNICATION - Listens well. Speaks and writes clearly, correctly and appropriately. | () | () | () | () |
| B) CONSTRUCTIVE CRITICISM - Has a positive reaction to reasonable requests. Is usually willing to incorporate suggestions or has sound reasons for opposition, and offers alternate suggestions. | () | () | () | () |
| C) PHYSICAL/MENTAL CAPABILITY - Is physically and mentally able to initiate and carry out assigned tasks. | () | () | () | () |
| D) SELF CONTROL - Appropriately responds to a variety of situations. | () | () | () | () |

Rating Explanation: _____

II. COUNSELING COMPETENCIES:

- | | | | | |
|--|----|----|----|----|
| A) KNOWLEDGE OF SUBJECT MATTER - Demonstrates an awareness and understanding of the skills, common knowledge, and demands of Skill Center programs. Remains current regarding Skill Center policies. | () | () | () | () |
| B) COUNSELING STYLES AND METHODS - Employs a variety of effective approaches in counseling. | () | () | () | () |
| C) MOTIVATES STUDENTS - Uses a variety of techniques which encourage the counselee to establish or clarify goals and/or training plans. | () | () | () | () |
| D) SENSITIVITY TO THE SPECIAL NEEDS OF STUDENTS - Assesses the special counseling needs of students and adjusts the counseling activities to best meet those needs. | () | () | () | () |
| E) COMMUNICATION WITH STAFF, STUDENTS, PARENTS - Gathers information, conveys ideas and a plan of action with clarity. Facilitates meaningful dialogue. | () | () | () | () |

STAFF PERFORMANCE APPRAISAL (CON'T)

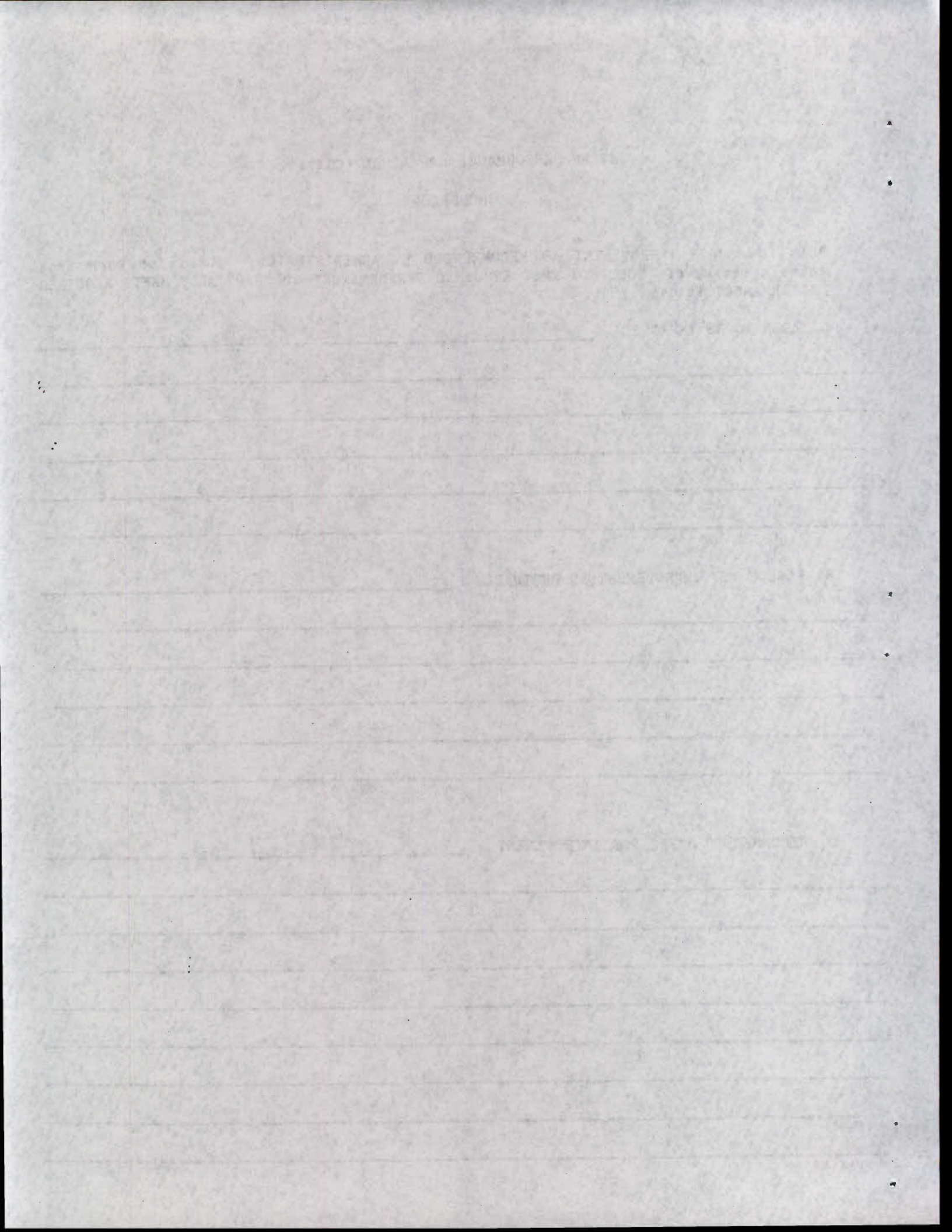
COUNSELOR

	EXCEEDS REQUIRED PERFORMANCE	MEETS REQUIRED PERFORMANCE	PARTIALLY MEETS REQUIRED PERFORMANCE (Improvement needed)	DOES NOT MEET REQUIRED PERFORMANCE (Much Improvement Needed)
F) RELATIONSHIP WITH STAFF, STUDENTS, PARENTS - Makes others feel they are important and of value to the Skill Center program.	()	()	()	()
G) ENGAGES STUDENT IN MEANINGFUL DIALOGUE AND ACTIVITY - Strives to clarify and modify student's behavior. Guides the student toward task oriented behavior.	()	()	()	()
H) STUDENT DISCIPLINE AND CONTROL - Observes, supervises, and corrects student behavior. Takes appropriate disciplinary action when necessary. Enforces Skill Center rules and regulations.	()	()	()	()
I) MAKES USE OF COMMUNITY REFERRAL SYSTEM - Makes effective use of community referral agencies.	()	()	()	()
J) STUDENT SERVICES SPECIALTY - (1) Administers group and individual vocational assessment and interprets results to staff, (2) delivers counseling services as needed to handicapped students, (3) provides behavioral modification counseling (group or individual) to students having attendance problems, (4) participates in recruiting activities.	()	()	()	()

Rating Explanation: _____

III. MANAGERIAL COMPETENCIES:

A) MAINTENANCE OF ASSIGNED AREA(S) AND EQUIPMENT - Organizes counseling area and materials. Keeps equipment in good working order.	()	()	()	()
B) SAFETY - Continuously promotes, monitors, and enforces safety.	()	()	()	()
C) RECORD KEEPING - Maintains and accurately reports required information on a timely basis.	()	()	()	()
D) ADVISORY COMMITTEE ACTIVITY - Actively participates on an Advisory Committee.	()	()	()	()
E) PUBLIC RELATIONS - Helps organize and participates in Skill Center program promotion.	()	()	()	()



INTERMEDIATE SCHOOL DISTRICT
OF ST. CLAIR COUNTY

Skill Center

STAFF PERFORMANCE APPRAISAL

AREA PLACEMENT COORDINATOR

(Appendix J)
(Revised 6/25/85)

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Signature: _____ Date: _____
Professional Staff

Signature: _____ Date: _____
Administration

STAFF PERFORMANCE APPRAISAL (CON'T)

AREA PLACEMENT COORDINATOR

EXCEEDS REQUIRED PERFORMANCE
 MEETS REQUIRED PERFORMANCE
 PARTIALLY MEETS REQUIRED PERFORMANCE
 (Improvement Needed)
 DOES NOT MEET REQUIRED PERFORMANCE
 (Much Improvement Needed)

I. PERSONAL COMPETENCIES:

- | | | | | |
|--|-----|-----|-----|-----|
| A) SELF-EXPRESSION/COMMUNICATION - Listens well. Speaks and writes clearly, correctly and appropriately. | () | () | () | () |
| B) CONSTRUCTIVE CRITICISM - Has a positive reaction to reasonable requests. Is usually willing to incorporate suggestions or has sound reasons for opposition, and offers alternate suggestions. | () | () | () | () |
| C) PHYSICAL/MENTAL CAPABILITY - Is physically and mentally able to initiate and carry out assigned tasks. | () | () | () | () |
| D) SELF CONTROL - Appropriately responds to a variety of situations. | () | () | () | () |

Rating Explanation: _____

II. COORDINATION COMPETENCIES:

- | | | | | |
|---|-----|-----|-----|-----|
| A) KNOWLEDGE OF SUBJECT MATTER - Demonstrates technical knowledge and understanding in assigned field. Continues to develop technical skills and knowledge. | () | () | () | () |
| B) COORDINATION STYLES AND METHODS - Employs effective techniques to bring together people and information needed by students, instructors, parents, and employers. | () | () | () | () |
| C) MOTIVATION OF STUDENTS - Uses techniques which encourage students to seek and retain employment. | () | () | () | () |
| D) SENSITIVITY TO THE SPECIAL EMPLOYMENT NEEDS OF STUDENTS - Assesses the special employment needs of students and adjusts the placement activities to best meet those needs. | () | () | () | () |
| E) COMMUNICATION WITH STUDENTS, STAFF, EMPLOYERS & AGENCY REPRESENTATIVES - Conveys ideas and direction with clarity. Facilitates meaningful dialogue. | () | () | () | () |

STAFF PERFORMANCE APPRAISAL (CON'T)

AREA PLACEMENT COORDINATOR

	EXCEEDS REQUIRED PERFORMANCE	MEETS REQUIRED PERFORMANCE	PARTIALLY MEETS REQUIRED PERFORMANCE (Improvement Needed)	DOES NOT MEET REQUIRED PERFORMANCE (Much Improvement Needed)
F) RELATIONSHIPS WITH STUDENTS, STAFF, EMPLOYERS & AGENCY REPRESENTATIVES - Makes them feel important and of value to the Skill Center program.	()	()	()	()
G) PREPARES STUDENTS IN JOB SECURING SKILLS - Assists instructors and agency representatives in teaching employment securing skills.	()	()	()	()
H) DEVELOPS WORK STATIONS IN EMPLOYMENT COMMUNITY - Actively seeks and cultivates employment opportunities.	()	()	()	()

Rating Explanation: _____

III. MANAGERIAL COMPETENCIES:

A) MAINTENANCE OF ASSIGNED AREA(S) AND EQUIPMENT - Organizes assigned area and materials. Keeps equipment in good working order.	()	()	()	()
B) SAFETY - Continuously promotes, monitors, and enforces safety at the center and coop station.	()	()	()	()
C) RECORD KEEPING - Maintains and accurately reports required information on a timely basis.	()	()	()	()
D) ADVISORY COMMITTEE ACTIVITY - Actively participates on an Advisory Committee.	()	()	()	()
E) PUBLIC RELATIONS TASKS - Helps organize and participates in Skill Center program promotion.	()	()	()	()

Rating Explanation: _____

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

RESEARCH REPORT NO. 1000
BY J. H. GOLDSTEIN AND R. L. SEXTON
DEPARTMENT OF CHEMISTRY, UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS

INTERMEDIATE SCHOOL DISTRICT
OF ST. CLAIR COUNTY

Skill Center

STAFF PERFORMANCE APPRAISAL
EMPLOYER-BASED PROGRAM COORDINATOR

(Appendix J)
(Revised 6/25/85)

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Signature: _____ Date: _____
Professional Staff

Signature: _____ Date: _____
Administration

STAFF PERFORMANCE APPRAISAL (CON'T)

EMPLOYER-BASED PROGRAM COORDINATOR

EXCEEDS REQUIRED PERFORMANCE

MEETS REQUIRED PERFORMANCE

PARTIALLY MEETS REQUIRED PERFORMANCE
(Improvement needed)

DOES NOT MEET REQUIRED PERFORMANCE
(Much Improvement Needed)

I. PERSONAL COMPETENCIES:

- | | | | | |
|--|-----|-----|-----|-----|
| A) SELF-EXPRESSION/COMMUNICATION - Listens well. Speaks and writes clearly, correctly and appropriately. | () | () | () | () |
| B) CONSTRUCTIVE CRITICISM - Has a positive reaction to reasonable requests. Is usually willing to incorporate suggestions or has sound reasons for opposition, and offers alternate suggestions. | () | () | () | () |
| C) PHYSICAL/MENTAL CAPABILITY - Is physically and mentally able to initiate and carry out assigned tasks. | () | () | () | () |
| D) SELF CONTROL - Appropriately responds to a variety of situations. | () | () | () | () |

Rating Explanation: _____

II. COORDINATION COMPETENCY:

- | | | | | |
|--|-----|-----|-----|-----|
| A) KNOWLEDGE OF SUBJECT MATTER - Demonstrates an awareness and understanding of the skills, knowledges, and demands of the assigned occupational fields. Continues to expand awareness of the occupations. | () | () | () | () |
| B) COORDINATION STYLES AND METHODS - Employs effective techniques to bring together people and information needed by students, instructors, parents, and trainers. | () | () | () | () |
| C) MOTIVATION OF STUDENTS - Uses techniques which encourage students to complete their training plans. | () | () | () | () |
| D) SENSITIVITY TO THE SPECIAL INSTRUCTIONAL NEEDS OF STUDENTS - Assesses the special learning needs of students and suggests teaching techniques and learning activities to best meet those needs. | () | () | () | () |
| E) COMMUNICATION WITH STUDENTS AND TRAINERS - Conveys ideas and directions with clarity. Facilitates meaningful dialogue. | () | () | () | () |

STAFF PERFORMANCE APPRAISAL (CON'T)

EMPLOYER-BASED PROGRAM COORDINATOR

	EXCEEDS REQUIRED PERFORMANCE	MEETS REQUIRED PERFORMANCE	PARTIALLY MEETS REQUIRED PERFORMANCE (Improvement needed)	DOES NOT MEET REQUIRED PERFORMANCE (Much Improvement Needed)
F) RELATIONSHIPS WITH STUDENTS AND TRAINERS - Makes students and trainers feel important and of value to the Skill Center program.	()	()	()	()
G) INVOLVEMENT OF STUDENTS IN PURPOSEFUL ACTIVITY - Strives to keep students on task by monitoring and supervising activities related to the training plan.	()	()	()	()
H) STUDENT DISCIPLINE AND CONTROL - Monitors, supervises and corrects student behavior. Takes appropriate disciplinary action when necessary. Enforces Skill Center and training site rules and regulations.	()	()	()	()
I) INSTRUCTIONAL PLAN FOR ACHIEVEMENT OF TRAINING OBJECTIVE - Outlines, monitors, and adjusts learning activities to achieve students training plans.	()	()	()	()
J) TRAINING SITES - Identifies and selects training sites and trainers. Negotiates contracts. Informs and monitors trainers with regard to responsibility for instruction and discipline.	()	()	()	()

Rating Explanation: _____

III. MANAGERIAL COMPETENCY:

A) MAINTENANCE OF ASSIGNED AREA(S) AND EQUIPMENT - Organizes assigned area and materials. Manages ISD equipment and materials used at training sites.	()	()	()	()
B) SAFETY - Continuously promotes, monitors, and enforces safety.	()	()	()	()
C) RECORD KEEPING - Maintains and accurately reports required information on a timely basis.	()	()	()	()
D) ADVISORY COMMITTEE ACTIVITIES - Recruits and involves occupationally competent persons in activities which support program operations and improvements.	()	()	()	()
E) CURRICULUM DEVELOPMENT AND PLANNING - Works with representatives of occupational area to identify, modify, or recommend curriculum content for new or existing employer-based programs.	()	()	()	()

STAFF PERFORMANCE APPRAISAL (CON'T)

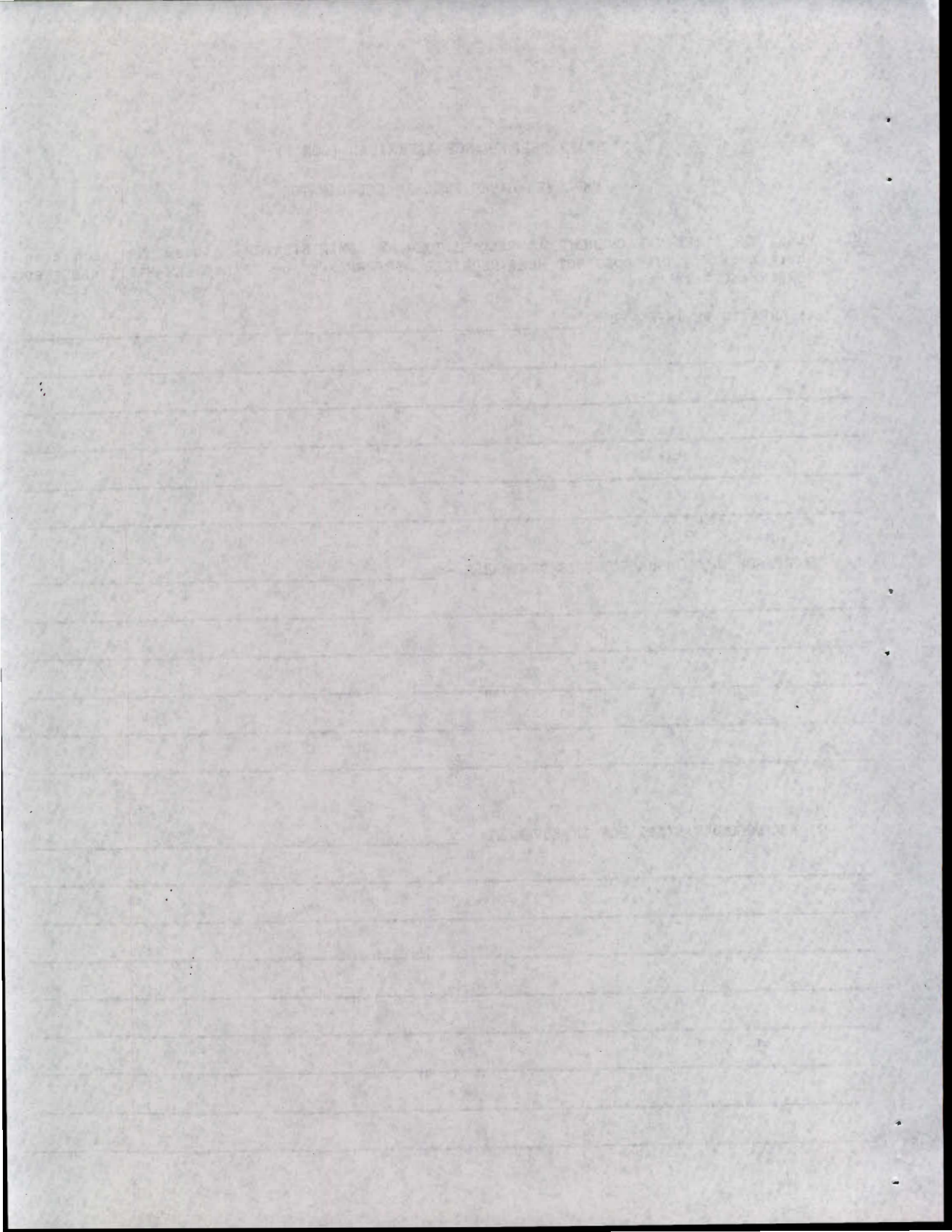
EMPLOYER-BASED PROGRAM COORDINATOR

V. **PLAN FOR STAFF IMPROVEMENT AS RECOMMENDED BY ADMINISTRATOR:** (Used for each area where a rating of "DOES NOT MEET REQUIRED PERFORMANCE" or "PARTIALLY MEETS REQUIRED PERFORMANCE" is used.)

A) AREA TO BE IMPROVED - _____

B) REASON WHY IMPROVEMENT IS DESIRABLE - _____

C) RECOMMENDED STEPS FOR IMPROVEMENT - _____



WOODLAND DEVELOPMENTAL CENTER

Marysville, Michigan

STAFF EVALUATION

.....

Staff Member

Position (Title)

Level and age of students currently taught

Years Experience

I. PERSONAL QUALIFICATIONS

HAS INSIGHT INTO SELF AS A PROFESSIONAL PERSON

1 2
Has many weaknesses but fails to recognize them or to work toward self improvement.

3 4
Is aware of some strengths and weaknesses and makes conscious efforts to improve.

5 6
Is aware of own strengths and weaknesses; is alert to new ideas and strives for self improvement.

SHOWS EVIDENCES OF MATURE BEHAVIOR AND EMOTIONAL STABILITY

1 2
Is negativistic, disinterested, indifferent; shows need to dominate and control others or is unduly submissive, withdraws from social contacts.

3 4
Has fair degree of stability and maturity. Shows growth toward stability and maturity.

5 6
Is consistently controlled; self directive; enthusiastic and interested. Is able to deal rationally with personal and professional problems.

HAS PHYSICAL STAMINA

1 2
Lacks vitality; frequent absences interfere with effectiveness of services.

3 4
Fairly vigorous; good health, not often ill.

5 6
Is alert; exhibits good physical health, vitality and stamina.

COMMENTS PERTAINING TO SICK DAYS:

MAINTAINS APPROPRIATE GROOMING, DRESS, POSTURE

1 2
Untidy, careless grooming, inappropriately dressed.

3 4
Fairly well dressed; gives attention to appropriate dress.

5 6
Consistently well groomed, appropriately dressed.

II. PROFESSIONAL COMPETENCY

ORIGINALITY AND RESOURCEFULNESS

1 2
Fails to question the validity of his procedures and tools; has an inadequate grasp of the problems requiring resourcefulness and originality.

3 4
Is reasonably alert to new trends and tools within his field and a variety of methods are provided for the learning objectives to be accomplished.

5 6
Has an unusual grasp of the dimensions of the problem to be solved and has an open mind to novel means of approaching solutions to these problems. Exhibits resourcefulness and imaginativeness in teaching.

EVIDENCE OF PLANNING

1 2
Performance suggests little thought or planning. Activities frequently inappropriate and non-sequential.

3 4
Performance suggests a reasonable amount of preparation.

5 6
Lesson is well planned. A variety of methods are provided for the learning objectives to be accomplished. Learning tasks are purposeful and functional in nature.

CLASSROOM ORGANIZATION

1 2
Reports are carelessly done and not completed promptly.

3 4
Reports and assignments fairly well done. Demonstrates responsibility for routine matters.

5 6
Keeps accurate and neat records. Demonstrates ability to organize the classroom effectively. Good organization duties and routines.

EXEMPLIFIES PROFESSIONAL POINT OF VIEW

1 2
Reluctant to assume duties beyond prescribed classroom performance.

3 4
Consider his work a job with responsibility for service. Willingly assumes a fair share of "DUTIES." Shows some evidence of professional growth.

5 6
Contributes time and energy to the advancement of education. Initiates and takes responsibility for individual contribution to total professional services.

PROFESSIONAL IMPROVEMENT

1 2
Little awareness of current literature or research in area of speciality or general education.

3 4
Keeps informed on developments in field of speciality. Continues to attend university classes and/or workshops.

5 6
Keeps well informed on research, developments, and trends in areas of education and speciality. Welcomes participation of professional programs on a local, state, regional or national level.

III. HUMAN RELATIONSHIPS WITH CHILDREN

DEVELOPS RAPPORT WITH CHILDREN

1 Children feel insecure and 2
uncomfortable in presence of
worker.

3 Establishes a good working 4
relationship.

5 Is friendly, cooperative, develops 6
mutual trust and respect.

PROVIDES FOR INDIVIDUAL DIFFERENCES

1 Expects all children to develop 2
at the same rate and expects
uniform performance and
achievement.

3 Recognizes individual rate of 4
growth; guides experiences so
that many children achieve
maximally. Provides reasonably
well for further growth.

5 Respects individuality; provides 6
for maximal growth of each child;
raises potential of individuals
and groups; has basic respect for
the work and dignity of every
individual.

INSTILLING VALUES

1 Little regard for character 2
development; unaware of selfish
motives; (does not set a good
example in front of the
children).

3 Uses opportunities to guide 4
children toward concern for
others; encourages willingness
to help others in difficulty;
encourages honesty and fair play.

5 Maintains high standard in presence 6
of children. Leads students to
define acceptable objectives of
behavior.

MEETS THE BASIC NEEDS OF CHILDREN

1 2
Considers behavior problem as personal affront; pressures learning situation to detriment of child's personality.

3 4
Understands both group and individual needs and meets them in many instances; gives children feeling of security.

5 6
Works cooperatively with others to detect symptoms of frustrations; analyzes causes; seeks more effective evaluation of outcomes.

IV. RELATIONSHIPS WITH OTHER PERSONNEL

EVIDENCES SOCIAL SENSITIVITY AND RESPONSIBILITY

1 2
Highly opinionated, inconsiderate and disregards professional ethics.

3 4
Tries not to let personal views interfere with relationships; is considerate and cooperates with others.

5 6
Very interested in welfare of others; uses good judgement in assuming responsibility for self and others.

LISTENS TO, INTERPRETS, AND USES IDEAS OF "SPECIALISTS" AND OTHERS

1 2
Refuses to listen; interrupts, fails to comprehend; or ignores suggestions. Security is threatened by new ideas.

3 4
Growing evidence of ability to incorporate suggestions and ideas of others.

5 6
Solicits suggestions; able to listen, comprehend, interpret and use ideas. Uses diagnostic and remedial procedures effectively to determine individual objectives within specific goals.

ENCOURAGES COMMUNICATION WITH PARENTS

1 2
Doesn't accept the responsibility to communicate with parents.

3 4
Courteous and helpful to parents. Gives brief reports on pupil progress.

5 6
Welcomes active communication with individual parents and parent groups. Effectively interprets child's assets, liabilities, and needs for child's benefit. Seeks parent's interest and participation for maximal development of their children.

INTERPRETS SPECIAL EDUCATION PROGRAM TO COMMUNITY

Job ends with school hours. Seems unconcerned with community. Participates in "assigned" tasks.

Is aware of community-school relations and presents a positive image of the educational program and special education services.

Actively participates in P.T.A. and other community-school organizations. Interprets program to both individuals and groups. Willingly participates in staff and community work designed to improve the special education program.

COMMENTS:

Signatures:

Staff Personnel

Instructional Coordinator

Principal

Date of Evaluation

1947

1948

1949

1950

1951

1952

1953

1954

1955

The following is a list of the names of the persons who have been elected to the office of Mayor of the City of New York for the term beginning on January 1, 1956, and ending on December 31, 1959. The names are listed in alphabetical order of their last names.

1. John Lindsay

2. John Lindsay

3. John Lindsay

4. John Lindsay

5. John Lindsay

6. John Lindsay

7. John Lindsay

8. John Lindsay

9. John Lindsay

10. John Lindsay

11. John Lindsay

12. John Lindsay

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95. John Lindsay

96. John Lindsay

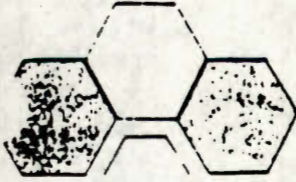
97. John Lindsay

98. John Lindsay

99. John Lindsay

100. John Lindsay

1956



Intermediate School District St. Clair County
 499 Range Road POCS 1 Marysville, Michigan 48040 (313)364 8990

Woodland Developmental Center

Staff Member _____
 (Name)

TEACHER AIDE EVALUATION

THE AIDE AS AN INDIVIDUAL

		<u>High</u>				<u>Low</u>
		5	4	3	2	1
1. Appearance:	(Dresses appropriately, is well groomed and neat)	—	—	—	—	—
2. Human Relation Skills:	(Effective use of personality in relationships with other people)	—	—	—	—	—
3. Communication Skills:	(Ability to convey ideas and feelings concisely; mastery of the written and spoken word)	—	—	—	—	—
4. Ability to effectively Manage Time and Materials:	(Punctuality; efficient scheduling; effective use of equipment and materials; full use of service time)	—	—	—	—	—
5. Job Commitment:	(Willingness to go beyond minimum job expectations)	—	—	—	—	—
6. Ethical Consideration:	(Shows discretion in representing the Intermediate School District with the public, and in the handling of confidential materials)	—	—	—	—	—

Comments:

THE AIDE AS A STAFF MEMBER

		<u>Level of Performance</u>				
		<u>High</u>				<u>Low</u>
		5	4	3	2	1
1. Appearance:	(Understanding of skills and services of other staff members)	—	—	—	—	—
2. Human Relations Skills:	(Effective utilization of expertise of other staff members and programs)	—	—	—	—	—

- 3. **Communication Skills:** (Contribution to the general operation of the district through common projects, staff meetings, etc.) _____
- 4. **Ability to effectively Manage Time and Materials:** (Identification with the goals of the district) _____
- 5. **Job Commitment** (Acceptance of direction and supervision) _____

COMMENTS:

THE AIDE AS A TREATMENT PERSON

Level of Performance

		<u>High</u>				<u>Low</u>
		5	4	3	2	1
1.	Interdisciplinary Involvement: (Informs parents, teachers, etc. of treatment plans and progress, and involves them in the plans)	_____	_____	_____	_____	_____
2.	Creativity/Flexibility: (Awareness and utilization of new ideas; adaptability to program or role changes)	_____	_____	_____	_____	_____
3.	Classroom Discipline: (Ability to manage students individually and in groups)	_____	_____	_____	_____	_____
4.	Acceptance of Students: (The ability to accept students regardless of severity of disability, behavior, physical characteristics, or socio-economic background)	_____	_____	_____	_____	_____
5.	Rapport with Students: (The ability to establish a positive interpersonal relationship with students)	_____	_____	_____	_____	_____
6.	Sensitivity to Needs of Students: (Sensitivity to in-school and out-of-school needs, including social-emotional, physical, and academic needs)	_____	_____	_____	_____	_____
7.	Goal Identification: (Ability to conceptualize needs of students and translate them into treatment goals)	_____	_____	_____	_____	_____

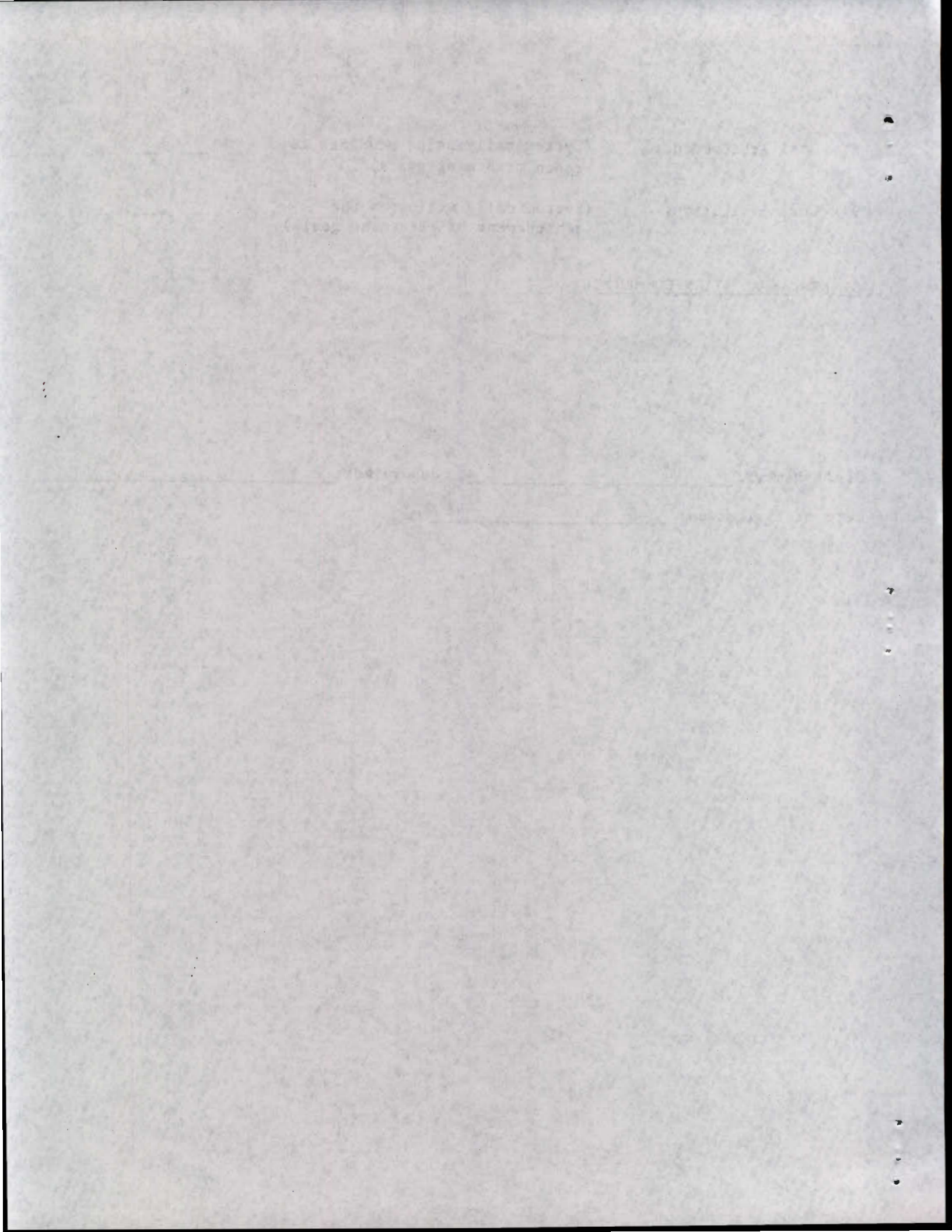
8. Goal Achievement: (Systemically helps students to reach treatment goals) _____

9. Goal Evaluation: (Systemically evaluates the achievement of treatment goals) _____

GENERAL EVALUATION/COMMENTS:

Staff Member: _____ Supervisor: _____

Date of Evaluation: _____



St. Clair Intermediate School District
Special Education Division
Woodland Developmental Center

Evaluation of Supportive Services Staff Members

The following general goals and objectives will not appear in the staff member's personnel file.

General Goals and Objectives for _____ to _____ School Year.

Speciality Area _____

Staff Member _____

Specific Assignment _____

Supervisor or Evaluator _____

General Goals for the year:

Specific Objectives for the year:

Criteria for
Success

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

St. Clair Intermediate School District
 Special Education Division
 Woodland Developmental Center

Evaluation of Supportive Service Staff Members

Evaluation of: _____ Position: _____
 Period Covered: _____ to _____ Evaluation Date: _____
 Evaluator: _____

A narrative is written for each criterion in the space provided. After completing the narrative, circle the numeral which best reflects the narrative. See pp. 4 thru 6 for guidelines.

	needs	improvement		good		outstanding		
	1	2	/	3	4	/	5	6
1. PERSONAL QUALITIES	1	2		3	4		5	6

2. HUMAN RELATIONS	1	2		3	4		5	6

3. COMMUNICATION SKILLS	1	2		3	4		5	6

	needs	improvement		good		outstanding		
	1	2	/	3	4	/	5	6

4. **ACADEMIC PREPARATION**

1 2 / 3 4 / 5 6

5. **SERVICE EFFECTIVENESS**

1 2 3 4 5 6

6. **PROFESSIONALISM**

1 2 3 4 5 6

OVERALL POTENTIAL

1 2 3 4 5 6

ADDITIONAL COMMENTS OF STAFF MEMBER

ADDITIONAL COMMENTS OF EVALUATOR

Evaluator Signature _____

Date _____

I agree with the above evaluation.

I disagree with the above evaluation.

Staff Member Signature _____

Date _____

Below are suggested descriptions of optimum staff behavior to be considered in the evaluations of each main criterion on page 1.

1. PERSONAL QUALITIES

- Self-Concept:** The staff member accepts and uses criticism, is poised and self-confident, practices constructive self-evaluation.
- Sense of Humor:** The staff member has ability to laugh at himself/herself; he/she encourages wit but not sarcasm; sees the appropriateness of humor in relationships
- Appearance:** Grooming and attire are appropriate.
- Health:** The staff member displays stamina, alertness and energetic behavior; there is an absence of chronic illness; displays positive and optimistic attitudes; is seldom upset; is emotionally stable.
- Industry:** The staff member is dependable; accepts and carries out responsibility; displays ambition and enthusiasm.
- Reliability:** The staff member is punctual; attendance is acceptable in light of circumstances.

2. HUMAN RELATIONS

- Rapport with Students:** The staff member relates well with all pupils and is able to develop mutual respect; shows genuine liking for pupils.
- Rapport with Staff:** The staff member relates comfortably with peers, staff and administration; is cooperative and follows policies and procedures appropriate to the respective roles that exist within the school.
- Rapport with Others:** The staff member relates well with parents and other community residents; uses tact and diplomacy in dealing with others.

3. COMMUNICATION SKILLS

- Oral:** The staff member's voice is clear and pleasant as evidenced by varied inflection, good modulation and rate; is effective in giving clear directions and interesting presentations; practices good grammatical skills and speaks without serious impairment; language is appropriate to pupil and staff level.

Written: The staff member's written material is accurate in spelling, grammatically correct, clear and concise in meaning, legible and appropriate to intended use.

Graphic: The staff member supplements oral and written communication with visual reinforcements such as illustrations, examples, charts, AV, etc.

4. ACADEMIC PREPARATION

General Knowledge: The staff member is well read and knowledgeable as evidenced by interest in and ability to converse on a wide range of subjects.

Subject Matter: The staff member displays an indepth knowledge and understanding of their specialty field as shown by ease in discussion and using content in organizing diagnostic and/or instructional materials; is competent in locating necessary and appropriate diagnostic and/or instructional materials.

5. SERVED EFFECTIVENESS

Planning and Organization: The staff member consistently uses and implements both long and short range planning; incorporates the use of behavioral objectives reflecting the ability and needs of pupils and staff; involves staff in planning; is flexible in using plans, being willing and able to deviate; the timing and sequence of activities reflect a concern for the use of staff time.

Methods and Materials: The staff member selects methods and materials which are appropriate for the attainment of planned objectives; they are relevant to pupil levels and current social needs; uses and accepts staff ideas in providing service; utilizes a variety of methods and materials.

Evaluation: The staff member uses oral, written and self-evaluation for measuring the achievement of stated performance objectives; is fair and consistent in pupil evaluation; uses evaluative data for planning future activities and as positive assessment of pupil needs; uses multiple sources of data for determining pupil needs; maintains accurate documentation of evaluative data.

Motivation: The staff member considers the individual needs of pupils in selecting learning activities and materials; effectively uses clear illustrations, practical applications, challenging questions and problems; establishes high expectancy levels with all learners; applies basic principles of learning theory.

Management:

The staff member encourages pupil self-direction; develops a climate of pupil cooperation where learning occurs and few disciplinary problems exist; is tactful and fair in dealing with pupils, both individually and in groups; office practice is consistent with school policy; displays common sense and an awareness of good human relations.

6. PROFESSIONALISM

The staff member knows and behaves in compliance with a professional code of ethics; participates in professional meetings, demonstrates interest in professional growth; is alert to the need for school policies as evidenced by his/her ability to accurately interpret school policies to others; is knowledgeable regarding the organization, structure, and function of professional associations and of the school as a social institution.

OVERALL POTENTIAL

In light of the narrative comments, make a statement relative to this person's potential as a member of the student services staff.

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SECTION 1

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SECTION 2

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St. Clair Intermediate School District
Special Education Division
Woodland Developmental Center
Student Services Section

Evaluation of _____ Date _____
Position _____

The following questions are offered as discussion points to assist you in completing the evaluation form on pages one thru three. These questions will not be placed in the staff member's personnel file.

1. Are all students referred for your particular services receiving appropriate help?
2. Do you maintain appropriate involvement with parents?
3. Are you accessible to classroom teachers and other staff who want information to help with referred students?
4. Are you dependable in meeting work schedules and appointments with students and staff?
5. Do you establish and maintain professional rapport with administrators and teachers?
6. Do you work cooperatively within school guidelines?
7. Do you work cooperatively with other disciplines and services for the benefit of the student?

8. Do you accept responsibility for good community relations?

9. What positive comments do you have?

10. Do you have any suggestions that would be helpful in improving your service?

St. Clair Intermediate School District
General Education Services Division
Administrative Center

Evaluation of Specialist Staff Members

Evaluation of: _____ Position: _____
Period Covered: _____ to _____ Evaluation Date: _____
Evaluator: _____

A narrative is written for each criterion in the space provided. After completing the narrative, circle the numeral which best reflects the narrative. See pp. 4 thru 6 for guidelines.

needs improvement		good	outstanding		
1	2	3	4	5	6
1	2	3	4	5	6

1. PERSONAL QUALITIES

2. HUMAN RELATIONS

1 2 3 4 5 6

3. COMMUNICATION SKILL

1 2 3 4 5 6

	needs improvement			good		outstanding		
	1	2	/	3	4	/	5	6
	1	2		3	4		5	6

4. ACADEMIC PREPARATION

5. SERVICE EFFECTIVENESS

1 2 3 4 5 6

6. PROFESSIONALISM

1 2 3 4 5 6

OVERALL POTENTIAL

1 2 3 4 5 6

