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Ratified by FEA June 14, 1999
Ratified by Board July 12, 1999

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FAIRVIEW EDUCATION ASSOCIATION

1999-2002

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Fairview Public Schools

FAIRVIEW EDUCATION ASSOCIATION AGREEMENT

This agreement entered into this 12th day of July, 1999, by and between the Fairview Education Association (FEA), and the school district of Fairview Area Schools, Fairview, Michigan, hereafter called the Board.

ARTICLE I

Recognition

- A. The Board hereby recognizes the FEA as the exclusive bargaining representative, as defined in Section II of Act 379, Public Acts of 1965, for all professional personnel on tenure, classroom teachers, guidance counselors, librarians, and all probationary personnel. The term "teacher" when used hereafter in this agreement shall refer to all employees represented by the FEA in the bargaining or negotiating unit as above defined, and references to teachers shall include both male and female teachers. The term "teacher" as used in this agreement shall not include substitute teachers.
- B. The agreement shall supersede any rules, regulations, or practices of the Board which shall be contrary to or inconsistent with its term. It shall likewise supersede any contrary or inconsistent terms contained in any individual teacher contract previously in effect. All future individual teacher contracts shall be made expressly subject to the terms of this agreement. The provisions of this agreement shall be considered part of the established policies of the Board.
- C. Within thirty (30) days of the beginning of their employment, a teacher shall sign and deliver to the Board an assignment authorizing the deduction of membership dues or assessments of the FEA, or an amount equal to becoming a member, upon such conditions as the FEA and the Board shall establish.
- D. If any provisions of this agreement or any application of this agreement to any employee or group of employees shall be found contrary to law, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.

ARTICLE II

Board's Rights and Responsibilities

- A. The Board on its own behalf and on behalf of the electors of the school district hereby retains and reserves unto itself, without limitation, all powers, rights, authority, duties, and responsibilities conferred upon and vested in it by the school code and the laws and the Constitution of the State of Michigan and/or the United States. Such rights duties, etc., shall include, by way of illustration and not by way of limitation, the right to:

1. Manage and control its business, its equipment, and its operation and to direct the working forces and affairs of the school district.
 2. Continue its right to adopt policies and practices of determining qualifications, assignments and direction of its personnel, determine the number of personnel and scheduling of all the foregoing.
 3. Direct the working forces, including the right to hire, evaluate, promote, suspend, and discharge employees, transfer employees, assign work or duties to employees, determine the size of the work force and to lay off employees.
- B.** The FEA recognizes that the Board is legally responsible for the operation of the entire school system within the boundaries of the school district, and that the Board has the necessary authority to discharge all of its responsibilities.
- C.** In meeting such responsibilities, the Board acts through its administrative staff. Such responsibilities include, without being limited to, the establishment of education policies; the construction, acquisition and maintenance of school buildings and equipment; the hiring, transfer, assignment, supervision, discipline, promotion and termination of employment; and the establishment and revision of rules and regulations governing and pertaining to work and conduct of employees. The Board and administrative staff shall be free to exercise all of its managerial rights and authority to the extent permitted by law.

ARTICLE III

Teachers' Rights

- A.** Pursuant to Act 379 of the public Acts of 1965, the Board hereby agrees that all teachers shall have the right freely to organize, join and support the FEA for the purpose of engaging in collective bargaining or negotiating and other activities for mutual aid and protection. As a duly elected body exercising governmental power under the law of the State of Michigan, the Board undertakes and agrees that it shall not directly, or indirectly, discourage, deprive, or coerce any teacher in the enjoyment of any rights conferred by Act 379 or other laws of Michigan, Constitution of Michigan and the United States; that it will not discriminate against any teacher with respect to hours, wages or any other conditions of employment by reason of his/her membership in the FEA or collective professional negotiations with the Board, or his/her instituting of any grievance, complaint or proceedings under this agreement, or otherwise with respect to any terms or conditions of employment.
- B.** The FEA and its members are granted the privilege to use school building facilities at all reasonable hours for meetings, provided that this shall not interfere with nor interrupt normal operation of the school.

ARTICLE IV

Professional Compensation

- A. The salaries of teachers covered by this agreement are set forth in the salary schedule which is attached to and incorporated in this agreement.
- B. Title I teachers area to be paid in twenty (20) pays, ending not later than June 30th each year.
- C. Any teacher asked to substitute for another teacher necessitating the giving up of a conference period shall be paid \$3.50 up to twenty (20) minutes; \$7.75 twenty (20) minutes to forty (40) minutes; \$12.50 forty (40) minutes to one (1) hour. Such sum shall be added to the next pay check following such work.

ARTICLE V

Teaching Days and Hours

- A. The teacher's normal school day shall be as follows:
 - 1. Teachers shall arrive no later than twenty (20) minutes before the beginning of classes.
 - 2. Teachers shall leave school no earlier than fifteen (15) minutes after the end of the last class, except on Fridays, or days previous to a holiday when teachers may leave five (5) minutes after close of classes, unless staff meetings have been scheduled.
 - 3. Teachers' meetings are to be no longer than forty-five (45) minutes.
 - 4. The length of the school day shall not exceed seven hours and thirty-five minutes, including the lunch period.
- B. The total number of contract days shall be determined by the beginning and ending dates of the school calendar, and in addition, shall include the following conditions and agreements:
 - 1. One hundred eighty-three (183) teacher attendance days, of which 181 must be student attendance days as defined by law.
 - 2. Five (5) paid holidays listed below, making a total of 188 days.
 - a. New Year's Day
 - b. Memorial Day
 - c. Labor Day
 - d. Christmas Day
 - e. Thanksgiving Day
 - 3. All other recess periods included in the school calendar are without pay.

4. On semester records day teachers may leave, subject to the permission of the administration, when necessary forms and reports have been completed.
 5. No change shall be made in the school calendar without consultation with the FEA.
 6. When mandated by the State, days of instruction lost due to snowstorms and other natural causes shall be made up at the discretion of the Board, and at no additional cost to the Board. The school calendar will be adjusted, as needed, by the Board.
- C. All teachers shall be entitled to a duty-free uninterrupted lunch for a period of thirty (30) minutes in length.
- D. Parent-teacher conferences may be scheduled by the administration during the evening hours. When parent-teacher conferences are so scheduled, teachers will be granted one-half day off in lieu of the time scheduled for evening conference sessions.

ARTICLE VI

Teachings Loads and Assignments

- A. The Normal weekly teaching load in the senior and junior high school shall be thirty (30) teaching periods and five (5) conference periods.
- B. Elementary teachers will be provided two fifteen (15) minute conference periods each day. In addition, elementary teachers shall use for preparation all time during which their classes are receiving special instruction. The Board, through its administration, reserves the right to deviate from this provision when scheduling and other circumstances require it, after consultation with the teacher.

ARTICLE VII

Teaching Conditions

- A. Because the pupil-teacher ratio is an important aspect of an effective educational program, the parties agree that class size should be adjusted wherever reasonable and desirable as deemed by the administration, after consultation with the teachers involved.
- B. The Board recognizes that appropriate texts, library reference facilities, maps and globes, laboratory equipment, audio visual equipment, art supplies, athletic equipment, current periodicals and similar materials are the tools of the teaching profession. Requisition forms shall be provided for all teachers, and where reasonable and where education can better be served, the Board will attempt to fulfill such written requests subject to budget limitations.
- C. To help relieve teachers of certain types of non-professional work, the Board agrees to engage teacher assistants in the elementary school. The number of assistants is to be decided by the administration after consultation with the teachers involved.

- D. Teachers shall be notified at the earliest possible time of handicapped and other special education students who will be placed in their classrooms. The Board, in conjunction with the teachers, will work on a policy to address the inclusion issue. The Board shall provide adequate training and personnel to assist the teacher in meeting the needs of the aforementioned students. Teachers shall not be required to provide ongoing medical or hygienic services for the above-referenced students, except in emergency situations.

ARTICLE VIII

Sick Leave Pay

- A. All teachers absent from duty because of personal illness shall be allowed full pay for a total of ten (10) days in any school year, and full pay for as many more unused sick days as he/she may have accumulated during previous years as specified in Paragraph B.
- B. Each teacher shall be entitled to an accumulation for the unused portion of each year's leave, up to a maximum of one hundred eighty-three (183) days, which shall be available in future years. However, accumulated sick leave which will be paid upon termination or completion of contract will remain at 100 days.
- C. Personal illness shall be defined as a genuine illness, disease or affliction that a teacher has on his/her own body that requires confinement at home, hospitalization, medication or a doctor's care.
- D. Ten (10) sick days each year may be used when a teacher's parent or member of the teacher's household is ill. Members of the household shall be limited to those persons who qualify as dependents under the Internal Revenue Service Code. These sick days are to be subtracted from the teacher's accumulative sick leave total. These days are not accumulative.

ARTICLE IX

Other Leaves of Absence

- A. No more than three (3) days per funeral will be given for funerals in the immediate or personal family. Immediate family shall include spouse, parents, children, siblings, grandparents, grandchildren, spouse's parents, grandparents and grandchildren. These days are not accumulative.
- B. Each teacher shall be allowed three (3) days paid leave of absence each year. These days are not to be accumulative. They are not to be used to extend a vacation period. When time permits, the request for a leave of absence is to be made far enough in advance of the leave date to enable the building principal to obtain a certified substitute teacher. If no substitute teachers are available, the building principal may deny the request. As an incentive for the teachers to be prudent in their use of paid leave days, the Board shall, at the end of each school year, pay each teacher for their unused leave days at the rate of 50% of a day's wages on Step 0 of the Professional/Continuing Scale.

- C. A maternity leave for the period of "confinement" may be deducted from sick leave. Additional maternity leave shall be granted without pay. The teacher shall be entitled to return from such leave within two (2) years. The returning date will be mutually established at the time the leave is granted.
- D. Sabbatical leave shall be granted without pay for continued education by mutual consent.
- E. Salaries for teachers required to serve jury duty will be made whole.
- F. The FEA shall be granted the use of up to five (5) days for FEA business without using personal absence days. The FEA will reimburse the cost of the substitute service cost, which includes the substitute's salary, FICA, and retirement.
- G. Absences taken during the school year, other than those for which provision has been made under this agreement, shall not be permitted except at the discretion of the Board. Deductions from salary for such absences shall be at the daily contract gross rate. The daily rate shall be determined by dividing the yearly contract gross, excluding extracurricular pay, by the total number of contract days.

ARTICLE X

Physicals

- A. For the protection of children, the Board shall require of each new teacher a satisfactory health certificate from a physical authorized to practice medicine under the laws of the State of Michigan. This certificate shall be filed in the teacher's personnel file before the employee will be permitted to take up his/her duties. In addition, at the time of initial employment, a teacher shall submit a report of a negative chest x-ray or a TB skin test, taken within six (6) months. Thereafter, a negative TB skin test or negative chest x-ray shall be required every three (3) years. The TB skin test shall be provided at no expense to the Board. Each teacher shall have the option of securing an x-ray elsewhere at his/her own expense.
- B. Any additional medical examinations both physical and mental can be required by the administration. The physical performing such examination will be selected by the Board and at Board expense.

ARTICLE XI

Terminal Leave

In appreciation for services to the school district, a terminal leave payment of twenty-five percent (25%) of unused sick leave, up to 100 days, will be paid upon retirement or completion of contract. This will be based upon the last annual salary which the teacher received. The daily rate is to be determined by Article IX, Par. G.

ARTICLE XII

Teacher Evaluation

Teachers shall be evaluated according to the Professional Growth Plan, which is included in Appendix C.

ARTICLE XIII

Personnel Files

- A. The personnel files are and remain the property of the Board and are under their custodial care and supervision at all times.
- B. A teacher shall have the right to review the contents of his/her personnel file, excluding initial references of the district pertaining to himself/herself, originating after initial employment and have a representative of the FEA accompany him/her.
- C. No material originating after initial employment will be placed in the teacher's personnel file unless the teacher has had an opportunity to review the material.

ARTICLE XIV

Protection of Teachers

- A. Any complaint by a parent of a student directed to a teacher shall be promptly called to the teacher's attention.
- B. Teachers shall exercise reasonable care with respect to the safety of students and property, but shall not be individually liable, except in the case of gross neglect of duty, for any damage or loss to persons or property.
- C. Study hall and classroom teachers are to remain with their class or study hall during the entire period. Should an emergency arise, the teacher must be relieved by another teacher or an administrator.

ARTICLE XV

Seniority

- A. Seniority is defined as length of service within the district as of the last date of hire and shall apply to all professional personnel who hold full teacher certification issued by the Michigan Department of Education. Any person who is employed with the Board by the issuance of any type of special certificate shall not accrue seniority.

B. Seniority shall be lost for the following reasons:

1. Resignation
2. Failure to accept position when recalled
3. Dismissal by the Board

C. Seniority shall accrue during approved leave of absence up to one (1) year. Part-time teachers employed less than half time shall not accrue seniority. Part-time teachers employed one-half time or more shall accrue seniority on a regular basis in the same manner as full-time employees.

ARTICLE XVI

Reduction in Personnel and Recall

A. Whenever it is necessary to reduce the staff, the following procedure shall be applied:

1. The Board shall determine what positions are to be eliminated.
2. In grades 7-12, the teacher with the least amount of service in the system shall be laid off.
3. In grades K-6, those teachers with the least amount of service in the system shall be laid off.
4. Within ten (10) days after notification by certified mail from such layoff, those teachers who received notices of layoff will be allowed to displace any teacher in the system provided they have more service and hold certification to teach in the department or elementary area, where there is a teacher with less service in the district.

B. Any teacher on layoff shall be recalled in inverse order of layoff, provided the teacher is certified and qualified for the vacancy. No new teachers shall be employed by the Board while there are teachers of the district who are laid off, unless there are no laid-off teachers with proper certification and qualifications to fill any vacancy which may arise.

C. "Qualified", when used in the Article, shall mean that a teacher must have, as a minimum, a State-certified minor in the subject area to which they will be assigned, when recalled.

D. A teacher who is laid off and who is paid unemployment compensation benefits associated with his/her regular teaching assignment, during the summer immediately following the layoff and who is subsequently recalled to the teaching position at the beginning of the next school year, will be paid according to an annual salary rate, such that his/her unemployment

compensation plus that annual salary rate will be equal to the rate of salary he/she would have earned for the school year had he/she not been laid off, subject to the following conditions:

1. The total of unemployment compensation plus salary earned by employment in the district shall not be below that which the employee would have received had the individual been employed for the entire school year.
2. The salary earned through employment in the district shall not be less than his/her salary for the same or a similar period during the preceding school year.

ARTICLE XVII

Payroll Deductions

- A. Upon written authorization from the teacher, FEA dues shall be deducted from the first twenty (20) pays of the school year. This sum shall be delivered to the FEA treasurer each of the twenty (20) paydays.
- B. Upon written authorization from the teacher, the Board shall deduct from the teacher's salary for insurance options, annuities and credit union.
- C. If any more than two (2) payroll changes are made during the school year, a service charge of \$1.00 shall be made.

ARTICLE XVIII

Miscellaneous Provision

- A. There shall be no athletic practice during the school day.
- B. Athletics shall be supported by an athletic fund. The amount is to be determined by the administration, athletic director, and the Board.
- C. The Board agrees to maintain a telephone in the teachers' lounge. The telephone is to be listed under the name of the Fairview Education Association. The Board agrees to pay for local calls. The Fairview Education Association agrees to monitor and pay for all long distance calls.
- D. The Board agrees to consider applications from tenure teachers for openings in the school system. Openings are to be posted in the teachers' lounge and the elementary office.

ARTICLE XIX

Duration of Agreement

This agreement shall be effective September 1, 1999, and shall continue in effect for a period of three (3) years, ending August 31, 2002.

ARTICLE XX

Grievance Procedure

- A. A "grievance" is a claim, by one (1) or more employees, of improper application of this agreement.
- B. Any teacher having such a grievance may discuss the matter with the school principal during non-teaching hours, with the object of resolving it informally.
- C. In the event the matter is not satisfactorily resolved, the following procedure shall be followed:
 - 1. Step One. The grievance shall be reduced to writing within five (5) school days, signed by the teacher or teachers involved, and submitted to the school principal.
 - a. The grievance shall specify the facts giving rise to the grievance, the article and section of the agreement allegedly violated, and the relief requested.
 - b. The principal shall submit an answer, in writing, within ten (10) school days. One (1) copy of that decision shall go to the grievant.
 - 2. Step Two. Within five (5) school days after receiving the decision of the principal, the aggrieved teacher may appeal to the superintendent of schools or his/her designated representative. The appeal shall be in writing and shall contain the reasons for the appeal.
 - a. Within ten (10) school days after receipt of the appeal, the superintendent shall investigate the grievance, including giving the aggrieved teacher a reasonable opportunity to be heard, and render his/her decision in writing. A copy of his/her decision shall be delivered to the teacher involved and the school principal.
 - 3. Step Three. Within five (5) school days after receiving the decision of the superintendent, the aggrieved teacher may appeal to the Board of Education. The appeal shall be in writing and shall contain the reasons for the appeal and a copy of the superintendent's decision at Step Two.

- a. Within twenty-five (25) school days after receipt of the appeal, the Board, or its designated representative, shall investigate the grievance, including giving the aggrieved teacher and an association representative a reasonable opportunity to be heard, and render its decision in writing. A copy of the Board's decision shall be delivered to the teacher involved, to the association representative, and to the school superintendent.

BOARD OF EDUCATION

BY Steven J. Gushki
Board President

BY L. Bohannon
Board Secretary

EDUCATION ASSOCIATION

BY Jodee M. Money
Acting FEA President

FAIRVIEW AREA SCHOOLS

1999-2000 SALARY SCHEDULE

<u>Years of Experience</u>	<u>Provisional</u>	<u>Prof/Cont</u>	<u>M.A.</u>	<u>Step</u>
0	\$26,675.00	\$27,420.00	\$28,935.00	0
1	28,035.00	28,790.00	30,360.00	1
2	29,410.00	30,155.00	31,785.00	2
3	30,780.00	31,520.00	33,215.00	3
4	32,150.00	32,895.00	34,640.00	4
5	33,520.00	34,260.00	36,065.00	5
6	*34,885.00	35,635.00	37,505.00	6
7	36,250.00	37,000.00	38,925.00	7
8	37,620.00	38,360.00	40,360.00	8
9	38,995.00	39,740.00	41,780.00	9
10	40,360.00	41,110.00	43,220.00	10
11		42,475.00	44,650.00	11
12		43,840.00	46,075.00	12

*Regular teacher experience increments on "Provisional" Scale end with Step 5. Steps 6 through 10 are solely for computation of extracurricular pay.

- A. Longevity pay at the rate of \$135.00 per year will be granted to teachers with permanent/continuing certification, professional/continuing certification, and certified teachers with a master's degree.
- B. A maximum of five (5) years' teaching experience may be accepted from another school system. Credits for experience outside the school system shall be evaluated by the Board and credit shall be allowed whenever the prior service of the teacher is deemed satisfactory.
- C. Teachers shall be advanced one (1) step on the salary schedule for a year or more of active military service.
- D. Teachers shall be paid at the rate of \$15.00 per semester hour for credit hours earned beyond the number of semester hours necessary for the issuance of a permanent or continuing certification, up to a maximum of thirty (30) semester hours. All hours must be earned after the issuance of the permanent certificate.

Only those teachers who qualified for compensation under this paragraph during the 1985-86 contract year shall continue to receive compensation under this provision of the contract. No additional hours earned will be paid in this manner. Any compensation for hours completed towards an advanced degree will also terminate when the degree is granted.

Teachers will be reimbursed the cost of tuition not to exceed \$140.00 per semester hour and \$100.00 per quarter hour for the successful completion of courses to be credited to a Master of Arts (MA) or a Master of Science (MS) degree program from a Michigan Department of Education approved teacher training college or university or for courses specifically approved by the administration and Board of Education.

- E. Increments become effective the beginning day of the school year and advancement under the salary schedule shall be automatic as of the beginning day of school or February 1st following completion of requirements in professional or academic courses.
- F. In addition to the basic teacher salary as provided in the foregoing, there shall be paid the following additional sums:

EXTRACURRICULAR PAY: The rate of pay for extracurricular duty is to be determined by the table as outlined below and by the number of years of experience in the activity grouping for which pay is being computed. No more than one (1) year of experience credit, per year, will be given for any one activity grouping. No more than five (5) years of experience in the activity outside the system will be allowed. The base rate is to be determined by the Provisional column.

Group I (Formerly Groups I & II)

Varsity Basketball--Boys	8%
J.V. Basketball--Boys	6%
Varsity Basketball--Girls	8%
J.V. Basketball--Girls	6%
Freshman Basketball--Boys	4%
8th Grade Basketball--Boys	2.5%
7th Grade Basketball--Boys	2%
8th Grade Basketball--Girls	2.5%
7th Grade Basketball--Girls	2%

Group II

5th Grade Basketball--Boys & Girls	1%
6th Grade Basketball--Boys & Girls	1%

Group III

Cross Country	4%
Varsity/J.V. Track--Boys	5%
Varsity/J.V. Track--Girls	5%
Jr. High Track--Boys	2%
Jr. High Track--Girls	2%

Group IV

Varsity Baseball--Boys	4%
Varsity Softball--Girls	4%
J.V. Baseball--Boys	2%
J.V. Softball--Girls	2%

Group V

Forensics	4%
Asst. Forensics	2%
Jr. High Forensics	1%
Debate	2%
Knowledge Bowl	3%

Group VI

Drama	4%
Plays (per play)	2%
Musical Plays	2%
Music Programs, Concerts	4%

Group VII

Group IX

Senior Class Advisor	2%
Junior Class Advisor	1.5%
Credit for 9th & 10th Grades on schedule	

Group XI

Varsity Volleyball--Girls	4%
J.V. Volleyball--Girls	3%

Group VIII

Cheerleading--Varsity/J.V.	4%
Cheerleading--Jr. High	2%

Group X

Golf	4%
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G. Driver education teacher is to be paid at the rate of \$22.00 per hour for 1999-2000.

H. Fringe Benefit - Medical. Teachers shall be offered medical insurance paid by the Board of Education subject to the following conditions and limitations:

1. Medical Coverage
The coverage is to be basic medical coverage, surgical and hospital for the teacher and members of the immediate family.
2. Optional Benefits
As an option for those teachers who do not choose the basic medical coverage fringe, the Board will pay premiums on dental and vision coverage equal to the premium for "Employee Only" basic medical coverage.
3. Additional Coverage
Any other coverage which a teacher may elect to add as options to a policy, such as loss of time coverage, extended care coverage, or life insurance not covered nor is the option guaranteed by this agreement.
4. Proof of Dependents
The Board, through its administration, reserves the right to require a teacher to show proof of dependents' status when the inclusion of the dependent(s) requires that additional or continuing premiums be paid.
5. Carrier
The Board reserves the right to select the carrier for the medical fringe benefits. The coverage for Basic Medical fringe is to be comparable to SET, Inc., which is Plan CMM4D and which was effective January 1, 1996.
6. Premiums
The total premiums for Full Family Medical/Hospitalization shall be paid by the Board of Education.
7. Period of Coverage
The coverage is to be in effect for a period of 36 months beginning September 1, 1999, and ending August 31, 2002.

I. Fringe Benefit - Dental. Teachers shall be offered dental insurance paid by the Board of Education, subject to the following conditions and limitations:

1. Dental Coverage
The coverage is to be coverage for the teacher and members of the immediate family. Coverage includes Basic Dentistry--50% with incentive M. Major Dentistry--50% with a combination of annual maximum basic and major benefit of \$1,000.00. Orthodontic Dentistry--50%/\$50.00 deductible/\$1,500.00 lifetime maximum with limiting age of 19.

2. Proof of Dependents
The Board, through its administration, reserves the right to require a teacher to show proof of dependents' status when the inclusion of the dependent(s) requires that additional or continuing premiums be paid.
3. Carrier
The carrier for the dental fringe shall be SET, Inc.
4. Premiums
The total premiums for the dental fringe shall be paid by the Board of Education.
5. Period of Coverage
The coverage is to be in effect for a period of 36 months beginning September 1, 1999, and ending August 31, 2002.

J. Fringe Benefit - Vision

1. Vision Coverage
The coverage is to be coverage for the teacher and members of the immediate family. The coverage will be Ultra Vision Plan II with \$50.00 frames.
2. Proof of Dependents
The Board, through its administration, reserves the right to require a teacher to show proof of dependent's status when the inclusion of the dependent(s) requires that additional or continuing premiums be paid.
3. Carrier
The carrier for the vision fringe shall be SET, Inc.
4. Premiums
The total premiums for the vision fringe shall be paid by the Board of Education.
5. Period of Coverage
The coverage is to be in effect for a period of 36 months beginning September 1, 1999, and ending August 31, 2002.

K. Fringe Benefit - Long-Term Disability

1. Long-Term Disability Coverage
The coverage is to be coverage for teachers only. The coverage is 60% benefit escalating to 75% with integrated maximum monthly benefit of \$3,500.00/ elimination period 120 calendar days.
2. Carrier
The carrier for the long-term disability coverage shall be SET, Inc.

3. Premiums
The total premiums for the long-term disability coverage shall be paid by the Board of Education.

4. Period of Coverage
The coverage is to be in effect for a period of 36 months beginning September 1, 1999, and ending August 31, 2002.

L. The contract will be a three-year contract, with the contract always based on the previous year's average salary to keep employees' salaries in the middle of the area average.

FAIRVIEW AREA SCHOOLS

**P.O. BOX 129
FAIRVIEW, MI 48621**

1999-2000 SALARY SCHEDULE

<u>Years of Experience</u>	<u>Provisional</u>	<u>Prof/Cont</u>	<u>M.A.</u>	<u>Step</u>
0	\$26,675.00	\$27,420.00	\$28,935.00	0
1	28,035.00	28,790.00	30,360.00	1
2	29,410.00	30,155.00	31,785.00	2
3	30,780.00	31,520.00	33,215.00	3
4	32,150.00	32,895.00	34,640.00	4
5	33,520.00	34,260.00	36,065.00	5
6	*34,885.00	35,635.00	37,505.00	6
7	36,250.00	37,000.00	38,925.00	7
8	37,620.00	38,360.00	40,360.00	8
9	38,995.00	39,740.00	41,780.00	9
10	40,360.00	41,110.00	43,220.00	10
11		42,475.00	44,650.00	11
12		43,840.00	46,075.00	12

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On the following pages is the Professional Growth Plan for the staff of Fairview Area Schools. This design will be put into process at the beginning of each school year when you will share your goals with your administrator.



PLAN FOR GROWING OPPORTUNITIES

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SUGGESTIONS FOR SUPERVISORS IN ESTABLISHING PROFESSIONAL DEVELOPMENT GOALS AND PLANS

THOMAS L. MCGREAL
UNIVERSITY OF ILLINOIS

* TEACHING/LEARNING GOALS

+REFINING CURRENT PRACTICES (IMPROVEMENT)--Work in this area probably best fits first and second year probationary teachers. Although, it is possible that some tenured teachers will want to set a goal or goals around some basic skill. This type of goal best fits most basic teaching skills (planning, management, lesson sequence, seat work, homework, climate), but could address some more complex skill that is commonly used or attempted by the teacher (questioning, small group work, teaching for critical thinking, etc.). The key is that they are saying they want to improve something they already do in their teaching. This type of goal would almost always be set by an individual rather than a team. The plan for this goal would likely always include observation with both pre and post conferences. This type of goal would generally be set for just one year.

+ACQUISITION OF NEW SKILLS OR KNOWLEDGE (RENEWAL)--This goal could fit both probationary and tenured staff. It should be assumed that this goal will require some kind of resources to support the gaining of the new skill or knowledge. The plan would likely include a required demonstration of the newly acquired information or skill (presentation to other faculty, demonstration through observation or exhibition, written materials for dissemination to other staff, etc.). This type of goal could be done by an individual or by a team. In order to maximize the use of building or district resources, the new skill or information should be required to be directly related to building or district goals or initiatives.

+DOING THINGS DIFFERENTLY (REDESIGN/RESTRUCTURING)--Goals of this nature would be almost exclusively for tenured faculty. Certainly probationary staff could be encouraged to be involved with a team that might be working on this type of goal. This type of activity will almost always require additional resources and time. This work should be done primarily as a team project and generally for never less than two to three years. Like the acquisition of a new skill, this type of complex activity should be within the parameters of building or district goals. The product of this type of activity should include a rationale for the change, the desired student outcomes, the implications for curricular or instructional changes, and a plan for evaluating all relevant outcomes of the change.

* PROGRAM/CURRICULUM GOALS

+DEEPENING--This type of goal attends to the concept of "less is more." It involves work in moving from broad curriculum coverage to a "deeper" concept of curriculum that requires identifying what is most important for students to learn (i.e., focusing on themes or questions rather than sequences of facts). This type of goal can be done individually or as a team. The product for this goal should include a rationale,

what students would know and be able to do as a result of this work, the necessary instructional strategies that will be required to make this work, and a plan for assessing student learning and evaluating the merit of the changes. This could be a one, two, or three year goal.

+INTEGRATING--This would primarily focus on work being done to develop integrated lessons, units, courses. This work must be done in teams. Product should include rationale, desired student outcomes, all necessary materials, recommended teaching practices, and a plan for assessing student learning and evaluating the merit of the activity. It is likely that this type of activity should be for two or three years.

+ENGAGING--This would involve work focusing on the developing of materials and activities that focus specifically on increasing the engagement of students in the work of the classroom and/or engage different groups of students based on special needs, styles or developmental stages. The product should include desired student outcomes, any curriculum materials needed, a description of the necessary instructional strategies, and a plan for assessing student outcomes and the merit of the process. This could be done over one, two, or three years.

+ASSESSING--This type of goal would focus on work done to develop new and/or alternative assessments to measure or describe student learning. This could be done individually or in teams. The assessment procedures, the student outcomes to be assessed, and the implications for curriculum and instruction. Depending on the complexity and the scope of the assessment activity being developed, this could be a one, two, or three year goal.

* OUTCOME GOALS

+SPECIFYING OUTCOMES--This type of goal would focus on work done to identify specific student outcomes for individual students, for classes, for buildings, or for districts. Depending on the scope of the developed outcomes, this could be done individually or in teams. The product should include the justification for developing the outcomes, detailed implications for curriculum development and instructional strategies, and specific recommendations for assessing student learning of the proposed outcomes. Again, depending on the scope of the goal, this could be done for one, two, or three years.

+EQUITY/OPPORTUNITY TO LEARN--This heading refers to a subset of specifying outcomes. It would focus on work done to develop new or enhanced outcomes for special needs situations such as inclusion/main streaming or individuals or groups within larger groups (gifted, developmentally appropriate situations, etc.). Plans for these types of goals would follow the same guidelines as described above.

PROBATIONARY TEACHERS AND THE LAW

Tenure Act Amendments: 38.83a and 38.92 **Key Provisions for Probationary Teachers**

Every probationary teacher employed for at least one full school year must have in each of four years of probation an Individualized Development Plan (IDP).

The IDP must be developed by the appropriate administrator in consultation with the teacher.

The probationary teacher must have at least an annual year end performance evaluation which must include an assessment of the teacher's progress in meeting the goals of the IDP.

The annual performance evaluation must be based on at least two (2) classroom observations at least 60 days apart - unless shorter intervals are agreed to by the teacher and the administrator.

Failure of the school district to comply with the requirements of this act with respect to an individual teacher in a particular school year is conclusive evidence that the teacher's performance for that school year was satisfactory.

Section 1526 of the School Code, MCL 380.1526 **Professional Development Plans for Probationary Teachers**

In the first three years of classroom teaching the teacher shall be assigned by the school one or more master teachers or college professors or retired master teachers as mentors.

The teacher shall receive intensive professional development induction into teaching based upon a Professional Development Plan (PDP).

The PDP must be consistent with the requirements of the Tenure Act (the IDP).

The PDP must include classroom management and instructional delivery.

The PDP shall consist of 15 days of professional development over the three years, the experiencing of effective practices in university linked professional development schools, and regional seminars conducted by master teachers and other mentors.

PROFESSIONAL GROWTH FOR PROBATIONARY TEACHERS FAIRVIEW AREA SCHOOLS

The primary purpose of the professional growth process for probationary teachers is to create circumstances that maximize the chances of success for the teacher and the students. To accomplish this a system of supports will be built into the probationary teaching years. Pre-service training in college cannot provide all the information and skills necessary for day to day success in the classroom. Recognizing this, we want to provide resources that the new teacher can draw upon and accurate feedback to assist the teacher to be confident and effective.

The secondary purpose of the professional growth process for probationary teachers will be to determine those instances where the continued employment of a teacher would not be in the best interests of the students, district, or individual. Through this process the basis for that decision shall be clearly defined and the personal strengths and weaknesses of the teacher identified that could assist him or her to find a position or profession in which they can be successful.

There shall be four components in the professional growth process for probationary teacher employed by Fairview Area Schools. Those components shall be: Pre-service Orientation and Induction, Individual Development Plans and Evaluation, Mentoring, and Professional Development Plans.

Each of the four components, while interrelated, shall be kept discrete in application. In particular, the mentoring process shall remain distinct from the evaluation process. Mentors shall not be involved in the summary evaluation of the probationary teachers for purposes of recommendations regarding continued employment. This is necessary in order to preserve the level of confidentiality and trust that must exist between the probationary teacher and the mentor.

Responsibility for the coordination of the professional growth plan shall be assigned to the building principal. If a probationary teacher has an assignment that overlaps building grade levels, then the principals shall work as a team with the probationary teacher.

It is the firm belief of the Fairview Area Schools that the quality of education received by our students is directly connected to the quality of the teachers providing instruction, leadership, and guidance. Given sufficient support and feedback we have confidence that most teachers entering our district can be effective instructors and continue to grow professionally into master educators.

PRESERVICE ORIENTATION AND INDUCTION

Every year in which new teachers are employed by Fairview Area Schools, it shall be the responsibility of the building principals to schedule and conduct a preservice orientation and induction for the new instructors.

Under normal circumstances, sessions shall be scheduled and held the two working days prior to the date set for all staff to report for the new school year. When this is not possible, it shall be the building principals responsibility to provide an alternate schedule to be completed no later than two weeks after the teacher assumes his or her duties as an instructor.

The purpose of the preservice orientation and induction will be to familiarize the new teacher with the procedures and policies of the Fairview Area Schools, provide training or information specifically required by law, and to allow opportunity for the teacher to inquire into any area they feel is necessary for them to be prepared to start the year in their new position.

A suggested list of topics for orientation and induction are listed below. This list is neither prescribed nor all inclusive. Building principals may adapt or revise it according to the needs or circumstances of each school year.

Curriculum and Instruction

- Mission Statement
- Student Profile
- School Improvement Process
- Professional Development
- Core Curriculum
- Textbooks, Materials, and Methodology
- Lesson Plans
- Accessing other Resources
- Field Trips
- Special Needs Students
- School to Work

Professional Growth Process

- Individual Development Plans and Evaluation
- Mentors
- Professional Development Plans

Support Programs and Staff

- Special Education
- Title I
- At-Risk
- Counseling
- Library and Media Services

Classroom Management

Corporal Punishment / Use of Force
Discipline Procedures (student handbook)

Policy, Procedures, and Legal Requirements

School Calendar
Work Day
Lunch
Prep Time
Sick Leave, Personal Leave, and Substitutes
Snow Days
School Mail
Ordering Procedures
Use of Telephone
Chain of Command
Right to Know
Drug Free Schools
Smoke Free Environment
Reporting of Abuse and / or Neglect
Sexual Harassment or other forms of Discrimination
Bloodborne Pathogens
Americans with Disabilities Act
First Day of School
Record Keeping
Severe Weather, Fire, and Bomb Threats
Obtaining Materials or Supplies
Reporting Maintenance Needs
Student Accident or Illness
Access and Use of Student Records
Evaluation of Students
Communication with Parents
Parking Assignments

Central Office Services

Payroll
Insurance

INDIVIDUAL DEVELOPMENT PLANS AND EVALUATION

Individual Development Plans

The foundation of the professional growth process and evaluation of progress will be the written Individual Development Plan. An IDP shall be defined for each of the probationary years.

The Individual Development Plan will be prepared by the building principal in consultation with the probationary teacher. The initial IDP will be highly structured by the administrator based upon those items that are deemed critical to success in the first year. Provision will be made for individual input and adaptation to specific assignments. This shall be completed prior to or within the first two weeks of the teacher assuming his/her duties.

Subsequent IDPs shall be dependent upon the professional growth needs identified in the previous year. These will be drawn up by the teacher and building principal as part of the end of the year conference.

IDP reviews shall be conducted minimally as a part of the mid-year and end of year conferences.

By mutual agreement IDPs may be amended or rewritten at the mid-year conference or at any time it becomes necessary.

The IDP will be divided into two general sections: Classroom Management and Instructional Delivery. Under each section, the administrator and teacher shall define the goals to be achieved by the teacher and the administrative support that will be provided to achieve those goals.

Any IDP will be signed and dated by the teacher and the administrator. It will become a part of the teacher's personnel file. With the approval of the probationary teacher a copy shall be given to the mentor teacher.

Evaluation of Progress

Evaluation of progress shall be tied directly to the goals contained in the IDP.

For each goal on the IDP, the teacher and principal shall agree on the indicators that shall be used to determine completion or compliance. For each indicator, the method(s) of collecting data to verify completion or compliance shall be identified.

Data sources will include, but are not limited to:

- Structured Observations
- Artifact Collections
- Student Descriptions of Class
- Teacher Journal / Diary
- Parental Feedback
- Self Assessment
- Student Achievement

External Observers
 Written Tests
 Teacher Interviews
 Staff Feedback
 Audio / Video Taping
 Portfolios

The building principal shall make a visitation to the classroom within the first two weeks after the teacher has taken his/her position. This visit is intended to be informal with follow-up oral feedback being given to the teacher no later than the next school day.

Building principals shall make a minimum of two observations per semester for purposes of evaluating progress. At least one observation will include videotaping an entire period or lesson. At least one other observation will involve being in the classroom on three consecutive days for 20 - 25 minutes each day.

Additional observations for evaluating progress may be conducted if necessary to support the teacher in successfully achieving the IDP goals.

The principal shall meet with the teacher before and after the observation to review the lesson to be taught, the goals to be evaluated, and the indicators that will be noted.

The first semester evaluation summary will be completed prior to December 1st. The second semester evaluation summary will be completed prior to April 1st.

The evaluation summary will be based upon the IDP. It shall consist of the goals, indicators, data collected, and verification (yes/no) of compliance/completion. The evaluation summary will be prepared by the building principal. The principal will meet with the probationary teacher prior to submission to the superintendent. The teacher shall have opportunity to respond in writing. Both the teacher and the principal shall sign and date the evaluation summary.

Time line

August	Orientation and Induction (1st year)
September	Informal Visitation
October	Observation
November	Observation Completion of First Semester Summary Midyear review of IDP
February	Observation

March	Observation Completion of Second Semester Summary
May	End of Year Review of IDP Develop IDP for Next Year

MENTORING

THIS SECTION NEEDS TO BE ADDRESSED MORE FULLY BY TEACHERS AND ADMINISTRATORS TOGETHER)

PROFESSIONAL DEVELOPMENT PLAN

The Professional Development Plan shall be drawn up cooperatively by the probationary teacher, mentor, and building principal.

The plan shall at the minimum satisfy the legal requirements of 15 days of professional development over the first three years of teaching. One day is equal to 2 ½ hours of training.

The plan shall reflect the teacher's IDP goals with emphasis on instructional delivery and classroom management.

The plan shall consist of defined classes, workshops, conferences, or other activities which shall comply with the above stipulations.

For first year teachers the plan shall be defined within the first four weeks after assuming the position and starting instruction. In subsequent years the PDP shall be defined following the end of the year review of the IDP and the writing of the new IDP. This will normally happen in May/June.

Teachers will provide verification of completion for each of the professional growth activities defined by the plan. Verification shall be given to the building principal who shall then note completion upon the plan.

The written plan and its verification of completion will be placed in the teacher's personnel file at the end of each school year.

**INDIVIDUAL DEVELOPMENT PLAN /
PROFESSIONAL DEVELOPMENT PLAN**

FOR _____

___ PROBATIONARY ___ YEAR ___ TENURED

MUTUALLY DEVELOPED BY

(Teacher Signature)

(Principal Signature)

DATE _____

I give permission for this information to be shared with my mentor teacher and for my mentor teacher to be involved in facilitating the success of this plan.

Teacher's Signature

Goal 1: To develop instructional delivery skills providing for student success.

Purpose of the goal: Assure a successful year for the students and for the teacher.

Teacher Plan:

- Provide daily lesson plans designed to help students meet the curriculum outcomes.
- Provide instruction that is appropriate to the curriculum and to the needs of each student.
- Check throughout each lesson that students are clearly understanding what is being taught.
- Reteach daily if necessary for understanding.
- Monitor test results; evaluate the failure rate regularly.

Administrative Support:

- Provide consultation and examples for instruction planning and delivery.
- Assign a mentor to assist.
- Arrange for opportunity to attend conference or workshop including instructional delivery skills.
- Arrange for release time to observe in other classrooms.
- Be available as a sounding board to talk through concern.
- Provide other assistance as requested by the teacher.

Annual Record of Professional Development for Beginning Teachers (requirements of Sections 1526 of Public Act 335, 1993)

This form should be completed annually for each beginning teacher and signed and dated by the building principal or the individual with the school district authority for professional development. Each year a copy of the form should be placed in the school district personnel file and a copy provided to the teacher for their portfolio/personal record. The form must be completed for each of the teacher's first three years, but may continue to be used for additional years, at the school district's discretion, for recording professional development. (Type or Print)

Name of Teacher: _____ Soc. Sec. of Teacher: _____

Name of School District where employed: _____

Name of School where assigned: _____

Number of years with the current position (zero, one, two, three) ___ Current School
Year: 19__-19__

Number of years with the school district: _____

Mentor assigned for the current year:

Name: _____ Soc. Sec. Number _____

Position (teacher, retired teacher, university): _____

Employer: _____

FAIRVIEW AREA SCHOOLS
PROFESSIONAL GROWTH
REPORT OF OBSERVATION

Teacher's Name _____

Class Assignment _____

School Year _____ Semester _____

Probationary Year 1 2 3 4 5

Observer _____

Date(s) of Observation _____ Time _____

Method(s) of data collection (attached):

Pre-Conference Summary Date _____

Lesson Synopsis:

Points of Emphasis (IDP Goals/Indicators):

Other:

Post Conference Summary

Date _____

Teacher's Self-Assessment:

Observer's Assessment:

Plan of Improvement:

(Observer's Signature)

Date _____

(Teacher's Signature)

Date _____

IDP Goal:

Indicator:

Data Source(s):

Completion/Compliance Yes No Date _____

IDP Goal:

Indicator:

Data Source(s):

Completion/Compliance Yes No Date _____

IDP Goal:

Indicator:

Data Source(s):

Completion/Compliance Yes No Date _____

(Complete as many pages as necessary)

Date _____

Evaluator's Signature

_____ I have received a copy of this evaluation summary and have discussed it with the evaluator.

_____ I have attached additional comment/information which I feel reflects upon my successful completion of my IDP.

Date _____

Teacher's Signature

FAIRVIEW AREA SCHOOLS
 PROFESSIONAL GROWTH
 REPORT OF OBSERVATION

Teacher's Name _____

Class Assignment _____

School Year _____ Semester _____

Probationary	Year	1	2	3	4	5
--------------	------	---	---	---	---	---

Evaluator _____

IDP Goal:

Indicator:

Data Source(s):

Completion/Compliance	Yes	No	Date _____
-----------------------	-----	----	------------

IDP Goal:

Indicator:

Data Source(s):

Completion/Compliance	Yes	No	Date _____
-----------------------	-----	----	------------

IDP Goal:

Indicator:

Data Source(s):

Completion/Compliance	Yes	No	Date _____
-----------------------	-----	----	------------

INDIVIDUAL DEVELOPMENT PLAN / PROFESSIONAL DEVELOPMENT PLAN

FOR _____

___ PROBATIONARY ___ YEAR ___ TENURED

MUTUALLY DEVELOPED BY

(Teacher Signature)

(Principal Signature)

DATE _____

I give permission for this information to be shared with my mentor teacher and for my mentor to be involved in facilitating the success of this plan.

Teachers Signature

Goal 1: To develop instructional delivery skills providing for student success.

Purpose of the goal: Assure a successful year for the students and for the teacher.

Teacher Plan:

Objective 1: Instruction will reflect conscientious planning and preparation.

- | | |
|------------|---|
| Indicators | <ul style="list-style-type: none"> a) A long term outline for the year with tentative placement of units or objectives that cover the district curriculum. b) A weekly lesson plan indicating the general plan for instruction and assignment sufficiently clear for another professional to interpret and use. c) A general daily plan for instruction including time blocks for subject matter and the incorporation on inclusion or ancillary services. d) Consecutive lessons are related and connections made during instruction. e) Materials for instruction are readily at hand and easily accessible during lessons. f) Lessons flow from activity to activity with minimal disruption or diversion. |
|------------|---|

- Data
- Written long term plan
 - Lesson plan book
 - Written daily plan
 - Classroom observations / video taping
- Review all data for this objective will be reviewed at each time line step.
- (Continued on following page)

ADMINISTRATIVE SUPPORT

1. Provide a description of the school curriculum for the grade level assignment and an overview of how the grade level relates tot he entire curriculum.
2. Provide access to the materials necessary to teach the basic curriculum and work with the teacher on reasonable supplemental needs.
3. Provide consultation as requested.
4. Assign a mentor to work with the teacher.
5. Other assistance as requested.

{Note: This is a sample layout of an IDP form using only one goal and one objective under that goal. A complete IDP would include additional objectives under this goal as well as other goals and objectives.}

IDENTIFIED KEY AREAS FOR IMPROVEMENT

OBJECTIVES	STRATEGIES	EVALUATION DATE	MET	NOT MET

FAIRVIEW AREA SCHOOLS

PROFESSIONAL GROWTH DESIGN

A Professional Growth Design may be developed for an individual staff member or a team of staff members may elect to collaboratively develop a plan. The plan may be for one, two, or three years. If a plan is for two or three years an Annual Summary Appraisal will be completed. At the conclusion of the plan a Final Summary Appraisal will be completed. Revisions to the plan may be completed annually.

Professional Growth Designs will include:

- **What format will be used?**

Format could include:

Working with an administrator, with peers, independently, multi-disciplinary, grade level teams, department teams, or a combination of approaches.

- **What is the goal of your Professional Growth Design?**

Goals could include:

Individual, team, building, or district goals which result in the continuous improvement of student learning. (Prepare proposal prior to meeting with administrator.)

- **What is the time line for your design?**

Time line could include:

One year, two year, or three year design; include anticipated starting date of design.

- **What methods/strategies will be used?**

Methods/strategies could include:

Action research, coaching, video taping, self-assessment, clinical supervision, mentoring, college courses, simulations, workshops, visitation days, conferences, classroom observations, teacher academies, etc.

- **What are the indicators of progress?**

Indicators of progress could include:

Student work portfolios, videotapes of classes, peer observation, principal observation, parent responses, student responses, statistical measures, performance assessment, reflective journal entries, case study analysis, professional portfolios, benchmarks, etc.

- **What resources/support are needed?**

Resources/support could include:

Classroom materials, student materials, journals, workshops, resources, books, time and support from colleagues, appropriate technology, mentoring, release time, administrative support, etc.

FAIRVIEW AREA SCHOOLS

PROFESSIONAL GROWTH PLAN

Staff member _____ Participant(s) _____

Building _____ Subject _____ Length of plan 1 2 3 years

Format _____

Goal:

Describe how this will improve student learning:

Year 1

1 Methods/Strategies

2 Indicators of Progress

3 Resources/Support Needed

Staff member(s) signature _____

Administrator signature _____

Starting date of plan _____ Today's date _____

Additional pages may be added if needed. A word processor may be used to write the plan in lieu of this form.

Staff member(s) _____

FAIRVIEW AREA SCHOOLS
MID-YEAR TEAM REVIEW
METHODS/STRATEGIES ATTEMPTED

Date

Method or Strategy

Result

Staff Signature _____

Date _____

Administrator Signature _____

FAIRVIEW AREA SCHOOLS
PROFESSIONAL GROWTH DESIGN
ANNUAL SUMMARY APPRAISAL

Staff member(s) _____

School _____ Date _____ Year 1 2 3

- A. List the target goal(s) of the Professional Growth Design.
- B. List a descriptive summary of the process used in the Professional Growth Design.
- C. List vital results/outcomes from the Professional Growth Design.

Staff member(s) comments:

Administration comments:

Signatures:

Staff member(s) _____

Administrator _____ Date _____

Additional pages may be added if necessary. A word processor may be used in lieu of this form.

Copies: Staff member(s) Principal Personnel Director

FAIRVIEW AREA SCHOOLS
PROFESSIONAL GROWTH DESIGN
FINAL SUMMARY APPRAISAL

Staff member(s) _____

School _____ Date _____ Year 1 2 3

- A. List the target goal(s) of the Professional Growth Design.

- B. List a descriptive summary of the process used in the Professional Growth Design.

- C. List vital results/outcomes from the Professional Growth Design.

Staff member(s) comments:

Administration comments:

Signatures:

Staff member(s) _____

Administrator _____ Date _____

Additional pages may be added if necessary. A word processor may be used in lieu of this form.

Copies: Staff member(s) Principal Personnel Director

FAIRVIEW AREA SCHOOLS

PROFESSIONAL ASSISTANCE PROGRAM

The Fairview Area School *Professional Assistance Program* is available to assist staff members who, in the judgment of the building principal, need assistance in the performance of their duties. The program is comprised of three levels:

1. Awareness Plan
 2. Professional Assistance Plan
 3. Intensive Assistance Plan
-

Awareness Plan

- I. Initial discussion of situation/incident between principal/supervisor and staff member.
 - II.
 - A. Identification of the problem must be made to the teacher in writing.
 - B. Principal/supervisor and the staff member will develop a plan of action to remedy the problem/situation which shall include a time line for review.
 - III. Upon review of progress toward correcting the problem/situation the principal/supervisor will make the following recommendation:
 - A. Incident(s)/situation(s) resolved (staff member shall be removed from the Professional Assistance Program) or
 - B. Incident(s)/situation(s) not resolved and staff member shall be moved to the Professional Assistance Plan. The staff member shall be formally advised, in writing, by the principal/supervisor to discuss the situation with a representative of the FEA. The staff member has a right for FEA and/or other legal representation in all subsequent meeting.
-

Professional Assistance Plan

- I. Review of recommendation from the Awareness Plan shall occur.
 - II. A *Plan of Action* shall be developed and shall include:
 - A. A date to review the implementation of the Plan of Action.
 - B. Strategies for resolution of the problem shall be identified and shall include administrative assistance to help the staff member overcome the difficulty/problem.
 - C. Indicators of success shall be identified.
 - D. A time line shall be identified.
 - III. Upon review of progress toward correcting the problem/situation the principal/supervisor will make the following recommendation:
 - A. Incident(s)/situation(s) resolved (staff member shall be removed from the Professional Assistance Program) or
 - B. Incident(s)/situation(s) not resolved and staff member shall be moved to the Intensive Assistance Plan. The staff member shall be formally advised, in writing, by the principal/supervisor to discuss the situation with a representative of the FEA. The staff member has a right for FEA and/or other legal representation in all subsequent meeting.
-

Intensive Assistance Plan

- I. Review of Professional Assistance Plan shall occur. The teacher shall be offered an intensive assistance plan. If the teacher refuses intensive assistance one of the following options shall occur:
 - A. Dismissal shall be recommended.
 - B. Other options shall be selected (such as early retirement or resignation).

 - II. A Remediation Plan shall be developed and shall include:
 - A. A list of what must be accomplished by the teacher shall be developed.
 - B. A list of the professional assistance offered by the district shall be developed.
 - C. A list of the time line for successful improvement shall be developed.
 - D. A time line to review the plan shall be established.

 - III. Upon review of the Remediation Plan and progress toward correcting the problem/situation the principal/supervisor will make the following recommendation:
 - A. Incident(s)/situation(s) resolved (staff member shall be removed from the Professional Assistance Program) or
 - B. Incident(s)/situation(s) not resolved and staff members shall be recommended for dismissal.
-

FAIRVIEW AREA SCHOOLS

PROFESSIONAL ASSISTANCE PROGRAM

AWARENESS PLAN

Staff Member _____	School _____
Grade or Subject _____	Date _____
Principal or Supervisor _____	

1. Identification of the problem incident(s) and/or situations(s):

2. List the plan of action to remedy the incident(s) and/or situation(s):

3. Date to review implementation of plan of action: _____

4. Staff member comments:

5. Signature of staff member and administrator documenting that a discussion of a problem incident(s) and/or situation(s) has occurred, a plan of action for remediation has been developed, and a date to review the effectiveness of the plan of action has been established:

Staff Member Signature

Administrator Signature

Note: After review of implementation of the plan of action the principal and/or supervisor recommends:

- _____ 1. Incident(s) and/or situation(s) resolved (staff member removed from Professional Assistance Program) or,
- _____ 2. Staff member will be moved into the Professional Assistance Plan

Signatures verifying recommendation of the principal and/or supervisor: (does not denote that staff member agrees)

Date _____

AGREE DISAGREE

Staff Member Signature

Administrator Signature

Copies provided to: Staff Member Principal/Supervisor Director of Personnel

FAIRVIEW AREA SCHOOLS

PROFESSIONAL ASSISTANCE PROGRAM

PROFESSIONAL ASSISTANCE PLAN

The staff member is advised to have a professional and/or legal representation at this meeting.

Staff Member _____	School _____
Grade or Subject _____	Date _____
Principal or Supervisor _____	Legal Representative _____

Procedures:

1. Review recommendation from Awareness Plan: (check when completed) _____
2. Plan of action:
 - a. Date to review implementation of plan of action: _____
 - b. Strategies for resolution: (list administrative assistance to help staff member overcome difficulty/problem)

 - c. List indicators of success:

 - d. Time line _____

3. Staff member comments:

4. Signature of staff member and administrator documenting that a discussion of a problem incident(s) and/or situation(s) has occurred, a plan of action for remediation has developed, and a date to review the effectiveness of the plan of action has been established:

_____	_____
Staff Member Signature	Administrator Signature

Note: After review of implementation of the plan of action the principal and/or supervisor recommends:

- _____ 1. Incident(s) and/or situation(s) resolved (staff member removed from Professional Assistance Program) or,
- _____ 2. Staff member will be moved into the Professional Assistance Plan

Signatures verifying recommendation of the principal and/or supervisor: (does not denote that staff member agrees)

Date _____

_____	_____
Staff Member Signature	Administrator Signature

Copies provided to: Staff Member Principal/Supervisor Director of Personnel

FAIRVIEW AREA SCHOOLS

PROFESSIONAL ASSISTANCE PROGRAM

INTENSIVE ASSISTANCE PLAN

The staff member is advised to have professional and/or legal representation at this meeting.

Staff Member _____	School _____
Grade or Subject _____	Date _____
Principal or Supervisor _____	Legal Representative _____

Procedures:

1. Review of recommendation from Professional Assistance Plan: (check when completed) _____
2. The FEA hereby offers an intensive assistance plan to assist the staff member in resolving identified incident(s) and/or situation(s).

I acknowledge the school corporation's offer to provide intensive assistance.

I accept the offer of intensive assistance _____ Staff Member Signature
 I reject the offer of intensive assistance

If the staff member rejects the offer of intensive assistance the principal/supervisor makes the following recommendation:

- dismissal of teacher
 - other (such as resignation of early retirement) _____
- If the staff member accepts the offer of intensive assistance the following remediation plan is developed:

3. Remediation plan: (attach additional page(s) if necessary)

- a. List what must be accomplished by the teacher:

- b. List professional assistance to be provided:

- c. Time line for successful improvement:

- d. Date to review remediation plan: _____

4. Staff member comments:

 Staff Member Signature

 Administrator Signature

Note: After review of implementation of the plan of action the principal and/or supervisor recommends:

1. Incident(s) and/or situation(s) resolved (staff member removed from Professional Assistance Program) or,
2. Staff member will be moved into the Professional Assistance Plan

Signatures verifying recommendation of the principal and/or supervisor: (does not denote that staff member agrees)

Date _____

 Staff Member Signature

 Administrator Signature

Copies provided to: Staff Member Principal/Supervisor Director of Personnel

Fairview Area Schools

Right to Waiver for Professional Assistance Program

I understand I am surrendering my right to representation during the planning and reviewing of processes of the Professional Assistance Plan.

Staff _____

Date _____

Copies provided to : Staff Member Principal/Supervisor Personnel File