

3475

6/30/98

AGREEMENT

Between The

MT PLEASANT EDUCATION ASSOCIATION AFFILIATED MEA/NEA

and the

MT. PLEASANT PUBLIC SCHOOLS

MT Pleasant Public Schools

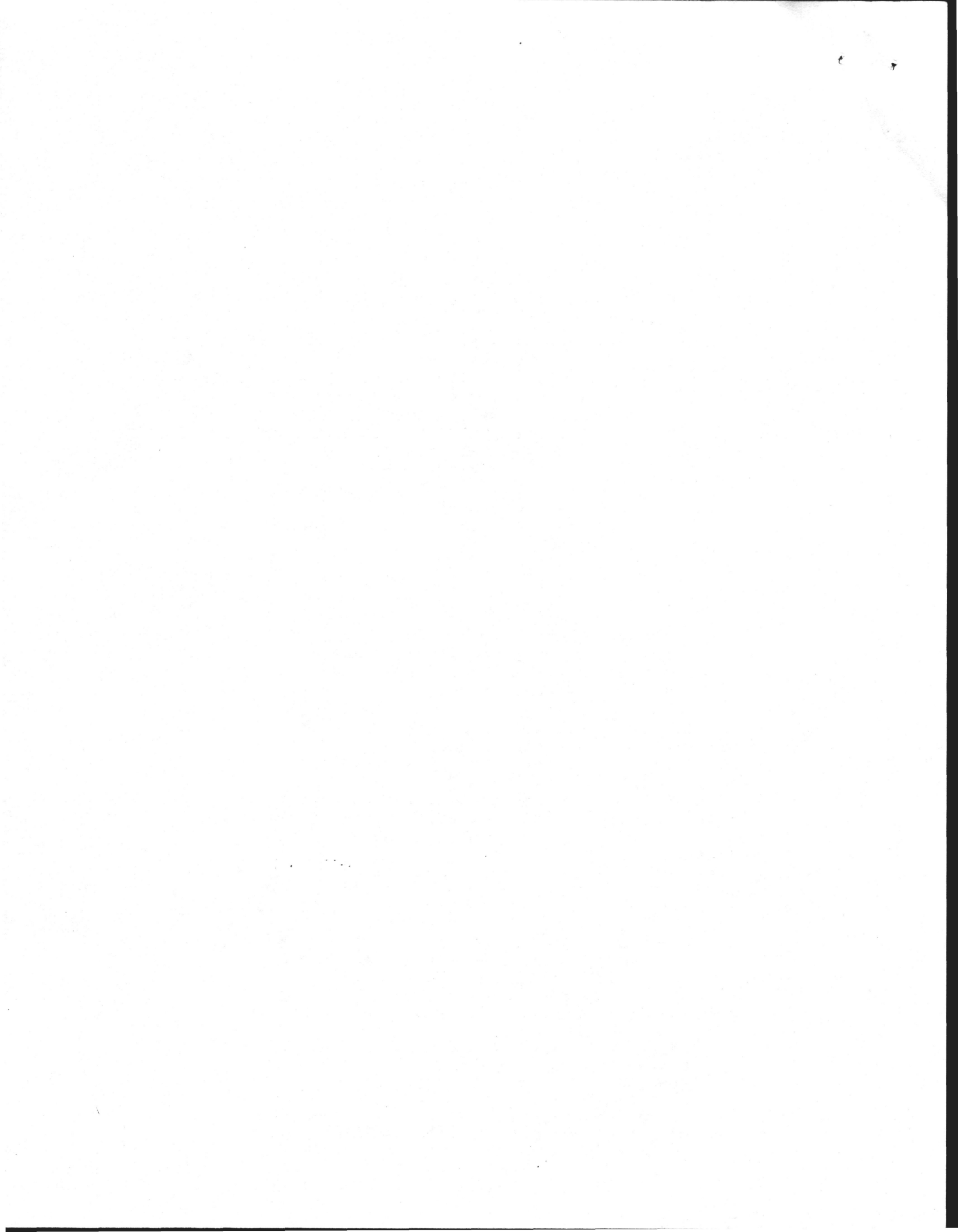
1996 - 1998

1941

LABOR AND INDUSTRIAL
RELATIONS COLLECTION

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	Title 1 Teacher	
	Title 1 Parent Involvement Coordinator	



AGREEMENT BETWEEN
THE MT. PLEASANT EDUCATION ASSOCIATION
AND
THE MT. PLEASANT BOARD OF EDUCATION

This Agreement is entered into this first day of July, 1996 by and between the Board of Education of the Mt. Pleasant Public Schools of Mt. Pleasant, Michigan, hereinafter called the "Board" and the Mt. Pleasant Education Association affiliated MEA/NEA, hereinafter called the "Association."

This Agreement shall supersede any rules, regulations, or practices of the Board which shall be contrary to or inconsistent with its terms. All individual teacher contracts shall be subject to the terms of this Agreement. The provisions of this Agreement shall be incorporated into and be considered part of the established policies of the Board.

If any provision of this Agreement or any application of the Agreement to any teacher or group of teachers 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. Furthermore, any such provision or application shall be subject to negotiations between the parties.

PREAMBLE

WHEREAS achievement of quality education cannot be fully realized without capable and dedicated teachers who recognize their professional responsibilities to the school district, and whose rights are likewise recognized by the Board on behalf of the community; and

WHEREAS the Board has a statutory obligation, pursuant to Act 379 of the Michigan Public Acts of 1965, to bargain with the Association as the exclusive representative of its teaching personnel with respect to hours, wages, terms and conditions of employment, and

WHEREAS the parties, following extended and deliberate professional negotiations, have reached certain understandings, and

In consideration of the following mutual covenants, it is hereby agreed as follows:

ARTICLE I

RECOGNITION

- A. The Board hereby recognizes the Association as the exclusive bargaining representative, as defined in Section 11 of Act 379, Public Acts of 1965, for all full-time and part-time regular classroom teachers in the K-12 program, including regular day teachers teaching immediately following the regular school day and teachers of any day time high school completion programs where students earn course credit toward K-12 high school diplomas (not including GED or adult education completion diplomas), department heads, guidance counselors, librarians, speech, hearing and physical therapists, visiting teachers, psychologists, and substitute teachers teaching sixty (60) consecutive days or more in one position. Excluded from this unit are all adult education and community education teachers, all substitute teachers teaching less than 60 consecutive days, all administrators, including the superintendent of schools, assistant superintendent for curriculum and testing, assistant superintendent for personnel and information services, business manager, bookkeeping supervisor, director of food services, director of special education, director of transportation, director of adult and continuing education, director of gifted/talented and chapter I, director of media services, coordinator for special needs, athletic director, principals, assistant principals, associate principal for vocational/ technical education, all clerical and custodial employees, food service employees, crossing guards, bus drivers, teacher aides, all other employees not specifically included. The term "teacher" when used hereinafter in this Agreement shall refer to all employees represented by the Association in the bargaining or negotiating unit as above-defined. References to male teachers shall include female teachers.
- B. The Board agrees not to negotiate with any teachers' organization other than the Association for the duration of this Agreement.
- C. Nothing contained herein shall be construed to deny or restrict to any teacher the rights he may have under the Michigan General School Laws or the Constitution of the United States. The rights granted to teachers hereunder shall be deemed to be in addition to those provided elsewhere.
- D. Despite references herein to the Board of Education and Association as such, each reserves the right to act hereunder by officially designated committee or officially designated representative.

ARTICLE II

RIGHTS OF THE BOARD

The District retains all rights, powers and authority vested in it by the laws and constitution of Michigan and the United States. The Board reserves unto itself all rights, powers and privileges inherent to it or conferred upon it from any source whatsoever, provided, however, that all of the foregoing being manifestly recognized and intended to convey complete power in the Board shall nonetheless be specifically limited by express provisions of this Agreement and under Act 379 of the Michigan Public Acts of 1965. Rights reserved exclusively herein by the District which shall be exercised exclusively by the District without prior negotiations with the Association either as to the taking of action under such rights or with respect to the consequence of such action during the term of this Agreement shall include, by way of illustration and not by way of limitation, the right to:

1. Manage and control the school's business, the equipment, the operations and to direct the working forces and affairs of the Employer.
2. The right to direct the working forces, including the right to hire, promote, suspend and discharge employees, transfer employees, assign work or extra duties to employees, determine the size of the work force and to lay off employees.
3. Adopt reasonable rules and regulations.
4. Determine the qualifications of employees subject to the provisions of law.
5. Determine the financial policies, including all accounting procedures, and all matters pertaining to public relations.
6. Determine the size of the management organization, its functions, authority, amount of supervision and table of organization provided that the Employer shall not abridge any rights from employees as specifically provided for in this Agreement.
7. Determine the policy affecting the selection, testing or training of employees, providing such selection shall be based upon lawful criteria.

ARTICLE III

NEGOTIATING PRACTICES

- A. It is contemplated that matters not specifically covered by this Agreement but of common concern to the parties shall be subject to professional negotiations between them from time to time during the period of this Agreement upon request by either party to the other. The parties agree to cooperate in arranging meetings, selecting representatives for such discussions, furnishing necessary information and otherwise constructively considering and resolving any such matters.
- B. At least sixty (60) days prior to the expiration of this Agreement, the parties shall likewise begin negotiations for a new Agreement covering wages, hours, terms and conditions of employment of teachers employed by the Board.
- C. In any negotiations described in this Article, neither party shall have any control over the selection of the negotiating or bargaining representatives of the other party, and each party may select its representatives from within or outside the school district. It is recognized that no final agreement between the parties may be executed without ratification by a majority of the Board and by a majority of the membership of the Association, but the parties mutually pledge that representatives selected by each shall be clothed with all necessary power and authority to make proposals, consider proposals, and make concessions in the course of negotiations or bargaining, subject only to such ultimate ratification.
- D. If the parties fail to reach an Agreement in any such negotiations, either party may invoke the machinery of the Michigan Employment Relations Commission including mediation and fact finding, or take any other lawful measures it may deem appropriate.
- E. A teacher engaged in negotiating on behalf of the Association with any official designated representative of the Board shall be released from regular duties without loss of salary provided:
1. The teacher is an official member of the Negotiating Team.
 2. The teacher is under contract to the Mt. Pleasant School District.
 3. The item under consideration is the development of the Master Agreement or a Professional Grievance.
 4. It has been mutually agreed that daytime meetings are considered necessary.
- F. No reprisals of any kind shall be taken by either party or by any member of the administration against any Association representative or Association member involved in Master Agreement negotiations procedures.

ARTICLE IV

VACANCIES, STAFFING PROCEDURES, LAYOFF AND RECALL

The Association and the Board recognize that an optimum educational environment includes a teacher who is working within his area of special competence and in the school setting best suited to his personal circumstances. Therefore, the Board shall provide opportunities for teachers to express their desires to continue or to change their teaching assignments.

The following shall be the procedure for posting vacancies and for staffing, layoff, and recall.

A. Temporary Assignments

All positions posted and filled after the first day of the new school year shall be considered temporary assignments for that school year. Prior to the assignment process for the next school year, such positions shall be posted and filled in accordance with the provisions of this Article. In filling such vacancies, it is recognized that the selection is the sole right of the Board. The assignment thus awarded to a teacher shall be considered the teacher's "current assignment" at the assignment meeting.

B. Seniority List

The Association shall be provided a seniority list of tenure teachers and a seniority list of probationary status teachers by November 1 of each school year. As changes occur or are articulated, the lists shall be reconciled. The seniority list for current bargaining unit members was established according to procedures outlined in the Letter of Agreement regarding Article IV.

1. Tenure is defined as the bargaining unit member's probationary or tenure status with the school district as determined by law.
2. Seniority shall be defined as length of continuous service within the bargaining unit from the last date of hire as a bargaining unit member. Last date of hire shall be defined as the teacher's first day of work. Seniority shall continue to accumulate during Board approved leaves of absence. Seniority shall continue to accumulate while a teacher is on layoff. Seniority shall accumulate the same for part-time teachers as for full-time teachers.
3. In the event two or more teachers have the same date of hire, the relative place of such persons on the seniority list will be determined by the total years of teaching experience. Teaching experience shall be defined as total years of employment as a teacher in any district.

Article IV - Vacancies, Promotions and Transfers (continued)

Time spent on leaves of absence in the Mt. Pleasant School District but not in other districts shall be credited to teaching experience.

In the event two or more teachers have the same number of years of teaching experience, the relative place of such persons on the seniority list will be determined by a drawing of lots participated in by all affected bargaining unit members.

C. Notices of Vacancies

1. A vacancy is defined for purposes of this Agreement as a position within the bargaining unit presently unfilled including newly created positions, as well as such positions currently filled but known to be open in the future for a period of one semester or more.
2. Notices of vacancies, including administrative vacancies, shall be prominently posted as they become available in an appropriately designated place in each school or department for not less than six (6) teaching days prior to the closing date for filing applications. Any teacher who applies for a bargaining unit vacancy shall be interviewed for the position.
3. Notices of vacancies shall include academic and experience requirements, personal skills, responsibilities of the position, the date the position is to be open, and instructions for filing applications. These notices shall state the portion of the position that is scheduled to be available for the subsequent school year.
4. During a time when school is not in session:
 - a. Notice of vacancies shall be mailed to the address of record of all teachers who have submitted a written request by June 1 to the Assistant Superintendent for Personnel.
 - b. Notices of vacancies shall be posted as prescribed in Sections C.2 and C.3 of this article.

D. Additional Work Opportunities

Additional work opportunities, for which a stipend is paid, such as but not limited to development or revision of curriculum guides, shall be posted in accordance with the provisions of this article. The Association shall be notified in writing, through its President, of the individuals awarded such opportunities and the stipend paid to each individual. In all situations, the district shall involve as many different teachers as possible.

A. INSTRUCTIONAL RESPONSIBILITIES, Cont.

- 6. Evaluative procedures are consistent with stated objectives. 6.
- 7. Uses a variety of instructional resources when available and applicable. 7.
- 8. Uses varied methods of presentation. 8.
- 9. Encourages students to expand their thinking skills. 9.
- 10. Exhibits interest in subject matter and student learning. 10.

1	2	3	4	N/A

*COMMENTS: (Strengths)

*COMMENTS: (Areas Needing Improvement)

B. CLASSROOM MANAGEMENT

- 1. Establishes clear and reasonable classroom rules. 1.
- 2. Applies classroom expectations consistently and fairly. 2.
- 3. Maintains discipline. 3.
- 4. Manages classroom effectively. 4.
- 5. Accepts and respects all students. 5.
- 6. Provides positive feedback to students when appropriate. 6.

1	2	3	4	N/A

*COMMENTS: (Strengths)

*COMMENTS: (Areas Needing Improvement)

C. PERSONAL QUALITIES AND RELATIONSHIPS

- | | |
|---|----|
| 1. Complies with rules and regulations. | 1. |
| 2. Speaks clearly and uses language effectively. | 2. |
| 3. Relates effectively with associates. | 3. |
| 4. Communicates effectively with parents about student progress | 4. |
| 5. Creates an atmosphere of student acceptance and belonging. | 5. |
| 6. Presents a professional image.. | 6. |

1	2	3	4	N/A

*COMMENTS: (Strengths) _____

*COMMENTS: (Areas Needing Improvement) _____

*III. AREAS OF STRENGTH (Both evaluators and teachers are encouraged to contribute to this section regarding job performance during the school day not already identified in Section II)

*IV. SUGGESTIONS FOR IMPROVEMENT (Regarding job performance during the school day not already identified in Section II)

*V. TEACHER'S PLANNED PROGRAM FOR PROFESSIONAL GROWTH FOR CURRENT YEAR

*VI. PLANNED PROGRAM FOR PROFESSIONAL GROWTH FOR NEXT YEAR

*VII. PROFESSIONAL PROMISE FOR PROBATIONARY TEACHERS

*VIII. TREND OF TEACHER'S PERFORMANCE SINCE LAST REPORTING

Evaluation shall be conducted by the teacher's immediate supervisor or an administrator working in the same building, or an administrator otherwise familiar with the teacher's work.

EVALUATOR AND POSITION

PRINCIPAL'S SIGNATURE

DATE: _____

TEACHER'S SIGNATURE**

**TEACHER'S COMMENTS: _____

NOTES: Copies to personnel file, principal, teacher—attachments included. See Master Agreement for deviations.

*Use additional pages, if necessary.

**The teacher's signature indicates that the teacher has received a copy of the evaluation form. It shall not be construed that the teacher agrees with the contents of the evaluation.

TEACHER OBSERVATION FORM

Page _____

Teacher: _____

Observer: _____

Date: _____

Time: _____ to _____

Observations:

Comments:

LETTER OF AGREEMENT

RE: Article IV

The MPEA and the Board of Education agree to the following procedure for the initial implementation of Article IV Section B.

- I. The teacher's date of hire shall be the first day of work of his most recent employment as a teacher in the Mt. Pleasant Public Schools.
- II. In the event there is no record of the teacher's first day of work, his seniority date shall be the first day of the month employment began or if unknown shall be September 1 of the first year he was employed as a teacher in the Mt. Pleasant Public Schools.
- III. In the event two or more teachers are found to have the same date of hire, their placement on the seniority list shall be determined by their total years of teaching experience as defined in Article IV Section B. The teacher with more total years of teaching experience shall be placed higher on the seniority list.
- IV. In the event two or more teachers have the same date of hire after completion of paragraphs I through III above, their placement on the seniority list shall be determined by a drawing of lots.
- V. Each teacher so affected shall be notified, in writing, of the date, time and place of the drawing and shall be invited to attend. If the teacher does not attend, he shall be represented by the Association.
- VI. Once this process has been completed and a seniority list has been established, the seniority shall not be modified in any way except to delete or add teachers to the seniority list.
- VII. This process shall be completed prior to December 1, 1989.

For the Mt. Pleasant
Education Association

For the Mt. Pleasant Public
Schools

Date: _____

Date: _____

Letter of Agreement

RE: Beginning Strings

The undersigned parties agree that for the 1996-98 school years the Mt. Pleasant Beginning Strings program will be team taught by the Mt. Pleasant teacher (currently in the position) and by a certified teacher paid by the Gratiot-Isabella RESD. This arrangement shall be evaluated annually by the MPEA and Board.

For the Mt. Pleasant
Education Association

For the Mt. Pleasant Public
Schools

Date: _____

Date: _____

LETTER OF AGREEMENT

RE: MPHS MID-MORNING BREAK

The undersigned parties agree to the following modifications to the Mt. Pleasant High School day for the 1996-97 and 1997-98 school years.

1. The high school day shall be modified to provide an additional five (5) minutes between second and third hours. This time shall be designated as the "mid-morning break".

The high school faculty, through their building school improvement procedures, may vote to move the mid-morning break to a different time of the day.

2. The additional five (5) minutes shall be accommodated in a manner which does not add time to the beginning or end of the school day or reduce the duty-free lunch period required in Article XIII Section B.5.

The high school faculty, through their building school improvement procedures, shall determine the method of implementation within these parameters.

For the Mt. Pleasant
Education Association

For the Mt. Pleasant Public
Schools

Date: _____

Date: _____

LETTER OF AGREEMENT

RE: Class Size Article XIII

The undersigned parties agree to the following stipulations for class size providing the numbers do not cause an increase in staff.

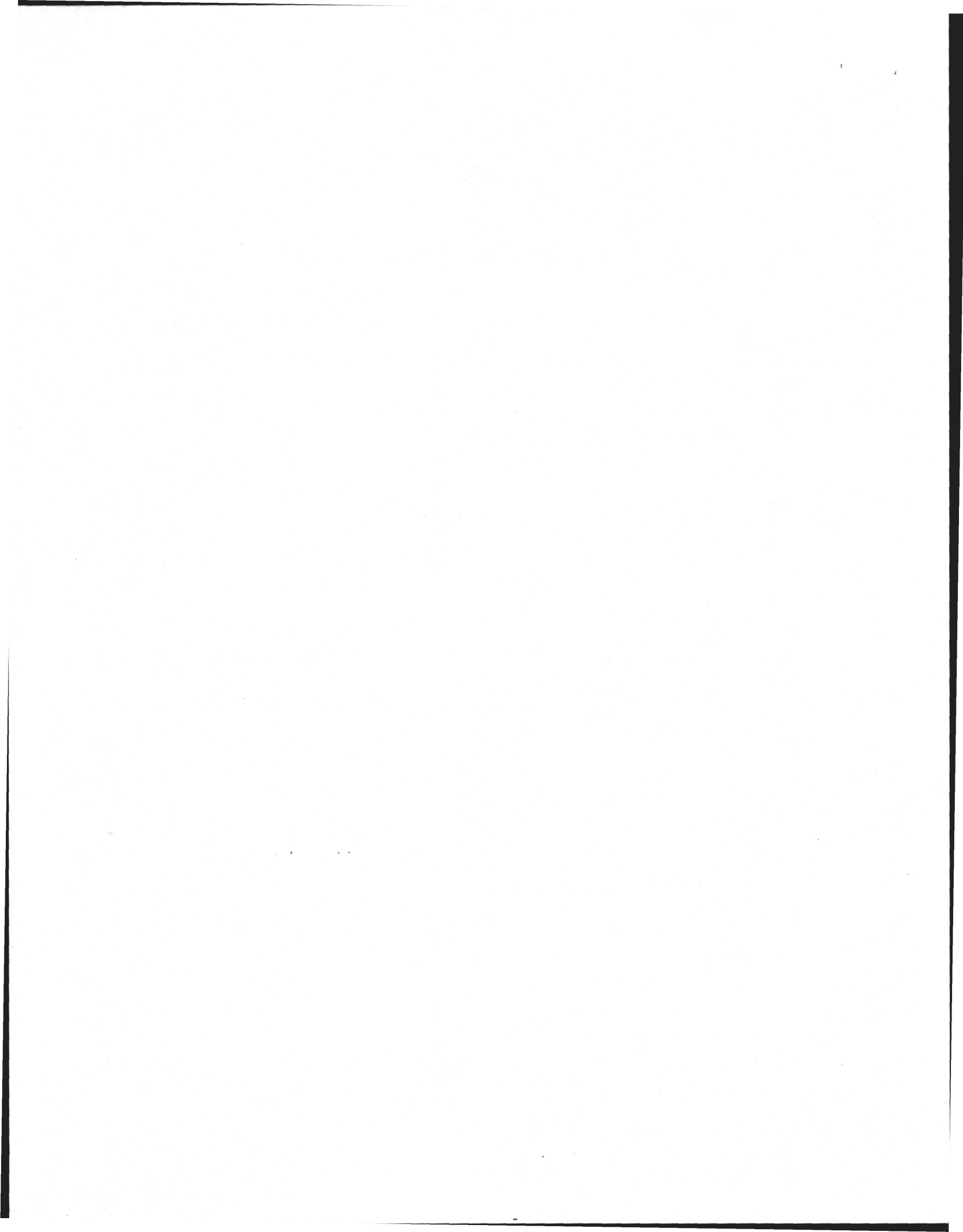
<u>Secondary Schools</u>	<u>For 1996-97 Maximum Pupils</u>	<u>For 1997-98 Maximum Pupils</u>
Social Studies	30	28
Mathematics	30	28
Foreign Language	30	28
General Education	30	28
Art	30	28
Health & Hygiene	30	28
Physical Education		
West Intermediate	38	38
Senior High School	38	38

For the Mt. Pleasant Association

For the Mt. Pleasant Schools

Date: _____

Date: _____



MT. PLEASANT PUBLIC SCHOOLS INDIVIDUALIZED DEVELOPMENT PLAN

Name _____ School Year _____
 Evaluator _____ Probation Year _____
(1, 2, 3, or 4)

DATE	NATURE OR CONTACT	EVALUATOR

*16.1 The first purpose of an evaluator is to improve instruction.
 The second purpose of evaluation is to fulfill the obligations
 of the Board of Education under the Teacher Tenure Act.'*

The elements identified under the four major topic areas are intended to assist in improving and are indicators of good teacher performance. The purpose of this Individualized Development Plan is for the administrator in consultation with the teacher to select one or more teacher goals from each of the four topic areas.

The teacher evaluation process is an essential tool to be used by teachers and administrators to impact student achievement and accomplish the mission of the school district.

The Individualized Development Plan is provided as a framework for development of essential teacher competence and student success. The intended format of this plan is one of collaboration and communication on a regular basis throughout the school year.

The major topic areas to be covered by the Individualized Development Plan are:

- I. Accountability for Student Growth
- II. Establishing and Maintaining Quality Relationships and Communications
- III. Commitment and Support of District and Individual School Goals
- IV. Commitment to Professional Growth

Article IV - Vacancies, Promotions and Transfers (continued)

E. Assignment Procedures

Assignment procedures will occur after the district has determined the positions to be filled for the following school year.

1. Vacancies for the subsequent school year shall be posted and filled in accordance with the provisions of this article. In filling such vacancies, it is recognized that the selection is the sole right of the Board. The assignment thus awarded to a teacher shall be considered the teacher's "current assignment" at the assignment meeting.
2. Staff members returning from leave will be placed in the current assignment held when the leave was granted, if available. A position is not available if the position is held by a person with greater seniority or the position no longer exists. A teacher returning from leave or on layoff shall participate in all assignment procedures.
3. If the student population at any building is such that a reduction in staff is required, the building staff will be informed of the number of positions to be eliminated. Each teacher whose position is known to be reduced or eliminated for the following school year shall be given prompt notification of such reduction or elimination by the building principal.

When a program is relocated (e.g. TMI program moved from Sunnyfield to Vowles), the teacher(s) shall not be considered displaced.

4. If a reduction in staff is required due to demonstrable financial conditions, a reduction in student population whether by natural population changes or redistricting, or other demonstrable need, the administration shall determine staff members who, by virtue of their seniority, certification, tenure and qualifications (as defined in this Article) will not participate in the building assignment process. These staff members will participate in the assignment meeting. A list of these staff members shall be submitted to the Association by March 15. This list shall be subject to articulation.
5. Within the timelines provided below, teachers shall retain current assignment, accept a vacant position, or exchange current assignment with another teacher within the building and/or between buildings/departments. In all cases this becomes the teacher's current assignment for staffing purposes.

ACCOUNTABILITY FOR STUDENT GROWTH

The ultimate goal of quality instruction is to increase student growth. This section of the Individualized Development Plan asks the teacher and administrator to set goals which address this area. Effective instruction includes good classroom management, establishing a positive climate, and utilizing varied instructional strategies and maintaining a focus on student assessment.

- I. Accountability for Student Growth
 - A. Organization for instruction
 1. Lesson plans, classroom management, procedures, broad knowledge of subject matter, communication of high expectations to students.
 - B. Instructional delivery
 1. Teaching strategies
 - a. learning styles (accommodates individual student needs, i.e., special education, ADD, ADHD, at-risk, gifted/talented, etc.)
 - b. current research
 - c. demonstrates and applies knowledge of Effective Teaching Techniques (i.e., anticipatory set, directed teaching, guided practice, etc.)
 - C. Monitoring and assessment of student learning
 1. Knowledge and use of various assessment tools
 2. Ability to interpret and apply results of various assessment tools on a continuous basis.
 3. Provide evidence of student growth (pre/post format, portfolio samples, etc.)
 4. Grading procedures are compatible with department, building, or district guidelines.
 - D. Other

GOAL: To be stated in behavioral terms. What skills will the teacher enhance or develop as a result of the activities above? The skills to be developed should better enable the teacher to increase student achievement.

OBJECTIVES:

Evidence of application of this goal (activities to occur throughout the year):

In addition to listing activities conducted, please cite specific examples of how student learning has/will be enhanced by your accountability for student growth.

ESTABLISHING AND MAINTAINING QUALITY RELATIONSHIPS AND COMMUNICATIONS

Quality teacher relations and communications with all members of the school populations are essential to good teaching and enhances student achievement.

- II. Establishing and maintaining quality relationships and communications
 - A. Knowledge and acceptance of responsibility for appropriate communication.
 - 1. Initiates effective communications appropriate to particular audience (parents, staff, students, and community.)
 - 2. Determines appropriate time for proactive and constructive communication regarding student achievement.
 - 3. Establishes regular written and verbal communications with school community members as appropriate.
 - 4. Meets deadlines.
 - B. Knowledge and acceptance of responsibility for positive relationships within the school community.
 - 1. Establishes positive working relationships with appropriate school family members (central office, board of education members, counselors, special education staff, PTO, partnerships, building staff, etc.)
 - 2. Participates in school activities beyond the classroom to establish positive relationships with others, including cooperatively working with colleagues.
 - 3. Positively resolves concerns or problems within the school community:
 - a. between students and teachers
 - b. between parents and teacher
 - c. between staff/administrator and teacher
 - C. Other

GOAL: To be stated in behavioral terms. What skills will the teacher enhance or develop as a result of the activities above? The skills to be developed should better enable the teacher to increase student achievement.

OBJECTIVES: _____

Evidence of application of this goal (activities to occur throughout the year):

In addition to listing activities conducted, please cite specific examples of how student learning has/will be enhanced by your establishing and maintaining quality relationships and communications.

COMMITMENT AND SUPPORT OF DISTRICT AND INDIVIDUAL SCHOOL GOALS

Unified support for school and district initiatives is essential to maintain a relevant and current curriculum. Teacher commitment must go beyond attendance at district meetings and extend to application in the classroom.

- III. Commitment and support of district and individual school goals
 - A. Commitment and active participation in long range strategic plan of district
 - 1. Committee involvement
 - 2. Positive community communications
 - B. Active participation and use of district sponsored inservices
 - 1. Curriculum revision
 - 2. Strategies for instruction
 - C. Participation in school improvement/restructuring/strategic plan of home school
 - 1. Committee involvement
 - 2. Commitment by action and words
 - D. Active involvement in grade level or curriculum area initiatives, including district alignment with state core curriculum and state testing.
 - 1. Participation in research site visits and planning
 - 2. Application, revision and ultimate growth due to new curriculum.
 - E. Other

GOAL: To be stated in behavioral terms. What skills will the teacher enhance or develop as a result of the activities above? The skills to be developed should better enable the teacher to increase student achievement.

OBJECTIVES:

Evidence of application of this goal (activities to occur throughout the year):

In addition to listing activities conducted, please cite specific examples of how student learning has/will be enhanced by your commitment and support of district and individual school goals.

COMMITMENT TO PROFESSIONAL GROWTH

It is the responsibility of the teacher to seek out opportunities for professional growth on an ongoing basis which translates into increased student achievement. The section of the Individualized Development Plan asks the teacher and administrator to select a goal area and develop specific activities toward that goal. These activities may fall into the following areas:

- IV. Commitment to Professional Growth
 - A. Professional materials read by the teacher.
 - B. Workshops/conferences attended which address the goal area.
 - C. University classes taken which address the goal area.
 - D. Collaborative work conducted with colleagues.
 - E. Working with a mentor/partner teacher.
 - F. Other

GOAL: To be stated in behavioral terms. What skills will the teacher enhance or develop as a result of the activities above? The skills to be developed should better enable the teacher to increase student achievement.

OBJECTIVES:

Evidence of application of this goal (activities to occur throughout the year):

In addition to listing activities conducted, please cite specific examples of how student learning has/will be enhanced by your professional growth this year.

DATE _____

MT. PLEASANT PUBLIC SCHOOLS
ATHLETIC COACHING EVALUATION

NAME _____

COACHING ASSIGNMENT _____

SEASON _____

____ PRE-SEASON MEETING (HEAD COACHES ONLY)

SCALE

1 - NEEDS IMPROVEMENT
2 - ACCEPTABLE

3 - AREA OF EXCEPTIONAL STRENGTH
N - NOT OBSERVED

Each coach is to be evaluated only on the criteria applicable to his assignment. The instrument is to be a positive aid to help a coach examine his performance in his daily coaching duties. All evaluations will be kept on file in the Athletic Director's office as a source of information with the coach retaining a copy for his record. Any "needs improvement" requires written comments specifying the problem(s) as perceived by the evaluator and must be accompanied by specific suggestions for improving performance.

A. PROFESSIONALISM

CIRCLE ONE

COMMENTS

- | | | | | | |
|---|---|---|---|---|--|
| 1. Supports Athletic Dept./program
*attends dept. meetings
*attends/works athletic contest | 1 | 2 | 3 | N | |
| 2. Public Relations
*contacts media
*parent/athlete relationship
*supports Athletic Boosters | 1 | 2 | 3 | N | |
| 3. Demeanor/Sportsmanship
*team
*coach | 1 | 2 | 3 | N | |
| 4. Professional Development
*attends rules meetings
*attends coaching clinics | 1 | 2 | 3 | N | |
| 5. Professional Appearance
*team
*coach | 1 | 2 | 3 | N | |

Athletic Coaching Evaluation (continued)

	CIRCLE ONE				COMMENTS
B. COACHING PERFORMANCE					
1. Game preparation/execution	1	2	3	N	
2. Conditioning in/our of season	1	2	3	N	
3. Knowledge of sport/ preparation of fundamentals	1	2	3	N	
4. Practice management	1	2	3	N	
5. Prevention/Care of injuries	1	2	3	N	
6. Discipline policy	1	2	3	N	
7. Motivational strategies	1	2	3	N	
8. Conduct toward/with athletes	1	2	3	N	
9. Attention to academics	1	2	3	N	
10. Works closely with own staff	1	2	3	N	
C. ADMINISTRATION/ORGANIZATION					
1. Parents meetings *tryouts/process *rules/policies	1	2	3	N	
2. Submit paperwork in a timely fashion *game reports *budget requests *rosters/updates *maintenance	1	2	3	N	
3. Works with: *Equipment manager *Athletic trainer *Athletic staff & support personnel	1	2	3	N	
4. Adheres to school policy *physicals *insurance *academics	1	2	3	N	

Athletic Coaching Evaluation (continued)

CIRCLE ONE

COMMENTS

5. Adheres to district/state policy
*in/out season

1 2 3 N

Evaluator and Position

Evaluator's Signature

DATE: _____

Coach's Comments:

Coach's Signature*

*The coach's signature indicates that the coach has received a copy of the evaluation form. It shall not be construed that the coach agrees with the contents of the evaluation.

CRITERIA FOR EVALUATING ATHLETIC COACHES

1. **NEED IMPROVEMENT:** has been inconsistent in meeting the requirements of a coach in the areas evaluated.
2. **ACCEPTABLE:** has met the minimum requirements of a coach in the areas evaluated.
3. **AREA OF EXCEPTIONAL STRENGTH:** that among all the performance areas, this coach shows special talents in this area as defined by the criteria.

a. **PROFESSIONALISM:**

1. The coach demonstrating acceptable performance in this area: attends department meetings on a regular basis, if not able to, informs the athletic office ahead of time and supports/or works athletic contests on a regular basis.
2. The coach demonstrating acceptable performance in this area: contacts the media to report results after contests, communicates with parents and athletes and supports the Athletic Boosters.
3. The coach demonstrating acceptable performance in this area: (and the team) displays positive behavior and shows sportsmanship.
4. The coach demonstrating acceptable performance in this area: attends MHSAA rules meetings as required and seeks to improve development as a coach by attending coaching clinics.
5. The coach demonstrating acceptable performance in this area: (and the team) displays a professional appearance in dress.

B. **COACHING PERFORMANCE**

1. The coach demonstrating acceptable performance in this area: has prepared himself and his team to compete to the best of their ability.
2. The coach demonstrating acceptable performance in this area: conducts appropriate conditioning in his athletes in and out of season.
3. The coach demonstrating acceptable performance in this area: demonstrates knowledge of their sport and has prepared his athletes fundamentally.
4. The coach demonstrating acceptable performance in this area: conducts practices conducive to teaching and learning.

Criteria for Evaluating Athletic Coaches (continued)

5. The coach demonstrating acceptable performance in this area: obtains proper assistance in the prevention and care of injuries.
6. The coach demonstrating acceptable performance in this area: communicates and practices in discipline policy consistent with the athletic code.
7. The coach demonstrating acceptable performance in this area: uses appropriate motivational strategies.
8. The coach demonstrating acceptable performance in this area: demonstrates appropriate conduct toward athletes.
9. The coach demonstrating acceptable performance in this area: assists athletes in achieving academically.
10. The coach demonstrating acceptable performance in this area: works closely with the lower-level coaches in his program.

C. ADMINISTRATION/ORGANIZATION:

1. The coach demonstrating acceptable performance in this area: attends the parent meetings at the beginning of the season and communicates rules and policies of his program and athletic department.
2. The coach demonstrating acceptable performance in this area: submits event reports, budget requests, roster changes, and other required paperwork in a timely fashion.
3. The coach demonstrating acceptable performance in this area: works cooperatively with the equipment manager, athletic trainer and athletic staff.
4. The coach demonstrating acceptable performance in this area: adheres to school policy regarding physicals, insurance and academics.
5. The coach demonstrating acceptable performance in this area: adheres to district and state policy in and out of season.

**MT. PLEASANT PUBLIC SCHOOLS
PSYCHOLOGIST APPRAISAL AND PROFESSIONAL DEVELOPMENT PLAN**

NAME _____

POSITION _____

SCHOOL _____

DATE OF INITIAL PLANNING CONFERENCE _____

DATES OF OBSERVATIONS _____
(see attached observation forms)

I. DESCRIPTION OF SCHOOL PSYCHOLOGIST SETTING.

II. It is expected that most psychologists will earn a rating of "competence" (2) in most areas: "competence" should not be construed to mean "merely adequate", it means that the psychologist meets expected professional standards. The rating "exceptional strength" (1) should mean what it says: that among all the performance areas, this psychologist shows special talents in this area as defined by the criteria. Any area marked "needs improvement" (3) or "unsatisfactory performance" (4) requires written comments specifying the problem(s) as perceived by the evaluator. Ratings of 3 or 4 must be accompanied by specific suggestion for improving performance.

KEY TO EVALUATION:

- 1. Area of exceptional strength
- 2. Area of competence
- 3. Area of need of improvement
- 4. Area of unsatisfactory performance
- N/A Not observed, or not applicable

A. ASSESSMENT OF STUDENTS AND CONSULTATION SERVICES

- 1. Assess and evaluate referred students.
- 2. Develop educational prescriptions for all children with learning and/or behavioral problems.
- 3. Interpret assessment findings to parents, teachers and other staff members.
- 4. Assist teachers to plan and implement changes within their individual programs.
- 5. Serves as a multi-disciplinary evaluation team member.
- 6. Knowledgeable about community human resources and functions as an interagency liaison between the school and community agencies.

	1	2	3	4	N/A
1.					
2.					
3.					
4.					
5.					
6.					

Article IV - Vacancies, Promotions and Transfers (continued)

- a. All exchanges must be mutually agreed upon by the teacher(s) and the administrator(s) involved.
 - b. All special education positions will be staffed as a department by the Special Education Director. Title I positions shall be staffed as a department by the Special Programs Director.
 - c. Elementary art, music and physical education positions will be staffed as a department by the Assistant Superintendent for Personnel. Secondary art, music and physical education positions will be staffed by department by building.
 - d. All vocational education positions will be staffed as a department by the Associate Principal for Vocational/Technical Education.
6. The procedures and timeline outlined below shall be followed:
- a. By March 1, the Assistant Superintendent for Personnel will provide a staffing list and a seniority list to all bargaining unit members.
 - b. By the second Monday in March, all vacancies shall be posted in accordance with the provisions of this article. All applications for vacancies must be submitted to the Assistant Superintendent of Personnel within six (6) teaching days of the posting.

Positions within an elementary building created as a result of a group of students continuing to move to the next grade (i.e., bubble position) shall not be considered a vacancy for this step of the staffing procedure. When the "bubble position" first appears, the position shall be treated as a vacancy.
 - c. By the third Monday in March, mutually agreed upon staffing exchanges may occur within the building and/or between buildings/departments. Staffing of the "bubble position" may occur within the building at this time.
 - d. By the third Monday in April, all internal applicants will be interviewed for all posted positions and positions may be filled. An assignment, thus awarded to a teacher shall be considered the teacher's "current assignment" at the assignment meeting.

*COMMENTS: (Strengths)

*COMMENTS: (Areas Needing Improvement)

B. PERSONAL QUALITIES AND RELATIONSHIPS

- | | |
|---|----|
| 1. Complies with rules and regulations. | 1. |
| 2. Speaks clearly and uses language effectively. | 2. |
| 3. Relates effectively with associates. | 3. |
| 4. Communicates effectively with parents about student progress | 4. |
| 5. Creates an atmosphere of student acceptance and belonging. | 5. |
| 6. Presents a professional image.. | 6. |

1	2	3	4	N/A

*COMMENTS: (Strengths)

*COMMENTS: (Areas Needing Improvement)

***III. AREAS OF STRENGTH**

(Both evaluators and teachers are encouraged to contribute to this section regarding job performance during the school day not already identified in Section II)

***IV. SUGGESTIONS FOR IMPROVEMENT**

(Regarding job performance during the school day not already identified in Section II)

*V. TEACHER'S PLANNED PROGRAM FOR PROFESSIONAL GROWTH FOR CURRENT YEAR

*VI. PLANNED PROGRAM FOR PROFESSIONAL GROWTH FOR NEXT YEAR

*VII. PROFESSIONAL PROMISE FOR PROBATIONARY TEACHERS

*VIII. TREND OF TEACHER'S PERFORMANCE SINCE LAST REPORTING

Evaluation shall be conducted by the teacher's immediate supervisor or an administrator working in the same building, or an administrator otherwise familiar with the teacher's work.

EVALUATOR AND POSITION

PRINCIPAL'S SIGNATURE

DATE: _____

TEACHER'S SIGNATURE**

**TEACHER'S COMMENTS: _____

NOTES: Copies to personnel file, principal, teacher—attachments included. See Master Agreement for deviations.

*Use additional pages, if necessary.

**The psychologist's signature indicates that the psychologist has received a copy of the evaluation form. It shall not be construed that the psychologist agrees with the contents of the evaluation.

**MT. PLEASANT PUBLIC SCHOOLS
TEACHER OF SPEECH AND LANGUAGE IMPAIRED
APPRAISAL AND PROFESSIONAL DEVELOPMENT PLAN**

NAME _____ POSITION _____

SCHOOL _____

PROBATIONARY CONTRACT _____ TENURE CONTRACT _____
Yr. 1 Yr. 2 Yr. 3 Yr. 4

DATE OF INITIAL PLANNING CONFERENCE _____

DATES OF OBSERVATIONS _____
(see attached observation forms)

I. DESCRIPTION OF INSTRUCTIONAL SETTING

II. It is expected that most teachers will earn a rating of "competence" (2) in most areas: "competence" should not be construed to mean "merely adequate", it means that the teacher meets expected professional standards. The rating "exceptional strength" (1) should mean what it says: that among all the performance areas, this teacher shows special talents in this area as defined by the criteria. Any area marked "needs improvement" (3) or "unsatisfactory performance" (4) requires written comments specifying the problem(s) as perceived by the evaluator. Ratings of 3 or 4 must be accompanied by specific suggestion for improving performance.

KEY TO EVALUATION:

- 1. Area of exceptional strength
- 2. Area of competence
- 3. Area of need of improvement
- 4. Area of unsatisfactory performance
- N/A Not observed, or not applicable

A. INSTRUCTIONAL RESPONSIBILITIES

- 1. Lesson plans are derived from long range curriculum goals and objectives (unit, marking period, or semester).
- 2. Plans instructional program in accordance with diagnosis of student needs.
- 3. Prepares students to physically and mentally participate in the learning process.
- 4. Instructional objectives are clearly stated and understood by teacher and students.
- 5. Teacher provides information and organizes activities consistent with stated objectives.

	1	2	3	4	N/A
1.					
2.					
3.					
4.					
5.					

Teacher of Speech & Language Impaired (continued)

	1	2	3	4	N/A
6. Evaluative procedures are consistent with stated objectives.					
7. Uses a variety of instructional resources when available and applicable.					
8. Uses varied methods of presentation.					
9. Encourages students to expand their thinking skills.					
10. Exhibits interest in subject matter and student learning.					
11. Communicates the student's present level of performance.					
12. Presents and/or develops meaningful recommendations for the IEPC.					
13. Assesses and evaluates referred students.					
14. Serves as a multi-disciplinary evaluation team member.					

*COMMENTS: (Strengths)

*COMMENTS: (Areas Needing Improvement)

B. CLASSROOM MANAGEMENT

	1	2	3	4	N/A
1. Establishes clear and reasonable classroom rules.					
2. Applies classroom expectations consistently and fairly					
3. Maintains discipline.					
4. Manages classroom effectively.					
5. Accepts and respects all students.					
6. Provides positive feedback to students when appropriate.					

*COMMENTS: (Strengths)

*COMMENTS: (Areas Needing Improvement)

C. PERSONAL QUALITIES AND RELATIONSHIPS

- 1. Complies with rules and regulations. 1.
- 2. Speaks clearly and uses language effectively. 2.
- 3. Relates effectively with associates. 3.
- 4. Communicates effectively with parents about student progress. 4.
- 5. Creates an atmosphere of student acceptance and belonging. 5.
- 6. Presents a professional image. 6.

1	2	3	4	N/A

*COMMENTS: (Strengths)

*COMMENTS: (Areas Needing Improvement)

***III. AREAS OF STRENGTH**

(Both evaluators and teachers are encouraged to contribute to this section regarding job performance during the school day not already identified in Section II)

***IV. SUGGESTIONS FOR IMPROVEMENT**

(Regarding job performance during the school day not already identified in Section II)

*V. TEACHER'S PLANNED PROGRAM FOR PROFESSIONAL GROWTH FOR CURRENT YEAR

*VI. PLANNED PROGRAM FOR PROFESSIONAL GROWTH FOR NEXT YEAR

*VII. PROFESSIONAL PROMISE FOR PROBATIONARY TEACHERS

*VIII. TREND OF TEACHER'S PERFORMANCE SINCE LAST REPORTING

Evaluation shall be conducted by the teacher's immediate supervisor or an administrator working in the same building, or an administrator otherwise familiar with the teacher's work.

EVALUATOR AND POSITION

PRINCIPAL'S SIGNATURE

DATE: _____

TEACHER'S SIGNATURE**

**TEACHER'S COMMENTS: _____

NOTES: Copies to personnel file, principal, teacher—attachments included. See Master Agreement for deviations.

*Use additional pages, if necessary.

**The teacher's signature indicates that the teacher has received a copy of the evaluation form. It shall not be construed that the teacher agrees with the contents of the evaluation.

CRITERIA

11. Communicates the student's present level of performance

The teacher demonstrating competence in this area: synthesizes and communicates information pertaining to the student's present level of performance, including test scores, observations, and attainment of any previously established goals/objectives.

12. Presents and/or develops recommendations for the IEPC.

The teacher demonstrating competence in this area: uses information from present level of performance to develop meaningful goals/objectives for the IEP.

13. Assesses and evaluates referred students

The teacher demonstrating competence in this area: consults with parents and other professionals working with the student to determine the student's strengths and weaknesses, determines the appropriate evaluation tools, and administers and scores tests appropriately and accurately.

14. Interpret assessment findings to parents, teachers and other staff members.

The teacher demonstrating competence in this area: communicates to parents, teachers and other staff members orally and in a written report, the results of the evaluation, interprets test results clearly and concisely, discusses the student's speech/language functioning as it relates to classroom performance.

**MT. PLEASANT PUBLIC SCHOOLS
LIBRARY MEDIA SPECIALIST
APPRAISAL AND PROFESSIONAL DEVELOPMENT PLAN**

NAME _____ POSITION _____

SCHOOL _____

PROBATIONARY CONTRACT _____ TENURE CONTRACT _____
Yr. 1 Yr. 2 Yr. 3 Yr. 4

DATE OF INITIAL PLANNING CONFERENCE _____

DATES OF OBSERVATIONS _____
(see attached observation forms)

I. DESCRIPTION OF INSTRUCTIONAL SETTING

II. It is expected that most teachers will earn a rating of "competence" (2) in most areas: "competence" should not be construed to mean "merely adequate", it means that the teacher meets expected professional standards. The rating "exceptional strength" (1) should mean what it says: that among all the performance areas, this teacher shows special talents in this area as defined by the criteria. Any area marked "needs improvement" (3) or "unsatisfactory performance" (4) requires written comments specifying the problem(s) as perceived by the evaluator. Ratings of 3 or 4 must be accompanied by specific suggestion for improving performance.

KEY TO EVALUATION:

- 1. Area of exceptional strength
- 2. Area of competence
- 3. Area of need of improvement
- 4. Area of unsatisfactory performance
- N/A Not observed, or not applicable

A. INSTRUCTIONAL RESPONSIBILITIES

- 1. Assists students in the change from traditional modes of learning to modes with multi-media approaches.
- 2. Instructs students in the use and application of resources in methods of research and information retrieval through individual and group situations.
- 3. Demonstrates leadership in information processing skills, technology, and library media services as a formal and informal consultant.

	1	2	3	4	N/A
1.					
2.					
3.					

Library Media Specialist (continued)

4. Assists faculty in the design, development, implementation and/or evaluation of programs and curriculum.
5. Works with faculty to provide effective use of instructional resources, equipment and processes.

	1	2	3	4	N/A
4.					
5.					

B. MEDIA CENTER MANAGEMENT

1. Coordinates daily operation of the building media center.
2. Evaluates and selects books, software and equipment in support of curriculum.
3. Adopts an approved, comprehensive and efficient system of cataloging.
4. Organizes and maintains records of media acquisitions, circulation and maintenance.
5. Plans and supervises the distribution and storage of all media materials and equipment.
6. Analyzes and evaluates the media center program yearly.
7. Accepts and relates to all students.

	1	2	3	4	N/A
1.					
2.					
3.					
4.					
5.					
6.					
7.					

C. PERSONAL QUALITIES AND RELATIONSHIPS

1. Complies with rules and regulations.
2. Communicates effectively and uses language effectively.
3. Relates effectively with associates.
4. Creates an atmosphere of student acceptance and belonging.
5. Presents a professional image.

	1	2	3	4	N/A
1.					
2.					
3.					
4.					
5.					

*COMMENTS: (Strengths) _____

*COMMENTS: (Areas Needing Improvement) _____

Library Media Specialist (continued)

***III. AREAS OF STRENGTH**

(Both evaluators and teachers are encouraged to contribute to this section regarding job performance during the school day not already identified in Section II)

***IV. SUGGESTIONS FOR IMPROVEMENT**

(Regarding job performance during the school day not already identified in Section II)

***V. TEACHER'S PLANNED PROGRAM FOR PROFESSIONAL GROWTH FOR CURRENT YEAR**

***VI. PLANNED PROGRAM FOR PROFESSIONAL GROWTH FOR NEXT YEAR**

***VII. PROFESSIONAL PROMISE FOR PROBATIONARY TEACHERS**

***VIII. TREND OF TEACHER'S PERFORMANCE SINCE LAST REPORTING**

Evaluation shall be conducted by the teacher's immediate supervisor or an administrator working in the same building, or an administrator otherwise familiar with the teacher's work.

Article IV - Vacancies, Promotions and Transfers (continued)

- e. By the Wednesday after the third Monday in April an updated staffing list and a list of teachers who are expected to be without their current assignments at the May staffing meeting will be distributed to each teacher. The staffing assignment list shall be subject to articulation.

After this date no other exchanges or filling of vacancies shall occur until after the district assignment meeting.

- f. By the Wednesday after the fourth Monday in April each teacher who is expected to be without his current assignment at the assignment meeting shall declare, in writing, the position he intends to select if it is available at the assignment meeting. This selection must be within the parameters defined in this article.

If the teacher fails to declare the position he intends to select by this date, the teacher shall be assigned to a vacancy. If no vacancy exists for which the teacher is certified and qualified, the teacher shall be placed in the teaching position occupied by the least senior teacher and for which he is certified and qualified.

- g. By May 10, the district shall hold the district assignment meeting. If current assignment is not available, the teacher shall be placed according to his declaration of intent, if available, or he may choose a vacancy. If the position named in the declaration of intent is not available or if a teacher is displaced during this assignment meeting, the teacher may select any position available within the provisions of this article on the basis of tenure, certification, qualification and seniority.
- h. After the district assignment meeting all vacancies shall be posted and filled in accordance with the provisions of this article.
- i. If, as a result of the staffing process, a teacher was displaced from all or part of his position, and if all or part of the same position becomes available prior to the start of the next year, that teacher shall be offered the position before it is posted.

- 7. Assignment Meeting - The only staff members who would select a position are those without a current assignment and those who are displaced at the assignment meeting. Beginning with the first name on the seniority list each individual teacher shall be placed in assignment on the basis of tenure, certification, qualification and seniority in the following order of priority:

EVALUATOR AND POSITION

PRINCIPAL'S SIGNATURE

DATE: _____

TEACHER'S SIGNATURE**

**TEACHER'S COMMENTS: _____

NOTES: Copies to personnel file, principal, teacher—attachments included. See Master Agreement for deviations.

*Use additional pages, if necessary.

**The teacher's signature indicates that the teacher has received a copy of the evaluation form. It shall not be construed that the teacher agrees with the contents of the evaluation.

LIBRARY MEDIA SPECIALIST CRITERIA

A. Instructional Responsibilities

1. The teacher demonstrating competence in this area: shares knowledge of information processing skills and instructional resources with staff.
2. The teacher demonstrating competence in this area: gives priority in planning and implementation to district curriculum objectives; provides organized information.
3. The teacher demonstrating competence in this area: collaborates with faculty to provide effective use of instructional resources and equipment.
4. The teacher demonstrating competence in this area: uses a variety of resources that reinforce the objective of the lesson; uses teaching strategies which foster a climate that supports problem solving, creative and critical thinking without risk.
5. The teacher demonstrating competence in this area: organizes activities and disseminates information that is basic or essential to students' understanding of that particular objective.

B. Media Center Management

1. The teacher demonstrating competence in this area: establishes clear and reasonable rules and procedures which he clearly communicates to students and staff; applies these expectations consistently.
2. The teacher demonstrating competence in this area: uses professional selection tools, such as, but not limited to, Booklist or School Library Journal.
3. The teacher demonstrating competence in this area: uses recommended professional cataloging tools, such as, but not limited to, Alliance Plus or Sears List of Subject Headings.
4. The teacher demonstrating competence in this area: keeps an automated or manual log of circulation/acquisition records.
5. The teacher demonstrating competence in this area: keeps logs of equipment reservations for classroom use and an inventory of equipment and instructional resources.
6. The teacher demonstrating competence in this area: uses feedback from statistics and/or staff to assess needs or procedures.

Media Specialist Criteria (continued)

7. The teacher demonstrating competence in this area: accepts and respects all students in a positive manner that gives the learner information about what is correct, what needs improvement, and how to improve.

C. Personal Qualities and Relationships

1. The teacher demonstrating competence in this area: complies with rules and regulations of the school district.
2. The teacher demonstrating competence in this area: communicates clearly and uses language effectively in a manner which is understood by students.
3. The teacher demonstrating competence in this area: is pleasant, reasonable to work with, and considerate of others; is flexible in working with colleagues and is accepted by staff on a professional level.
4. The teacher demonstrating competence in this area: encourages students to develop mutual respect, courtesy and concern for each other and demonstrates these behaviors by his action in the classroom.
5. The teacher demonstrating competence in this area: presents an effective professional image.

A. INSTRUCTIONAL RESPONSIBILITIES - Cont.

- 6. Evaluative procedures are consistent with stated objectives.
- 7. Uses a variety of instructional resources when available and applicable.
- 8. Uses varied methods of presentation.
- 9. Encourages students to expand their thinking skills.
- 10. Exhibits interest in subject matter and student learning.
- 11. Communicates the student's present level of performance.
- 12. Presents and/or develops meaningful recommendations for the IEPC.

	1	2	3	4	N/A
6.					
7.					
8.					
9.					
10.					
11.					
12.					

*COMMENTS: (Strengths)

*COMMENTS: (Areas Needing Improvement)

B. CLASSROOM MANAGEMENT

- 1. Establishes clear and reasonable classroom rules.
- 2. Applies classroom expectations consistently and fairly
- 3. Maintains discipline.
- 4. Manages classroom effectively.
- 5. Accepts and respects all students.
- 6. Provides positive feedback to students when appropriate.

	1	2	3	4	N/A
1.					
2.					
3.					
4.					
5.					
6.					

*COMMENTS: (Strengths)

*COMMENTS: (Areas Needing Improvement)

C. PERSONAL QUALITIES AND RELATIONSHIPS

	1	2	3	4	N/A
1. Complies with rules and regulations.					
2. Speaks clearly and uses language effectively.					
3. Relates effectively with associates.					
4. Communicates effectively with parents about student progress					
5. Creates an atmosphere of student acceptance and belonging.					
6. Presents a professional image.					

*COMMENTS: (Strengths)

*COMMENTS: (Areas Needing Improvement)

***III. AREAS OF STRENGTH**

(Both evaluators and teachers are encouraged to contribute to this section regarding job performance during the school day not already identified in Section II)

***IV. SUGGESTIONS FOR IMPROVEMENT**

(Regarding job performance during the school day not already identified in Section II)

*V. TEACHER'S PLANNED PROGRAM FOR PROFESSIONAL GROWTH FOR CURRENT YEAR

*VI. PLANNED PROGRAM FOR PROFESSIONAL GROWTH FOR NEXT YEAR

*VII. PROFESSIONAL PROMISE FOR PROBATIONARY TEACHERS

*VIII. TREND OF TEACHER'S PERFORMANCE SINCE LAST REPORTING

Evaluation shall be conducted by the teacher's immediate supervisor or an administrator working in the same building, or an administrator otherwise familiar with the teacher's work.

EVALUATOR AND POSITION

PRINCIPAL'S SIGNATURE

DATE: _____

TEACHER'S SIGNATURE**

**TEACHER'S COMMENTS: _____

NOTES: Copies to personnel file, principal, teacher—attachments included. See Master Agreement for deviations.

*Use additional pages, if necessary.

**The teacher's signature indicates that the teacher has received a copy of the evaluation form. It shall not be construed that the teacher agrees with the contents of the evaluation.

MT. PLEASANT PUBLIC SCHOOLS
COUNSELOR
APPRAISAL AND PROFESSIONAL DEVELOPMENT PLAN

NAME _____ POSITION _____

SCHOOL _____

PROBATIONARY CONTRACT _____ TENURE CONTRACT _____
Yr. 1 Yr. 2 Yr. 3 Yr. 4

DATE OF INITIAL PLANNING CONFERENCE _____

DATES OF OBSERVATIONS _____
(see attached observation forms)

***I. DESCRIPTION OF INSTRUCTIONAL SETTING**

***II. KEY TO EVALUATION:**

Yes indicates accomplishment.

No indicates areas needing improvement and requires an improvement plan.

A. INDIVIDUAL AND GROUP SERVICES

1. Appropriately identifies problems/issues to be resolved.
2. Selects counseling, consulting or referral interventions appropriate to students' problems and circumstances.
3. Demonstrates well-planned and goal-oriented sessions.
4. Uses small group and individual techniques that are appropriate to the topic and to students' needs and abilities
5. Actively involves students in the counseling, consulting and referral process.
6. Involves students in individualized educational and career planning.
7. Interprets test results accurately and appropriately.
8. Provides timely follow-up.
9. Provides services consistent with identified student needs.

	Yes	No
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

*COMMENTS: _____
(Strengths)

*COMMENTS: _____
(Areas Needing Improvement)

B. PROGRAM MANAGEMENT

1. Selects program activities that meet identified student needs and are consistent with building and district goals.
2. Collects evidence that students achieve meaningful outcomes from program activities
3. Operates within established procedures, policies and priorities.
4. Contributes to organizational solutions outside of assigned responsibilities.
5. Provides necessary support for total school program.

	Yes	No
1		
2		
3		
4		
5		

*COMMENTS: _____
(Strengths)

*COMMENTS: _____
(Areas Needing Improvement)

C. PERSONAL AND PROFESSIONAL QUALITIES

1. Demonstrates positive interpersonal relations with students.
2. Demonstrates positive interpersonal relations with educational staff
3. Demonstrates positive interpersonal relations with families and community members.
4. Follows the policies, procedures and directives of the school district.
5. Participates in professional development activities.
6. Maintains professional and responsible work habits.
7. Practices according to the ethical standards and legal guidelines of counseling.

	Yes	No
1		
2		
3		
4		
5		
6		
7		

*COMMENTS: _____
(Strengths)

*COMMENTS: _____
(Areas Needing Improvement)

*III. AREAS OF STRENGTH (Both evaluators and teachers are encouraged to contribute to this section regarding job performance during the school day not already identified in Section II)

*IV. SUGGESTIONS FOR IMPROVEMENT
(Regarding job performance during the school day not already identified in Section II)

*V. TEACHER'S PLANNED PROGRAM FOR PROFESSIONAL GROWTH FOR CURRENT YEAR

*VI. PLANNED PROGRAM FOR PROFESSIONAL GROWTH FOR NEXT YEAR

*VII. PROFESSIONAL PROMISE FOR PROBATIONARY TEACHERS

*VIII. TREND OF TEACHER'S PERFORMANCE SINCE LAST REPORTING

Evaluation shall be conducted by the teacher's immediate supervisor or an administrator working in the same building, or an administrator otherwise familiar with the teacher's work.

EVALUATOR AND POSITION

PRINCIPAL'S SIGNATURE

DATE: _____

TEACHER'S SIGNATURE**

Article IV - Vacancies, Promotions and Transfers (continued)

- a. Current assignment.
- b. Parameters in the event a teacher's current assignment is not available:

DK-3: If a teacher's current assignment in DK-3 is not available, the teacher's options are:

- 1. May choose any bargaining unit vacancy

OR

- 2. Choose any position DK-3 held by a lesser seniored teacher.
NOTE: If previously assigned to grade 3, a person may choose a grade 4 position held by a lesser seniored teacher.

- a. If all of the DK-3 positions are held by teachers with higher seniority than the displaced teacher and there are no DK-3 vacancies, the teacher may choose any position grades 4-6 held by a lesser seniored teacher.
- b. If all of the 4-6 positions are held by teachers with higher seniority than the displaced teacher and there are no 4-6 vacancies, the teacher may choose any bargaining unit position held by a less seniored teacher.

*It is the intent that the school readiness position be considered part of DK-3 for the purposes of this article.

4-6: If a teacher's current assignment in 4-6 is not available, the teacher's options are:

- 1. May choose any bargaining unit vacancy

OR

- 2. Choose any position 4-6 held by a lesser seniored teacher.
NOTE: If previously assigned to grade 4, a person may choose a grade 3 position held by a lesser seniored teacher.

****TEACHER'S COMMENTS:** _____

NOTES: Copies to personnel file, principal, teacher—attachments included. See Master Agreement for deviations.

*Use additional pages, if necessary.

**The teacher's signature indicates that the teacher has received a copy of the evaluation form. It shall not be construed that the teacher agrees with the contents of the evaluation.

Guidelines for use of proposed Title 1 Evaluation/Professional Study Process

Two components:

Administrator completed assessment tool and Professional Study Plan

Two year cycle with optional third year study

Year 1 - formal; evaluation by administrator, staff informal self-assessment, develop focus of professional study

Year 2 - complete professional study and share information with Title 1 staff

Year 3 - optional study to expand or implement year 2 study or identify new area

Process - Year 1

Prior to the final evaluation conference, the teacher will complete an informal **self-assessment** using a copy of the teacher appraisal form.

The administrator will complete the **evaluation form**. Each area will be responded to with a yes indicating competency or a no indicating need for improvement.

Any areas marked no must be accompanied by specific suggestions for improving performance.

During the final evaluation conference, discussion of the teacher's self-evaluation will contribute to the development of the professional study plan.

Observations and conferences will follow the timeline identified in the Master Agreement

Teachers have the option of being evaluated using the process and tool for classroom teachers.

Process - Year 2

As a result of the evaluation process, the teacher and administrator will jointly identify at least one area for **professional study** and develop a plan which includes content to be addressed, steps to be taken and process for sharing the new learning. The plan will be implemented during the second year of the evaluation cycle. A summary or demonstration of this plan must be submitted by May 15 of the school year in which the plan is implemented. The study plan will involve either an individual or collaborative study of an issue related to Title 1 services.

Optional Professional Study - Year 3

The teacher and administrator will jointly identify at least one area for professional study and develop a plan which includes content to be addressed, steps to be taken and the process for sharing new learning. The study plan will involve either an individual or collaborative study of an issue related to Title 1 services. Staff will have the option to include this plan as part of their personnel file if submitted by May 15 of the school year during which the study is conducted. This plan may be an extension or application of the year 2 required professional study.

Mt. Pleasant Public Schools
Title 1 Teacher Appraisal and Professional Development Plan

Note: Teacher may opt to use the standard teacher evaluation form.

Name _____ Position _____

School _____

Probationary Contract yr 1 yr 2 yr 3 yr 4 Tenure Contract _____

Date of initial planning conference _____

Dates of Observations _____
(See attached observation forms)

Yes indicates competency

No indicates areas needing improvement and requires an improvement plan

I. DESCRIPTION OF INSTRUCTIONAL SETTING

II ACCOUNTABILITY FOR STUDENT GROWTH

_____ Lesson plans are derived from daily assessment, district outcomes, needs of individual or small groups of students.

The teacher demonstrating competence in this area gives priority in planning and implementation to district outcomes while taking into account needs of individuals, small groups of students or whole class needs.

_____ Instructional program is designed for effective instruction of identified Title 1 students.

The teacher demonstrating competence in this area plans instruction using appropriate methodology, materials and assessment to meet the needs of Title 1 students.

_____ Instructional objectives and expectations are clearly stated and understood by teachers and students.

The teacher demonstrating competence in this area clearly states the purpose of the lesson as it relates to student outcomes.

_____ Provides classroom teachers with a variety of instructional resources when available and applicable.

The teacher demonstrating competence in this area assists classroom teachers in selecting and using a variety of appropriate instructional resources.

_____ Uses varied methods of presentation.

The teacher demonstrating competence in this area uses a variety of alternative methods of presentation based on student needs related to content and process.

_____ Provides opportunities for higher order/critical thinking and accelerated learning for Title 1 students

The teacher demonstrating competence in this area enhances metacognitive skills by using teaching strategies which promote problem-solving, creativity, and critical thinking which support high expectations for student learning.

Comments:

III. CLASSROOM MANAGEMENT

_____ Establishes clear and reasonable expectations for learning and behavior.

The teacher demonstrating competence in this area establishes and communicates clear and developmentally appropriate expectations for learning and behavior.

_____ Recognizes classroom expectations and adjusts management techniques accordingly.

The teacher demonstrating competence in this area demonstrates flexibility in responding to varied instructional methods, activities and settings.

_____ Provides positive feedback to students designed to encourage thinking skills and promote independent learning.

The teacher demonstrating competence in this area provides frequent, timely, and accurate feed back in a positive manner to encourage thinking skills and promote independent learning.

Comments:

IV. COLLABORATION

_____ Provides range of opportunities for collaboration with classroom teachers, other building staff and parents

The teacher demonstrating competence in this area provides opportunities for collaboration on a regular basis to identify student needs, plan instruction using a variety of strategies and materials, and assess student progress. Collaboration options include a variety of times and formats.

_____ Effectively facilitates Title 1 needs assessment process

The teacher demonstrating competence in this area facilitates the needs assessment process by clearly explaining the purpose and procedure and assists by sharing information about student strengths and weaknesses.

Comments:

V. COMMITMENT AND SUPPORT OF DISTRICT, PROGRAM AND INDIVIDUAL BUILDING GOALS

_____ Is knowledgeable about and effectively communicates Title 1 goals and guidelines

The teacher demonstrating competence in this area intentionally focuses on the goals of the Title 1 program and needs of Title 1 students by serving as liaison between Title 1 and building programs.

_____ Maintains accurate records

The teacher demonstrating competence in this area accurately maintains and compiles student, instructional, and program data as required.

_____ Participates in district, program or building level committees

The teacher demonstrating competence in this area maintains connections between Title 1 and other building/district initiatives by serving on at least one district, program or building level committee and providing updates for Title 1 staff.

_____ Assists classroom teachers in modifying instruction to meet the needs of Title 1 students

The teacher demonstrating competence in this area shares new learning and best practice strategies with classroom and Title 1 teachers through verbal or written communication, modeling, or collaborative teaching as appropriate.

Comments:

VI. AREAS NEEDING IMPROVEMENT (plan for areas marked no)

VII. PROFESSIONAL PROMISE (probationary teachers only)

VIII. TREND OF TEACHER'S PERFORMANCE SINCE LAST REPORTING

Evaluation shall be conducted by the Title 1 Director.

Evaluator and position

Evaluator's signature

Date

Teacher's signature**

**Teacher's comments:

PROFESSIONAL STUDY - Year 2

Purpose: To enhance and expand professional knowledge to assure high standards for all students and promote schoolwide reform as mandated by the Title 1 law.

_____ **Plan was developed based on identified goal(s)**

The teacher demonstrating competence in this area selects area(s) for professional study which will enhance current practice, expand professional knowledge base, and/or provide application of previous learning which will support Title 1 goals.

_____ **New learning was implemented and shared with others as planned**

The teacher demonstrating competence in this area shares and demonstrates new learning through formats identified in the professional study plan.

Summary of plan:

Evaluation shall be conducted by the Title 1 Director.

Evaluator and position

Evaluator's signature

Date

Teacher's signature**

**Mt. Pleasant Public Schools
Title 1 Parent Involvement Coordinator Appraisal
and Professional Development Plan**

Note: Teacher may opt to use the standard teacher evaluation form.

Name _____ Position _____

School _____

Probationary Contract yr 1 yr 2 yr 3 yr 4 Tenure Contract _____

Date of initial planning conference _____

Dates of Observations _____
(See attached observation forms)

Yes indicates competency

No indicates areas needing improvement and requires an improvement plan

I. DESCRIPTION OF SETTING FOR PROFESSIONAL RESPONSIBILITIES

II. ACCOUNTABILITY FOR INVOLVING PARENTS

_____ Develops and implements opportunities for parents to learn more about school goals and curriculum.

The parent involvement coordinator demonstrating competency in this area identifies needs and selects or facilitates the selection of practices that provide useful, accurate, and timely information to parents regarding what is taught in school.

_____ Develops and implements opportunities for parents to learn more about how to work with their children to improve academic achievement.

The parent involvement coordinator demonstrating competency in this area plans and provides a variety of opportunities which are based on identified needs and consistent with school goals.

_____ Is knowledgeable about Title 1 and effectively communicates Title 1 goals and guidelines.

The parent involvement coordinator demonstrating competency in this area intentionally focuses on the goals of the Title 1 program related to parent involvement needs by serving as a liaison between the Title 1 program and Title 1 buildings.

_____ **Maintains accurate records**

The parent involvement coordinator demonstrating competency in this area accurately maintains and compiles parent involvement and program data as required.

Comments:

VI. AREAS NEEDING IMPROVEMENT (plan for areas marked no)

VII. PROFESSIONAL PROMISE (probationary teachers only)

VIII. TREND OF TEACHER'S PERFORMANCE SINCE LAST REPORTING

Evaluation shall be conducted by the Title 1 Director.

Evaluator and position

Evaluator's signature

Date

Teacher's signature**

**Teacher's comments:

**Mt. Pleasant Public Schools
Title 1 Parent Involvement Coordinator Appraisal
and Professional Development Plan**

Note: Teacher may opt to use the standard teacher evaluation form.

Name _____ Position _____

School _____

Probationary Contract yr 1 yr 2 yr 3 yr 4 Tenure Contract _____

Date of initial planning conference _____

Dates of Observations _____
(See attached observation forms)

Yes indicates competency

No indicates areas needing improvement and requires an improvement plan

I. DESCRIPTION OF SETTING FOR PROFESSIONAL RESPONSIBILITIES

II. ACCOUNTABILITY FOR INVOLVING PARENTS

_____ Develops and implements opportunities for parents to learn more about school goals and curriculum.

The parent involvement coordinator demonstrating competency in this area identifies needs and selects or facilitates the selection of practices that provide useful, accurate, and timely information to parents regarding what is taught in school.

_____ Develops and implements opportunities for parents to learn more about how to work with their children to improve academic achievement.

The parent involvement coordinator demonstrating competency in this area plans and provides a variety of opportunities which are based on identified needs and consistent with school goals.

Article IV - Vacancies, Promotions and Transfers (continued)

- a. If all of the 4-6 positions are held by teachers with higher seniority than the displaced teacher and there are no 4-6 vacancies, the teacher may choose any position grades DK-3 held by a lesser seniored teacher.
- b. If all of the DK-3 positions are held by teachers with higher seniority than the displaced teacher and there are no DK-3 vacancies, the teacher may choose any bargaining unit position held by a less seniored teacher.

7-12: If a teacher's current assignment in grades 7-12 is not available the teacher's options are:

1. May choose any bargaining unit vacancy

OR

2. Choose any position 7-12 held by a lesser seniored teacher.
 - a. If all 7-12 positions are held by teachers with higher seniority than the displaced teacher and there are no 7-12 vacancies, the teacher may choose any bargaining unit position held by a less seniored teacher.

Displaced teachers who held a combination of a secondary position and an elementary art, music or PE position are subject to the Rules that govern the lost sections.

Elem.A,M,PE If a teacher's current assignment in Title I, special education or elementary art, music or physical education, is not available the teacher's options are:

1. May choose any bargaining unit vacancy

OR

2. Choose any bargaining unit position held by a lesser seniored teacher.

_____ Provides opportunities for staff to learn more about the major types of parent involvement.

The parent involvement coordinator demonstrating competency in this area uses a variety of strategies to inform staff about the major types of parent involvement, as well as challenges and promising practices for each type.

_____ Supports school staff in selecting and developing specific practices of partnership.

The parent involvement coordinator demonstrating competency in this area provides information and resources to help school staff develop a variety of options for parent involvement which support specific program, school and/or district goals for students.

_____ Assists schools in assessing the effects of their parent involvement efforts.

The parent involvement coordinator demonstrating competency in this area assists in the development of evaluation procedures and data collection which document changes in parent involvement and supports systematic selection of alternative strategies based on data.

Comments:

IV. COMMUNICATION

_____ Presents accurate, relevant and unbiased information.

The parent involvement coordinator demonstrating competency in this area presents information in a professional manner. Content and philosophy are consistent with district and Title 1 goals.

_____ Uses a variety of formats and styles.

The parent involvement coordinator demonstrating competency in this area uses varied strategies for sharing information, including verbal, written, visual, and interactive options.

_____ Is receptive, supportive, and respectful in communications with parents and staff.

The parent involvement coordinator demonstrating competency in this area displays nonverbal, verbal and written communication skills which value and affirm contributions and ideas of parents and staff, recognize and build on each person's strengths and promote increased respect, understanding, and cooperation between home and school.

Promotes two-way communication between home and school.

The parent involvement coordinator demonstrating competency in this area assists staff in evaluating current communication methods, identifying options, and selecting appropriate strategies to meet goals.

 Provides guidance to staff and parents in identifying and selecting parent involvement and/or parenting resources, materials, and information.

The parent involvement coordinator demonstrating competency in this area assists school staff in the selection and use of resources which are related to key areas of parent involvement and are supportive of parent involvement goals.

Comments:

V. COMMITMENT TO ESTABLISHING EFFECTIVE HOME/SCHOOL PARTNERSHIPS WHICH SUPPORT DISTRICT, BUILDING AND TITLE 1 PROGRAM GOALS

 Educates all school staff in the value of parent contributions and how to work with parents in ways which strengthen home school partnerships.

The parent involvement coordinator demonstrating competency in this area shares new learning and best practice strategies with administrators, classroom teachers, Title 1 and other school staff through written or verbal communication, collaborative projects, or workshops as appropriate to improve home/school partnerships.

 Coordinates parent involvement opportunities with other school and community programs.

The parent involvement coordinator demonstrating competency in this area coordinates and consults with building, district and/or community programs (e.g. school readiness, Head Start) to assure parent involvement opportunities are developed and provided which emphasize the successful transition of at-risk students into Title 1 schools.

 Participates in district, program and/or building level committees.

The parent involvement coordinator demonstrating competency in this area contributes to maintaining connections between Title 1 and other building and district initiatives by serving on at least one district, program or building level committee.

_____ Is knowledgeable about Title 1 and effectively communicates Title 1 goals and guidelines.

The parent involvement coordinator demonstrating competency in this area intentionally focuses on the goals of the Title 1 program related to parent involvement needs by serving as a liaison between the Title 1 program and Title 1 buildings.

_____ Maintains accurate records

The parent involvement coordinator demonstrating competency in this area accurately maintains and compiles parent involvement and program data as required.

Comments:

VI. AREAS NEEDING IMPROVEMENT (plan for areas marked no)

VII. PROFESSIONAL PROMISE (probationary teachers only)

VIII. TREND OF TEACHER'S PERFORMANCE SINCE LAST REPORTING

Evaluation shall be conducted by the Title 1 Director.

Evaluator and position

Evaluator's signature

Date

Teacher's signature**

**Teacher's comments:

PROFESSIONAL STUDY - Year 2

Purpose: To enhance and expand professional knowledge to assure high standards for all students and promote schoolwide reform as mandated by the Title 1 law.

_____ **Plan was developed based on identified goal(s)**
The parent involvement coordinator demonstrating competence in this area selects area(s) for professional study which will enhance current practice, expand professional knowledge base, and/or provide application of previous learning which will support Title 1 goals.

_____ **New learning was implemented and shared with others as planned**
The parent involvement coordinator demonstrating competence in this area shares and demonstrates new learning through formats identified in the professional study plan.

Summary of plan:

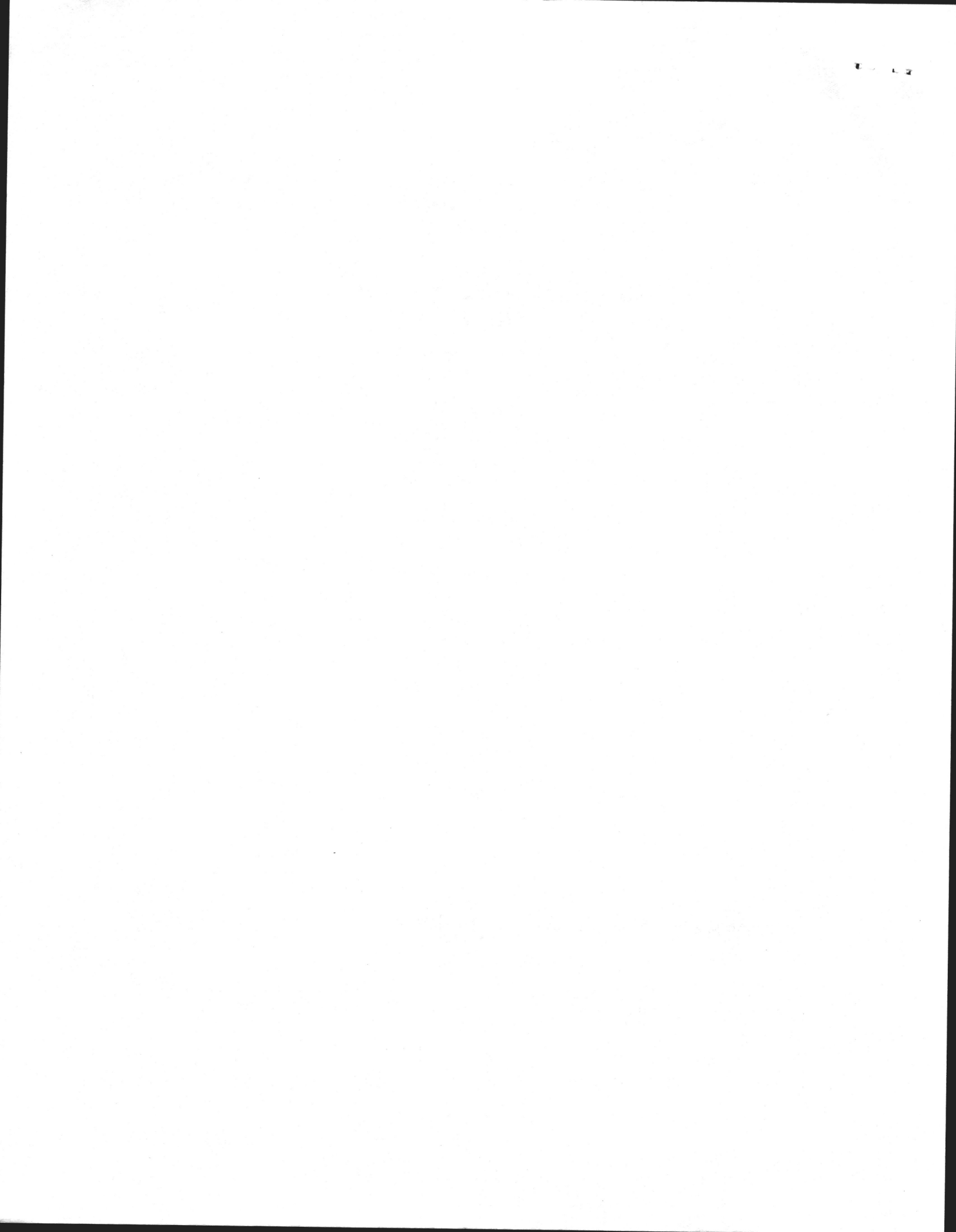
Evaluation shall be conducted by the Title 1 Director.

Evaluator and position

Evaluator's signature

Date

Teacher's signature**



Article IV - Vacancies, Promotions and Transfers (continued)

Displaced teachers who held a combination of a secondary position and an elementary art, music or PE position are subject to the rules that govern the lost sections.

Teachers selecting a position that is defined as part of a team will be required to select a full position. The current teams are West Intermediate core subject positions and the Oasis Secondary School alternative education positions.

- c. Current assignment will not require a teacher in the elementary school to have a combination grade assignment longer than one (1) year in duration.

Combination grade assignments shall be filled voluntarily if possible. The teacher who volunteers to take a combination grade assignment may return after one (1) year to his previous "current assignment" unless this position is held by someone with greater seniority. In such cases the teacher with less seniority shall be considered displaced.

When multi-age positions are filled, they will be designated by grade level for staffing purposes.

In the course of district curriculum development, a position may be created that is trial, experimental or time-limited. Prior to posting a position, the Board and MPEA shall mutually agree whether the position is a trial/experimental position. Any trial/experimental position shall be clearly labeled as such in the posting. In the event a teacher accepts a trial/experimental position, he may return after one or two years to his previous "current assignment" unless the position is held by someone with greater seniority. In such cases the teacher with less seniority shall be considered displaced. If the teacher does not elect to return to his current assignment after one or two years, the trial/experimental position shall become his "current assignment." If the trial position continues to exist beyond two years, it shall no longer be considered a trial/experimental position.

All returns to previous "current assignments" must occur during the assignment procedures defined in this article.

- d. For purposes of teaching only art, music, physical education in grades K-6 or in a subject area at West Intermediate School a teacher must meet one of the following three (3) conditions:

Article IV - Vacancies, Promotions and Transfers (continued)

twelve (12) semester hours within a subject area discipline have been completed,

or less than twelve (12) hours to a limit of eight (8) semester hours within a subject area discipline if the teacher agrees to fulfill a district requirement for inservice of up to twenty-four (24) clock hours at the district's expense (if available, Professional Development monies will be utilized for this inservice),

or has had successful teaching experience in the subject area in Mt. Pleasant Public Schools.

e. For the purpose of maintaining a teacher assignment in a given subject area at West Intermediate, grades 7 and 8, a teacher must possess a minimum of twenty (20) hours in the teaching subject(s) at the time of the assignment meeting which occurs during that teacher's second year in the West Intermediate assignment. Failure to have such qualifications at this time shall cause that teacher to be displaced from that teaching position. If the teacher selects another position at West Intermediate, he must possess a major or minor on his teaching certificate in that area chosen.

8. A statement of the personnel changes will be delivered to the Association President as soon after the assignment meeting as the Superintendent or his designee has finalized such information.
9. In the event there is a change in a teacher's current teaching assignment after the May assignment meeting, the affected teachers shall be given the opportunity to exercise their seniority rights to another position in accordance with the provisions of this Article. After declining a position which is less than that to which a teacher is entitled, the teacher's decision shall not be changed regarding that position unless a different or a greater portion of a position becomes available.
10. The Board shall provide written notification of tentative grade/course and hours assignment, room(s) and extended contract to all teachers by June 30th. Notice of any change will be mailed to the teacher's current address of record.

Article IV - Vacancies, Promotions and Transfers (continued)

F. Layoff

1. After all the staffing steps have been followed and a reduction in staff becomes necessary due to demonstrable financial conditions, a reduction in student populations whether by natural population changes or redistricting, or other demonstrable need, members of the bargaining unit who do not have a position shall be laid off.
2. In the event of layoff, the laid off teachers will be notified by certified mail no later than thirty (30) days prior to the beginning of the semester the layoff is to become effective.
3. Individual Contract. In the event a teacher is properly laid off in accordance with provisions of this Agreement and the law, the teacher's individual contract of employment shall terminate and the Board's obligation to pay salary or fringe benefits shall cease after receipt of all amounts or benefits earned on a prorated basis equal to time worked. Teachers who are laid off during a contract year shall be considered as having completed the contract year for subsequent placement on the salary schedule if employed for one semester or more of the school year.
4.
 - a. Any laid-off bargaining unit member shall be sent a written notice of vacancies in the adult education day program and if an application is timely filed, that teacher will be interviewed and considered for the vacancy.
 - b. Laid-off tenured teacher(s) shall, upon their request, be given top priority on the substitute teacher list. Compensation for work as a substitute teacher shall be at the substitute teacher rate.

G. Recall

1. As openings become available, teachers' recall shall be in the reverse order of layoff, provided the person is certified and qualified as defined in this article for the position.
2. Eligibility for recall for teachers shall terminate if the teacher:
 - a. Resigns
 - b. Fails to notify the Board by letter or phone of intent to return within five (5) working days of receipt of such notice by registered mail.

Article IV - Vacancies, Promotions and Transfers (continued)

3. Probationary teachers shall lose recall rights three (3) years after the effective date of layoff.

H. Voluntary Reduction

If the teacher voluntarily reduces his teaching assignment with the board's agreement, he shall have full rights to claim that maximum teaching assignment at the assignment meeting for the next school year. At this assignment meeting, the teacher shall not be considered displaced unless his position is not available, i.e., his position is held by a person with greater seniority or his position no longer exists.

ARTICLE V

EMPLOYMENT STANDARDS

The Board agrees to the following statement of policy:

- A. No new teacher shall be employed by the Board for a regular teaching assignment who does not have a Bachelor's degree from an accredited college or university.
- B. The employment of teachers upon special certificates is to be permitted only in cases of absolute necessity or where the teacher has outstanding credentials, and the Association shall be so notified in each instance.
- C. No substitute teacher serving in the same position for ten (10) days or more shall be hired under the provisions of the State Board of Education special 90-day certificate. Daily substitute teachers shall not be hired with a special 90-Day certificate except when necessary.
- D. Since pupils are entitled to be taught by teachers who are working within their area of competence, teachers shall not be assigned, except temporarily and for good cause, outside the scope of their teaching certificates or their major or minor field of study and the Association shall be so notified in each instance.

ARTICLE VI

RIGHTS OF THE ASSOCIATION

- A. The Board agrees to observe the rights of teachers as outlined in Section 17.455 (9) Lawful to Organize; 17.455 (10) Unfair Labor Practices; 17.455 (11) Exclusive Representation Grievance Procedure, of Act 379 of Public Acts of Michigan 1965.
- B. The Board specifically recognizes the right of its professional staff to invoke the assistance of the Michigan Employment Relations Commission.
- C. The Board, through the superintendent or his designee, shall upon request provide the Association with any public documents which will assist the Association in developing intelligent, accurate, informed and constructive programs on behalf of the teachers and their pupils, together with any other available information which may be necessary for the Association to process grievances under this Agreement.
 - 1. The Association shall be provided with copies of the minutes of official Board meetings and all other printed materials that are distributed to Board members at official meetings except materials deemed confidential by law as soon as possible after such meetings. A copy of the official agenda of the meeting will be available to the Association at the Superintendent's office prior to said meeting.
 - 2. The Board shall furnish the Association all available information concerning the financial resources of the district including, but not limited to, tentative budgetary requirements and allocations.
- D. The Association or any committee thereof shall have the right to use school buildings and facilities without charge for professional meetings during times when the building is covered by the operating staff. Room arrangements shall be made with the principal involved.
 - 1. The Association shall have use of all equipment at reasonable times, when such equipment is not in use, and under procedures approved by the principal or superintendent of schools. The Association agrees to reimburse the Board for any damage to equipment entrusted to its use and care.
 - 2. All reasonable requests for use of office, lounge, and workroom bulletin boards shall be granted to the Association.
 - 3. School mail service shall be granted to the Association.
 - 4. The Association agrees to pay at school cost for all materials used for its purposes.

Article VI - Rights of the Association (continued)

5. Any deviations from above shall be done only with the full knowledge and consent of the building principal.

E. In accordance with the terms of this article, 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.

1. Association Members. Bargaining unit members joining the Association shall pay fees to the Association in accordance with its policies and procedures.

2. Service Fee Payers. Bargaining unit members not joining the Association shall pay a service fee to the Association as determined in accordance with the legally permissible MEA policy and procedures regarding objections to political-ideological expenditures. 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.

3. Non-payment of Dues or Service Fees. If a bargaining unit member does not pay the appropriate amount of dues or legally permissible service fee to the Association, upon written notification by the Association, the employer shall deduct that amount from the bargaining unit member's wages and remit same to the Association.

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 by the Association. The parties agree that the failure of any bargaining unit member to comply with the provisions of this article is just cause for discharge from employment.

4. Payroll Deduction. Upon written authorization by a bargaining unit member or pursuant to paragraph E.3 the employer will deduct the appropriate amount of the dues or service fees from the bargaining unit member's wages.

The deduction of membership dues shall be made equally from the paychecks beginning in October and ending in June of each year, unless other arrangements have been mutually agreed upon by the Association and the Board.

Monies so deducted will be transmitted to the Association, or its designee, no later than thirty (30) calendar days following each deduction, accompanied by a list of bargaining unit members from whom deductions have been made.

Article VI - Rights of the Association (continued)

5. The Association agrees to indemnify and hold the Board harmless against any and all claims, demands, costs, suits, damages, awards, judgments, or other forms of liability that may arise out of or by reason of any action taken by the Board for the purpose of complying with this article. It is specifically and expressly agreed that any payment for these specified reasons shall be made directly from the Association to the demanding party. The Association shall have full control of any litigation, including choice of attorney, and power to settle or compromise any claim, arising hereunder.

- F. The Association shall deal with ethical problems arising under the Code of Ethics of the Education Profession in accordance with the terms thereof and the Board recognizes that the Code of Ethics of the Education Profession is considered by the Association and its membership to define acceptable criteria of professional behavior. The Board shall not require any teacher as a condition of continued employment to violate the Code of Ethics of the Education Profession.

- G. There shall be twenty-five (25) MPEA days for use by the duly elected officers of the Association in the conduct of official Association matters and during which their absence from school is necessitated. Arrangements must be made one week in advance of the date of absence, via notification in writing by the Association President to the Superintendent.

Any deviations from the above must be approved by the Superintendent.
 1. For the purpose of this Article, duly elected officers shall be defined as follows: MPEA President; MPEA Vice-President; the Secretary and/or Treasurer of the MPEA; and Delegate Assembly Representatives.
 2. Upon recommendation of the Association Executive Committee, members of the Association other than the duly elected officers may be awarded MPEA days.

- H. The president of the MPEA shall be granted 100% released time without loss of benefits nor contractual rights during the term in office for the purpose of engaging in Association (local, state, national) activities.
 1. Notification of the released time shall be made through the Administrative Assistant for Personnel by April 1 of the preceding year. The Board agrees to restore the president to his "current assignment", subject to the staffing process, upon expiration of his term of office.
 2. When the Association president has released time, he shall meet his contractual responsibilities.

Article VI - Rights of the Association (continued)

3. The Association agrees to reimburse the Board fifty (50) percent of the president's released time salary and a like percentage of the amount the Board pays to Michigan Public School Employees Retirement System (MPSERS) equal to fifty (50) percent of the president's released time from his normally assigned job duties.
 4. The Board will provide benefits as specified in the Agreement.
- I. At the beginning of the school year, the Association shall provide a list of all Association meeting dates to the Administration. Time after the regularly scheduled school day on these dates shall be reserved for Association meetings.

ARTICLE VII

PERSONNEL COMMITTEE

- A. The Board and the Association shall appoint a personnel committee to serve in an advisory capacity to the Board. Such committee shall be representative of the administrative and teaching staff.
- B. The function of this committee shall be to review, evaluate and make reports on applications for leaves of absence, professional growth, extra pay for extra duty and other matters which may be assigned to the committee by joint action of the Board and/or the Association.
- C. The personnel committee shall meet on the second Monday of each month from September through May and at other times as deemed necessary by the Board and/or the Association.

ARTICLE VIII

PROFESSIONAL STUDY COMMITTEE

- A. There is hereby established a Professional Study Committee composed of eight (8) members: four (4) members appointed by the Executive Board of the Association, and four (4) members from the administrative group appointed by the Board of Education. The Mt. Pleasant Education Association appointees will fill staggered years of appointment in an effort to provide continuity of MPEA membership on this committee. It is agreed that the PSC shall cooperate in an on-going study and shall provide effective consultation with and assistance to the Board whereby it may bring about needed improvements, desirable changes and innovations in teaching methods and techniques, class composition, curriculum and any other phases of the instructional program. PSC shall establish task forces or ad hoc committees as necessary.
- B. The parties agree that the PSC serves in an advisory, consultative, and fact-finding capacity only. The failure of the Board to place any of the recommendations of the PSC into effect shall not constitute the basis for a grievance.
- C. Members of the PSC shall continue to develop and refine operating rules for effective consultation with the Board and the professional staff. When meetings are held with the Board's approval during school hours, these days shall count as teaching days. If extensive consultation or development of the school instructional program requires summer or other vacation participation, the Board agrees to make appropriate compensation for the time involved.
- D. The PSC shall consider, but shall not be restricted to, the study of instructional matters in need of review, revision, experimentation or innovation. It shall submit a written report and recommendations to the Board on or before the regular December meeting of the Board; and as soon as possible thereafter, copies of said report shall be made available to the professional staff. When the Board has not received a task force report, the P.S.C. will categorically describe in its report to the Board, those task force recommendations not included in the P.S.C. report.
- E. When a bargaining unit member serves as the PSC Chairperson, he shall be paid a stipend of 10% of the BA Base per year. Upon written request from the PSC, the Superintendent may grant some released time for the bargaining unit PSC Chairperson and/or PSC members.

ARTICLE IX

PROFESSIONAL GRIEVANCE PROCEDURE

A. Definitions

1. A "Grievance" is a claim based upon an event or condition which affects the welfare or conditions of employment of a teacher or group of teachers and/or arising from the language of this Agreement or an alleged breach thereof.
2. An "aggrieved person" is the person or persons making the claim.
3. A "party of interest" is the person or persons making the claim and any person who might be required to take action, or against whom action might be taken in order to resolve the claim.

B. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to grievances. Both parties agree that, within the framework of this Agreement, these proceedings will be kept as informal and confidential as may be appropriate at all levels of the procedure.

C. Procedure

1. A claim by a teacher or the Association that there has been violation, or a misinterpretation or misapplication of any provision of this Agreement that affects the welfare or condition of employment of a teacher or group of teachers may be processed as a grievance as hereinafter provided.
2. The grievant may within thirty (30) school days of the incident or the discovery thereof if not apparent at the time of the incident invoke the formal grievance procedure on a form set forth in Appendix III, signed by the grievant and a representative of the Association, which form shall be available for the Association representative in each building. A copy of the grievance form shall be delivered to the principal or supervisor concerned. The principal or supervisor shall be given opportunity to study the grievance and make whatever revisions necessary. A copy of such revision shall be sent to the Association.
3. Within three (3) school days of receipt of the grievance, the principal or supervisor shall meet with the Association in an effort to resolve the grievance. The principal or supervisor shall indicate his disposition of the grievance in writing within three (3) school days of such meeting and shall furnish copy thereof to the Association.

Article IX - Professional Grievance Procedure (Continued)

4. If the Association representative is not satisfied with the disposition of the grievance, or if no disposition has been made within three (3) school days of such meeting (or six school days from the date of filing, whichever shall be later), the grievance shall be transmitted to the Superintendent or his designee. Within five (5) school days, the Superintendent or his designee shall meet with the Professional Rights and Responsibilities Committee on the grievance and shall indicate his disposition of the grievance in writing within three (3) school days of such meeting, and shall furnish a copy thereof to the Association.
5. If the PR & R Committee is not satisfied with the disposition of the grievance by the Superintendent or his designee or if no disposition has been made within the period above provided, the grievance may within ten (10) days be submitted to arbitration before an impartial arbitrator. If the parties cannot agree as to the arbitrator, he shall be selected by the American Arbitration Association in accord with its rules which shall likewise govern the arbitration proceeding. The arbitrator so selected shall confer with the parties and hold hearings promptly, or, if hearings have been waived, then from the date all proof and information has been submitted to him, and shall issue his decision not later than twenty (20) days from the date of the close of the same. The arbitrator's decision shall be in writing and shall set forth his findings of fact, reasoning, and conclusions on the issues submitted. The Board and the Association shall not be permitted to assert in such arbitration proceeding any ground or to rely on any evidence not previously disclosed to the other party. The arbitrator shall have no power to alter, add to, or subtract from the terms of this Agreement. Both parties agree to be bound by the award of the arbitrator and agree that judgment thereon may be entered in any court of competent jurisdiction.
6. The fees and expenses of the arbitrator shall be shared equally by the parties.
7. If any teacher from whom a grievance is sustained shall be found to have been unjustly discharged, he shall be reinstated with full reimbursement of all professional compensation lost. If he shall have been found to have been improperly deprived of any professional compensation or advantage, the same or its equivalent in money shall be paid to him.
8. Any action to discipline, demote, or discharge a teacher subject to a hearing under the MICHIGAN TEACHER TENURE ACT shall be exempt from arbitration.
9. The time limits provided in this Article shall be strictly observed but may be extended by written agreement of the parties. In the event a grievance is filed after May 15 of any year and strict adherence to the time limits may result in hardship to any party, the Board shall use its best efforts to process such grievance prior to the end of the school term or as soon thereafter as possible.

Article IX - Professional Grievance Procedure (Continued)

10. If an individual teacher has a personal complaint which he desires to discuss with a supervisor, he is free to do so without prior written notification to the Association and opportunity for an Association representative to be present, nor shall any adjustment of a grievance be inconsistent with the terms of this Agreement. In the administration of a grievance procedure, the interests of the teachers and the best interests of education shall be the sole responsibility of the Association.
11. No reprisals of any kind shall be taken by either party or by any member of the administration against any party in interest, any Association representative, or any other participant in the grievance procedure by reason of such participation.

D. Miscellaneous

1. All documents, communications and records dealing with the processing of a grievance shall be filed separately from the personnel files of the participants.
2. Forms for filing grievances, serving notices, taking appeals, making reports, and recommendations, and other necessary documents will be jointly prepared and given appropriate distribution by the Superintendent so as to facilitate operation of the grievance procedure.
3. The sole remedy available to any teacher for any alleged breach of this Agreement or any alleged violation of his rights hereunder will be pursuant to the grievance procedure; provided, however, that nothing contained herein will deprive any teacher of any legal right which he presently has, provided that if a teacher elects to pursue any legal or statutory remedy, such election will bar any further or subsequent proceedings for relief under the provisions of this Article.
4. In the course of investigation of any grievance, representatives of the Association shall report to the principal of the building being visited and state the purpose of the visit immediately upon arrival.
5. Every effort shall be made to avoid interruption of classroom activities and to avoid involvement of pupils in all phases of the grievance procedure.

ARTICLE X

RIGHTS OF THE TEACHER

- A. The Board recognizes its responsibility to continue to give reasonable support and assistance to all teachers with respect to the maintenance of control and discipline in the classroom.
- B. The Board shall provide special education programs as mandated by Department of Education guidelines.
- C. Any assault by a child upon a teacher shall be promptly reported to his immediate supervisor. In the event of such an assault, or if a teacher is complained against or threatened with civil action by reason of disciplinary action taken against a student, which is not inconsistent with the provisions of section D below, the teacher involved may, through the Association, request assistance from the Board in such matter, and the Board shall provide such legal counsel.

If it is ultimately determined that the teacher is found innocent, or has acted appropriately, or a mutual settlement has been agreed upon; the Board shall pay the legal fees for the teacher which are not otherwise covered.

- D. The Association agrees that all teachers shall observe rules respecting punishment of students as established by the Board or required by state law.
 - 1. "Corporal punishment" means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline.

Corporal punishment does not include physical pain caused by reasonable physical activities associated with athletic training.
 - 2. A bargaining unit member may use reasonable physical force as necessary to maintain order and control in a school or school-related setting for the purpose of providing an environment conducive to safety and learning. In maintaining that order and control, the person may use physical force upon a pupil as may be necessary:
 - a. to restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school district functions within a school or at a school-related activity, if that pupil has refused to comply with a request to refrain from further disruptive acts.

Article X - Rights of the Teacher (Continued)

- b. for self-defense or the defense of another.
- c. to prevent a pupil from inflicting harm on himself or herself.
- d. to quell a disturbance that threatens physical injury to any person.
- e. to obtain possession of a weapon or other dangerous object upon or within control of a pupil.
- f. to protect property.

Consistent with MCL 380.1312(7) in determining whether the employee acted in accordance with the above considerations, deference will be given to reasonable good-faith judgments made by the employee.

It is understood an employee is not obligated under the master contract to use physical force.

- 3. The employer will publish to all students and staff at the beginning of each school year such reasonable rules of conduct for students as shall be effective at the time. In addition to the general rules of the district, each teacher may establish additional rules for students during the time said students are in his charge.
- E. Teachers shall be expected to exercise reasonable care with respect to the safety of pupils and property of pupils and the Board, but shall not be responsible for loss or damage to any such property when such loss or damage is not the fault of the teacher. The Board shall provide comprehensive liability insurance protection for all teachers in its employ, with limits of \$500,000 for single injury; \$1,000,000 for single occurrence, and \$100,000 for the property of third parties against damages arising out of the negligence of any teacher while acting within the scope of his duties as such, subject to the exclusions contained in such policy. The Board shall continue to carry Workman's Compensation Insurance coverage for all teachers in the manner required by the laws of Michigan. Insurance carriers are to be selected by the Board.
- F. No teacher shall be required to provide health services, administer any first aid or medication or to perform any health screening. No teacher shall be required to perform procedures such as but not limited to suctioning, catheterization or attending to the personal hygiene needs of the student. It is understood that teachers will act in a reasonable manner in emergency situations.
- G. No teacher shall be required to transport any child for any reason.

Article X - Rights of the Teacher (Continued)

- H. The Board shall continue to provide in sufficient quantity special and protective clothing (such as smocks for art and home economics teachers, and aprons for manual training and chemistry teachers) and safety devices required by the nature of the teaching assignment now furnished and uniformly used throughout the school system, and it shall provide for the maintenance and/or replacement of such articles. Other similar needs shall be considered by the Board upon request of the Professional Study Committee.
- I. The Board shall reimburse a teacher, in an amount not to exceed \$100 for loss, damage, or destruction while on duty in the school, of his personal property of a kind normally worn or brought to the school building, when the same has not been caused by the negligence of the teacher. This obligation shall not encompass wear, tear or gradual deterioration of property or loss of money. This obligation shall also extend to loss, damage, or destruction of a teacher's personal property while left unattended in any automobile parked on school premises, provided such automobile is equipped with a fully enclosed body, the doors and windows of which shall have been securely locked. This obligation shall not extend to any loss or damage to motor vehicle of a teacher. This obligation shall extend only to any such loss, or that portion of such loss, not covered by insurance taken out by the teacher, and shall be payable only after the teacher has first exhausted all possibility of collecting for such loss under his own insurance, if any.
- J. All monitoring or observation of a teacher shall be conducted openly and with full knowledge of the teacher. When such monitoring or observation is done by other than professional staff, it shall be done not only with full knowledge of the teacher, but also with the teacher's consent. It shall include, but not be restricted to, closed-circuit television, public address or audio systems and similar devices.
- K. **Review of Personnel File**
1. Each teacher shall have the right upon request to review the contents of his personnel files, maintained at the teacher's school or at the Administrative Building. A representative of the Association may, at the teacher's request, accompany the teacher in this review. The review shall be made in the presence of the administrator responsible for the safe-keeping of those files.
 2. Privileged information such as confidential credentials and related personnel references normally sought at the time of employment are specifically exempted from review. The administrator shall, in the presence of the teacher's authorized representative, remove these credentials and confidential reports from the file prior to a review of the file by the teacher.

Article X - Rights of the Teacher (Continued)

3. All communications, including evaluations by Mt. Pleasant administrators, commendations, and validated complaints directed toward the teacher which are included in the personnel file, shall be called to the teacher's attention at the time of inclusion.
- L. No regularly assigned teacher will be used as a substitute teacher, except for short-term emergencies and then only with his written consent. If a teacher agrees to serve as a substitute, he shall be compensated at the rate of ten dollars (\$10.00) per class hour if the substitution period is in excess of his regular class load.
- M. Professional Conferences
1. In the belief that attendance at professional meetings is desirable to maintain and improve professional competence and proficiency, and to enhance the educational program of the school district, teachers shall be encouraged to participate in such meetings.
 2. Respecting the uniqueness of each building and/or department, the Board agrees that additional conference time may be granted at the request of the Department Coordinator and discretion of the immediate supervisor and the Superintendent.
 3. Travel, meals, lodging, and registration shall be deemed appropriate expenses reimbursable by the Board, as shall the cost of substitute teachers needed to relieve participants.
 4. Approved professional conference days shall count as teaching days.
- N. All new teachers shall be provided with copies of the following when the contract is offered: (1) Master Agreement; (2) Tenure Policies; (3) Certification Procedure; (4) Personnel Policies.
- O. Upon consideration for second or third level probationary status, recommendation for tenure status, reassignment, or promotion, a teacher shall prior to the release of such information to the news media:
1. Be consulted with by his immediate supervisor prior to the review of his status before the Board.
 2. Be sent prompt written notice of any action taken by the Board pertaining to his employment status.

Article X - Rights of the Teacher (Continued)

- P. Attendance at schools shall not be required for building teaching personnel if pupils are excused because of weather or travel conditions.
- Q. The Association recognizes the importance of long-term planning and daily preparation for learning experience based upon educationally sound goals and objectives. To assure the most efficient, effective use of pupil time, teachers shall plan for individual groups of children in a systematic manner. Teachers, from time to time, are expected to request the assistance of their immediate supervisors, in cooperatively evaluating the learning experiences developed for their pupils. Teachers shall assume the responsibility for providing adequate plans for the use of substitute teachers whenever their absence requires the presence of a substitute.
- R. All members of the Mt. Pleasant Education Association shall have the right to all provisions under the tenure law.
- S. With respect to any complaint against any teacher by a parent, guardian, student, another school employee, or citizen, the following procedures shall be followed:

1. The complaining party shall be encouraged to first attempt to resolve the problem directly with the teacher involved or the building principal. Then, at the request of either or both the complainant and teacher involved, the principal shall attempt to arrange a conference between all parties concerned in order to resolve the problem. If, however, either the complainant, or teacher objects to a conference of all the parties, the principal shall discuss the matter with the involved parties separately. In any event, the teacher shall be notified of the complaint.

If, as a result of a parent or student complaint, a student suffers a reprisal, the teacher shall be subject to a disciplinary action.

2. No action under this Section shall be taken upon any complaint directed toward a teacher, nor shall any notice thereof be included in said teacher's personnel file or evaluation, unless the matter is reported in writing to the teacher concerned within 10 school days of the complaint. In order for a complaint to be acted upon or to be included in said teacher's personnel file, it must be timely. That is, the complaint must be made within the school year in which the incident occurs or the summer of that school year.

If the complaint relates to an alleged sexual offense with a student, the time limit shall not apply.

Article X - Rights of the Teacher (Continued)

In the event that a complaint occurs during the last week of a school year or during the summer, a certified letter shall be sent to the teacher notifying him of the complaint, within 14 calendar days.

- T. The Board agrees to follow a policy of progressive discipline which includes verbal warning, written warning, reprimand, suspension with pay, suspension without pay, and discharge. In those incidents involving serious infractions, nothing shall obligate the Board to go through each step of the progressive discipline chain.
 - 1. All information forming the basis for disciplinary action including clearly designated written confirmation of verbal warnings, clearly designated written warnings and reprimands will be given in writing to the teacher and the Association within ten (10) school days of such disciplinary action. All copies will be noted on the original. Reprimanding shall be done in person or by certified letter.
 - 2. A teacher shall have the right to request a representative of the MPEA present.
- U. The Board agrees not to perform or require random drug testing of bargaining unit members. Also the Board agrees not to perform or require total group drug testing of bargaining unit members.
- V. Subsequent to an initial Individualized Educational Planning Committee (IEPC) meeting, general education teachers who are scheduled to continue providing services to a mainstreamed student will be invited to attend the student's IEPC to provide input which is consistent with the purpose and authority of the IEPC as set forth in the Michigan State Board of Education Rules for Special Education.

Upon receipt of a written request from a general education teacher in whose classroom a special education student has been placed, the administration will review the request and make a determination as to what training, consultive assistance from special education staff, materials or other assistance, if any, may be provided. The teacher shall be updated, in writing, as to the status of the review within five (5) school days.

ARTICLE XI

SICK LEAVE AND SICK LEAVE BANK

- A. The primary purpose of the sick leave allowance is to cover the absence of a teacher from school because of personal illness sufficiently severe that it would make his presence in school inadvisable. Sick leave applies only to absences resulting from illness of the employee and not absence caused by illness in the immediate family, except as described in Emergency Leave.
- B. Each teacher shall be provided ten (10) sick leave days per year when the yearly contract goes into effect. Each year's unused portion of sick leave days shall accumulate to a maximum of one hundred and ten (110) days. Any teacher having more than 110 days would be grandparented until that amount drops below 110.
- C. A leave of absence not to exceed one year will be considered for health reasons without jeopardy to a tenure contract. The Board will grant automatically to the applicant any unused sick leave days that he has accumulated.
- D. All personnel who request leaves of absence during the school year for clinical observation and/or surgery or other treatment will present to the Superintendent a doctor's certificate stating that such observation and/or treatment is necessary for the well-being of the employee.
- E. Any teacher who is absent because of injury or disease compensable under the Michigan Worker's Compensation Law shall receive from the Board the difference between the allowance under the Worker's Compensation Law and his regular salary for the duration of the illness and shall be charged against sick leave. Salary benefits received from the insurance carrier for Worker's Compensation are to be endorsed to the school district as long as sick leave benefits are received.
- F. To afford the maximum protection against a prolonged illness, the following sick leave bank shall be established for all teachers of the District, and each teacher covered by this Agreement shall participate as follows:
 - 1. Beginning each school year, each new employee shall contribute one (1) day of his sick leave to the bank. In order to help establish the bank during the 1968-69 school year, the Board of Education donated sick leave days equivalent in number to those donated by the teachers.
 - 2. When the sick leave bank falls to below one hundred and fifty (150) days, the Board shall assess each employee one (1) day of his sick leave.

Article XI - Sick Leave and Sick Leave Bank (Continued)

3. Additions to the bank may be made as required at the beginning of each semester according to the above limitations.
 4. Any teacher on sick leave, having exhausted his own sick leave and after having waited three (3) days, may apply to participate in the sick leave bank by filing an application in the Superintendent's office.
 5. A maximum of one hundred eighty (180) days may be granted per appeal from the bank at 80% of his regular daily rate of pay. The Sick Bank Appeal Board may require that a teacher apply for LTD benefits as a condition for continued use of the sick bank. As soon as an individual qualifies for long-term disability insurance benefits, sick bank coverage shall cease.
 6. Upon recommendation of the Appeal Board, additional days may be granted at the discretion of the Superintendent and the Appeal Board.
 7. Persons withdrawing sick leave days from the bank will not have to replace these days except as a regular contributing member of the bank.
 8. If it appears that an individual is abusing the above policy, the Appeal Board may direct said individual to be examined by two doctors of the Appeal Board's choosing to determine if the illness is valid. The cost of such examination will be paid by the Board.
 9. The Appeal Board may grant or suspend sick leave days from the bank. Their judgment and/or decisions will be final.
 10. The sick leave Appeal Board shall consist of two (2) members of the Mt. Pleasant Education Association and two (2) representatives designated by the Board.
- G. These provisions and benefits terminate at the expiration of this Agreement. New requests can only be considered within the terms and length of the existing Agreement. Requests for use of sick leave and sick leave bank terminate within the time limit of each agreement and do not automatically extend into the new agreement period. New requests can only be considered on the basis that services can and will be delivered within the normal terms of the Agreement. Extended use of sick leave bank is not considered under the normal terms of the Agreement.
- H. Thirty percent (30%) of an individual's unused sick days shall be contributed to the sick leave bank upon his retirement or termination. The number of sick days in the bank shall not exceed five hundred (500) days.

ARTICLE XII

LEAVE OF ABSENCE

- A. Any teacher whose personal illness extends beyond the period compensated under Article XII shall be granted a leave of absence without pay for such time as is necessary for complete recovery from such illness. Upon return from sick leave, a teacher shall be assigned to the same position if available, or if not available a substantially equivalent position.
- B. Leave of absence with pay chargeable against the teacher's sick leave allowance shall be granted annually for a maximum of five (5) days for illness in the immediate family. Additional days for family illness may be granted by the Superintendent. Critical family illness may be defined as:
1. Illness to immediate family member(s) warranting hospital care.
 2. Accident or injury to immediate family member(s) necessitating emergency care.
 3. Other reasons as justified to immediate administrative supervisor.
- C. Leave of absence with pay not chargeable against the teacher's sick leave allowance shall be granted for the following reasons:
1. At the beginning of each school year, each teacher shall be granted one (1) professional day and two (2) personal days. Personal days and professional days shall accumulate as professional days. If a teacher has used his accumulated professional days and wants to participate in a professional development activity which supports the district strategic plan or the building school improvement goals related to student achievement, a school business day(s) shall be granted.
 - a. After conferring with the principal or immediate supervisor in advance, a professional day(s) may be used for any educational purpose at the discretion of the teacher. Notification should be made at least one week in advance of a planned absence.
 - b. After conferring with the principal or immediate supervisor in advance, a personal day(s) may be used for any matter at the discretion of the teacher. Notification shall be given at least 24 hours in advance except in cases of emergency.

Article XII - Leaves of Absence (Continued)

- c. Notification of the intent to use a personal day(s) or professional day(s) shall be made in writing in triplicate. After being reviewed by the Superintendent, one copy will be returned to the principal or immediate supervisor and one copy returned to the teacher for his personal file.
 - d. Extension of travel time to participate in school conferences or visitations as designated within the professional day(s) may be granted on request to the Superintendent.
 - e. The use of personal or professional day(s) shall be subject to the approval of the Superintendent if the day(s) requested are prior to or following holidays and vacations.
 - f. There will be no loss of leave days or pay to teachers who pre-arrange personal or professional absences when schools are closed because of inclement weather, unless additional salary expense has been incurred or if professional absence occurs. Attempts will be made to cancel financial obligations.
 - g. Professional days used to visit ongoing programs and demonstrations at conferences will be followed by formal feedback to staff.
 - h. The Board of Education encourages teachers to participate in local and state conferences which are designed to enhance professional performance. A bank of 1/4 day per full-time teacher shall be held (non-cumulative) for teacher participation, used in conjunction with professional days as granted in C.1., providing no additional expenses shall be incurred by the Board. Each building or divisional staff shall develop policies for use of such days.
2. A maximum of five (5) school days for a death in the immediate family: spouse, father, mother, grandparents, father-in-law, mother-in-law, children, grandchildren, brother, sister, brother-in-law, and sister-in-law. Additional time may be granted at the discretion of the Superintendent or his designee.
 3. Three (3) school days for attendance at the funeral service of a person whose relationship to the teacher warrants such attendance. Extensions may be granted by the Superintendent or his designee.
 4. Absences for jury service shall be approved absences. Compensation received (not to include expense reimbursement) other than from the Board for such service, shall be submitted to the Superintendent or his designee.

Article XII - Leaves of Absence (Continued)

5. Court appearance as a witness in any case connected with the teacher's employment or the school, or whenever the teacher is required to attend any proceeding. Compensation received (not to include expense reimbursement), other than from the Board for such service, shall be submitted to the Superintendent or his designee.
 6. One (1) day to take the selective service physical examination.
- D. Leaves of absence without pay, not to exceed one (1) year may be granted upon application to tenure teachers for the purpose of study and research.

Upon return from such leave, a teacher shall be placed in the same position on the salary schedule as he would have been had he taught in the district during such period.

E. Disability Leave

ANTICIPATED DISABILITY LEAVES PRELIMINARY PROVISIONS

Any employee who anticipates undergoing a state of disability such as, but not limited to, surgery, hospital confinement, medical treatment, pregnancy, etc., may apply for a leave of absence based upon said anticipated disability in accordance with provisions hereinafter set forth, in which instance such leave of absence shall be chargeable to the sick leave account of said employee.

Request for leave based on claim of anticipated disability:

1. Any employee who desires to continue in the performance of his duties during a period expected to lead to a state of disability shall be permitted to do so provided said employee is physically capable of continuing to perform his duties and further stating up to what date, in the opinion of his physician, the employee is capable of performing said duties.
2. In the event the physician of an employee who anticipates a state of disability shall be of the opinion that said employee is capable of performing his duties up to a specified date but the medical examiner of the Board of Education shall be of a contrary opinion, then the employee and the Board shall mutually agree upon the appointment of an impartial third physician whose medical opinion shall be conclusive and binding on the issue of medical capacity to continue in the performance of duties. In the event of the inability of the employee and the Board to agree upon the appointment of the third physician, such appointment shall be made by the County Medical Society. The expense of any examination by an impartial third physician shall be at the expense of the Board of Education.

Article XII - Leaves of Absence (Continued)

3. In no event shall the Board be obligated to permit an employee anticipating a state of disability to continue in the performance of his duties where the performance of said employee has substantially declined from that performance demonstrated by said employee at the time immediately prior to the time when notification was given of the state of anticipated disability.
4. All policies, practices, rules and regulations applicable to employees who are granted sick leave shall be applicable to all employees applying for leave under Section A of this regulation and policy. Such employees shall receive no lesser consideration than any other employee nor shall they receive any greater consideration.
5. The employee requesting a leave under the provisions of this Section E shall specify in writing the date on which he wishes to return to employment following recovery from said disability. Such requests shall be consistent with the foregoing provisions.
6. The Board shall have the right to require any employee who has been on a disability leave and who desires to return to his duties by a fixed date following recovery from disability to produce a certificate from his physician stating that he is capable of resuming his duties. In the event of a difference of opinion between the employee's physician and the Medical Examiner of the Board relative to the resumption of duties by said employee, the provisions of Paragraph E.2. shall be applicable as to the method of resolving such disagreement.
7. Whenever, in the opinion of the Board, the dates for the commencement of an anticipated disability leave and/or the dates for the resumption of duties would substantially interfere with the administration of the school or with the education of the children, the requested dates may be changed by the Board. If a teacher must extend leave time at request of the Board, it should not work to the financial disadvantage of the teacher.
8. Ordinarily, an employee who has undergone hospital confinement shall be expected to resume his duties subject to the provisions of paragraph E.7. above, within fifteen (15) calendar days of the date of discharge from the hospital, provided, however, that such resumption of duties is not medically contraindicated.

Article XII - Leaves of Absence (Continued)

9. Where disability leaves have been approved, the commencement or termination dates thereof may be further extended or reduced for medical reasons upon application by the employee to the Board. Such extensions or reductions shall be granted by the Board for additional reasonable periods of time provided, however, that the Board may alter the requested dates upon a finding that such extension or reduction would substantially interfere with the administration of the school and/or with the education of the pupils and, provided further, that such change by the Board is not medically contraindicated.
 10. The provisions of this regulation and policy shall not be deemed to impose on the Board any obligation to grant or extend a leave of absence of any certificated employee beyond the end of the contract school year in which the leave is obtained.
- F. A teacher (male or female) shall be entitled upon request, to a leave, without pay, to begin at any time between the birth of a child and one (1) year thereafter, and ending at the completion of the school year in which the birth occurred.
- G. A teacher adopting a child (i.e., one (1) year of age or less) shall be entitled upon request to a leave without pay to commence at any time during the first year after receiving de facto custody of said child, or prior to receiving such custody if necessary in order to fulfill the requirements of adoption.
- H. A leave of absence up to two years shall be granted to any teacher for the purpose of participating in exchange teacher programs in other states, territories, or countries; foreign or military teaching programs; Peace Corps, teacher corps, or job corps as a full-time participant in such a program, or a cultural travel or work program related to his professional responsibility; provided said teacher states his intention to return to the Mt. Pleasant School System. Upon return from such leave, a teacher shall be placed in the same position on the salary schedule as he would have been had he taught in the district during such period. Any waiver of this plan will be by mutual agreement between the Association and the Board.

Article XII - Leaves of Absence (Continued)

- I. Teachers who are officers of the State Association or are appointed to its staff, shall, upon proper application, be given leave of absence for one (1) year without pay for the purpose of performing duties for the said Association. Teachers given leaves of absence without pay shall receive credit toward annual salary increment on the schedule appropriate to their rank.
- J. Military leaves of absence shall be granted to any teacher who shall be inducted or shall enlist for military duty to any branch of the Armed Forces of the United States until expiration of the first enlistment or the duration of the national emergency. Such teachers shall be restored to employment with the District and shall be given the benefit of any increments, provided that such teachers report for teaching assignments at the outset of the semester, immediately following such discharge from service.
- K. A teacher elected or selected for a full-time public office which takes him from his teaching duties with the school system shall, upon prior written request, receive a leave of absence without pay for the term of such office or two (2) years, whichever is less. Unless such teacher returns within the time limit specified hereinbefore, such leave of absence shall terminate unless it has been renewed for a specific period with the approval of the Superintendent.
- L. A teacher upon written request submitted at least thirty (30) days in advance shall be granted a leave of absence for a full semester or full school year provided there is a teacher on layoff who can be returned to work in the teacher's position and granting the leave would result in a net cost savings to the school considering all costs attendant to the leave and return from leave. The teacher must begin and return from the leave at the end of a semester. Seniority will continue to accumulate while on this leave.
- M. All leaves of absence may be extended upon request by the teacher and approval by the Board of Education.
- N. The leaves established in sections D,F,G,H,I,J,K and L of this article shall be subject to the following conditions.
 - 1. All leaves of absence shall be for the remainder of a semester or school year, or full semester or school year at the option of the teacher, unless otherwise arranged with and approved by the Board.
 - 2. Return to employment upon expiration of leave is subject to the provisions of Article IV, "Vacancies, Staffing Procedures, Layoff and Recall."

ARTICLE XIII

TEACHING CONDITIONS

A. Physical Environment

1. The parties recognize that the availability of optimum facilities for both pupil and teacher is desirable to insure the high quality of education that is the goal of both the Association and the Board. It is also acknowledged that the primary duty and responsibility of the teacher is to teach. The organization of the school and the school day should be directed to insuring that the energy of the teacher is primarily utilized to this end.
2. The Board shall make available the following provisions for special services, i.e., school psychologist, speech therapists, physical therapist, consultants for hearing impaired and emotionally impaired, testing services: (1) rooms which may be smaller than standard classroom size, e.g., to accommodate ten students and the teacher; and (2) equipment and materials for such special services centrally located in each building.
3. The Board shall make available in each school a lunchroom-lounge and separate lavatory facilities for staff use.
4. Telephone facilities shall be made available to teachers for their reasonable use and in a location most convenient for the majority of teachers.
5. The Board of Education shall make every effort to provide safe and clean buildings. Any known unsafe conditions are to be brought to the attention of the building administrator as soon as possible. The building administrator shall investigate and then initiate corrective action where appropriate to ensure the safety of students and staff as soon as possible. The Board shall notify the staff of any known hazard to their health and safety.
6. The Board agrees to provide adequate storage for musical instruments and to provide carts to help move equipment from room to room.

B. The School Day

1. A teacher shall recognize his obligation to be prepared to meet his classes, shall arrive in sufficient time to be prepared to meet his responsibilities to his classes, and remain for a reasonable amount of time after the close of the pupil's day, or after his last teaching assignment to make suitable preparation. The suggested arriving and leaving times for all teachers shall be thirty (30) minutes prior to their first assignment and following their last teaching assignment.

Article XIII - Teaching Conditions (Continued)

2. It is understood that on Fridays, and on days preceding holidays, teachers shall be free to leave the school building at the time of the pupils' dismissal or as soon as teachers have ascertained that satisfactory arrangements have been made for pupils to reach home by walking, busing, or parent pick-up. In case of inclement weather, teachers shall be free to leave the school building at the time of the pupils' dismissal when the teachers have ascertained by checking with the building principal that satisfactory arrangements have been made for pupils to reach home by walking, busing, or parent pick-up.

3. The normal weekly teaching load in the elementary schools shall not exceed 1575 minutes.* (See note after Section B.6) Supervisors of elementary recess shall be paid the amount specified in Schedule B. In the event no teacher accepts the Schedule B position, the teachers in the building shall cooperatively determine recess responsibilities. Every attempt shall be made to schedule the elementary "specials" (art, music, physical education, and library) and recess responsibilities so that each elementary teacher may have one break each student instruction day unless the teacher(s) requests otherwise. Teachers shall be granted one 30-minute session per week when their students are scheduled to use the media center to be designated and used for planning purposes. Elementary teachers shall not be required to submit the seven (7) week state attendance report. Music and physical education currently are scheduled to normally average forty-five (45) minutes per week in grades 1-6. Music and physical education are currently scheduled to average thirty (30) minutes per week in kindergarten classes. Physical education is scheduled to average thirty (30) minutes per week in developmental kindergarten classes. There shall be no departure from these norms except by mutual agreement between the Board and the Association.

Each elementary building shall be assigned two (2) permanent substitutes for two days each week. On these days the substitutes will release the teachers for collaboration and/or preparation time. The method of distribution and assignment of this time shall be made by the site based decision making team. The distribution of time shall average at least one hour per week per teacher.

4. Teachers are responsible for maintaining regular hours of work at their assigned schools on all duty days unless otherwise directed by the administration.

Article XIII - Teaching Conditions (Continued)

5. All elementary and pre-school teachers shall have a duty-free lunch period of not less than forty (40) minutes. All senior high teachers shall have a duty-free lunch period of not less than thirty-five (35) minutes, and all junior high teachers shall have a duty-free lunch period of not less than forty-four (44) minutes. Oasis high school teachers shall have a duty-free lunch period of not less than forty-five (45) minutes.

6. The normal workweek at West Intermediate shall not exceed 1,575 minutes including a minimum of 215 minutes of preparation time.* The normal work week at Mt. Pleasant High School shall not exceed 1,650 minutes including a minimum of 275 minutes of preparation time.* Student passing time is not to be included in this calculation. The normal work week at Oasis Secondary School shall not exceed 1,720 minutes, including a minimum of 200 minutes of preparation time.* In no case shall the maximum number of pupils per teacher exceed five (5) times the maximum number established in Article XIII, C.3. (i.e., 5 x 28 or 140 pupils per English Teacher). The teacher's workday shall follow the normal student day. Any deviation from this schedule shall be by mutual agreement of the Board and the Association.

*FOR 1997-98:

The school day shall be extended by 15 minutes. The normal weekly teaching load maximum for all teachers shall be increased by 75 minutes per week.

The average weekly time scheduled for elementary art, music and physical education shall also increase proportionately. The schedule will be approved through the 1996-97 TSB quarterly meetings.

7. In arranging schedules for teachers who are assigned to more than one school, an effort will be made to limit the amount of interschool travel. Mileage related to the work assignment shall be compensated at the current IRS business mileage rate. Such teachers shall be notified of any changes in the schedules by June 30 of each year.

On school days with altered schedules, part-time teachers shall be required to report only to those classes to which they are normally assigned. An alternate schedule must be mutually agreed upon between the teacher and the building administrator in the event the teacher is unable to attend the altered class time.

Article XIII - Teaching Conditions (Continued)

8. A teacher shall be ready to assume one voluntary extra- curricular activity which is not part of the extra pay for extra duty policy. If a teacher does not assume one voluntary activity, one may be assigned to that teacher. Performance of such activities shall not be included in a teacher's evaluation.
9. A teacher shall recognize his professional responsibility to attend and/or participate in PTA meetings. Teachers at MPHS and WI shall attend an Open House at the beginning of each year as scheduled in the calendar of the Master Agreement. Teachers shall attend parent-teacher conferences as scheduled in the calendar of the Master Agreement. Evening conferences and Open Houses shall not be included in a teacher's evaluation.
10. Teachers shall remain after the close of the pupil's day without additional compensation on two days each month to attend meetings called by the school principal. Such meetings shall last no longer than one hour and shall begin no later than ten minutes after the last regularly scheduled class. Teachers may place appropriate educationally related items on the agenda.

If the principal and the majority of the staff, as determined by secret ballot vote conducted within the first two weeks of the school year by the MPEA and administration, prefer to hold any of these meetings before school, they may do so with all staff members required to attend.

Once meetings are scheduled, the date or time of individual meetings may be changed by a majority vote of the staff. If a teacher has a conflict due to a change in a meeting date, the teacher shall not be required to attend the meeting.

11. The Association and the Board agree that some supervisory responsibilities shared among secondary teachers on an equitable basis are necessary school functions. The principal shall apprise the staff concerning which of these events teachers will be expected to attend, and from which teachers may be excused.
12. Secondary school teachers shall not be required to teach more than two (2) subjects nor more than a total of three (3) teaching preparations in any one semester. Secondary special education teachers may have more than two (2) subjects and/or three (3) preparations in any one semester.
13. Exceptions to the provisions of item 12 above may be made if: (a) the teacher will give his written consent; and (b) the parties agree that it is in the best interests of the educational process.

Article XIII - Teaching Conditions (Continued)

14. Elementary teachers shall be guaranteed preparation time during the time when specialized teachers are with their students including library.
15. All teachers shall utilize their preparation time according to their own professional judgment. It is recommended, as a courtesy and for health and safety reasons, that teachers notify the office if they leave the building during their preparation time. It is understood that teachers will not use their preparation time for outside gainful employment.

C. Alleviation of Crowded Conditions

1. The Association and the Board recognize that the availability of optimum school facilities for both student and teacher is desirable to insure the high quality education that is the goal of both the Association and the Board.
2. Every effort shall be made to accommodate each child in his neighborhood setting. Whenever an overload occurs, beyond the maximum listed in Article XIV, C.3., after the fifth school day of the beginning of the semester, certified paraprofessional aide time shall be provided. A classroom overload of one student shall constitute the need for one hour per day of paraprofessional aide time. This person shall be someone other than the full-time building aide.
3. Because the pupil-teacher ratio is an important aspect of an effective educational program, every effort will be made to maintain classroom loads within the following maximum standards and to minimize the inequities within the elementary school to the extent possible except in traditional large group instruction or experimental classes where teachers have voluntarily agreed to exceed these maximums. No other class shall be scheduled to exceed the maximum number of students after the fifth school day of the beginning of the semester, unless the Association president is notified at the time the overload is created.

<u>Elementary Schools</u>	<u>MAXIMUM PUPILS</u>
Developmental Kindergarten	22 with one aide
All Day/Alternate Day Kindergarten	26 with one aide
Kindergarten - 1	26 pupils
Grades 2 - 3	27 pupils
Grades 4 - 6	29 pupils
Combination Grades	24 pupils
Multi-Age Classrooms	Lower Grade #

Article XIII - Teaching Conditions (Continued)

b.	<u>Secondary Schools</u>	<u>MAXIMUM PUPILS</u>
	Honors	25 pupils
	English	28 pupils
	Social Studies	32 pupils
	Mathematics	32 pupils
	Science	28 pupils
	Language	32 pupils
	General Education	32 pupils
	Speech	28 pupils
	Sr. and Jr. High Reading Improvement	15 pupils
	Sr. High Reading Lab/Resource Room	**
	Music (General)	32 pupils
	Band	**
	Chorus	**
	Choir	**
	Art	30 pupils
	Health and Hygiene	30 pupils
	Physical Education	
	West Intermediate	40 pupils#
	Senior High School	40 pupils##
	English Writing Courses	25 pupils

		<u>MAXIMUM PUPILS</u>
	Low Level Science	25 pupils
	Low Level English	25 pupils
	Low Level Math	28 pupils

*Over 34 and to 37 to be determined by mutual agreement of instructor and principal. Percent secondary band and choir responsibilities and hours to be determined by mutual agreement of instructor and principal.

**To be determined by mutual agreement of instructor and principal.

#Over 45 and to 50 to be determined by mutual agreement of instructor and principal

##Over 40 and to 50 to be determined by mutual agreement of instructor and principal.

c.	<u>Counselors</u>	
	West Intermediate	Two (2)
	Senior High School	Three (3)
d.	<u>Psychologists</u>	Two (2)

Article XIII - Teaching Conditions (Continued)

C. 3. e. Special Education

Maximum class sizes for the special education programs shall not exceed guidelines as established by the State of Michigan Department of Education. When certified special education or bilingual elementary students are integrated in regular classes for half time or more, they will be counted as a double membership on class rolls.

The Association shall be notified of all applications for deviations and shall be provided with copies of all completed applications for deviations. Such notice and copies shall be provided at the time the application is made. In addition, the administration shall provide the Association with the rationale for the deviation.

f. Exploratory Classes

Home shop, general music, health, computers, communications, homemaking, and art comprise the West Intermediate School exploratory program. Because of the nine (9) week or twelve (12) week rotation of these classes, the class size shall be equal. No class shall exceed the maximum number of twenty-four (24) students. The class load for exploratory teachers shall be six (6) times the maximum number of students per class.

g. Pre-vocational and Vocational Classes

After the Fourth Friday, maximum class sizes for pre-vocational and vocational classes shall not exceed guidelines as established by the State of Michigan Department of Vocational Education nor shall they exceed the number of work stations in the classroom.

- D. The Board agrees to engage clerical aide for forty (40) hours weekly for the Senior High School, with work to be done within three (3) days, and twenty (20) hours weekly for the West Intermediate School to relieve teachers of nonteaching responsibilities. For each elementary school the Board agrees to engage one (1) aide for thirty-five (35) hours weekly. The best use of the aide (ISA) time shall be determined jointly by the certified staff and the principal of each building at the first staff meeting of each school year. These aides (Instructional Staff Assistants) will also assist with the end of the year audio-visual inventory. Plans for the orientation of ISAs and their substitutes, which will enable both aides and staff to work together more effectively, shall be formulated cooperatively within the individual buildings. When an Instructional Staff Assistant is absent from his assigned duties, a substitute shall be hired unless the building requests otherwise.

Article XIII - Teaching Conditions (Continued)

E. Building Budget/Expenditures for Supplies

Building/program budgets are allocated from the total funds available on a per student basis. All expenditures, including those for supplies, are to be determined by site based decision making.

If any item is ordered by a teacher and is not received, those funds remain available to that teacher within that budget year.

ARTICLE XIV

COORDINATORS

<u>DEPARTMENTS:</u>	<u>BUILDING (WI)</u>	<u>BUILDING (MPHS)</u>	<u>K-12</u>
	English	English	Health & Phys Ed.
	Mathematics	Mathematics	Art
	Science	Science	Trades & Industry
	Social Studies	Social Studies	Business
			Home Economics
			Counseling
			Special Education
			1 Elem. Coord.
			1 Sec. Coord.
			Foreign Language
			Music

- A. A department shall consist of at least three (3) FTE (Full-time Equivalent) persons teaching in the same academic area.
- B. A Coordinator shall be elected by majority vote of department members, subject to approval by the Superintendent. The appointment shall be for a period of three (3) years. The building department coordinators shall report to the principal. K-12 coordinators shall report to the Assistant Superintendent for Curriculum and Testing or other appropriate supervisors.
- C. The coordinators shall exercise such coordinating functions and serve as liaison between the teachers of the department, the school administration, and PSC. Key purposes of the coordinators include promoting and assisting in the development of K-12 curriculum, and coordinating and facilitating group decision making.

Specific responsibilities to be performed include the following:

- *Chair regular department meetings (approximately one per month);
- *Assist in textbook/program review and selection, where appropriate;
- *Prepare department budget requests;
- *Assist new teachers in the department;
- *Assist teachers with information on standardized testing;
- *Serve as a liaison with sales and/or educational representatives;
- *Advise supervisors of department decisions regarding department conference/travel requests;
- *Assist substitute teachers, when feasible;
- *Act as resource person for teachers, administrators and PSC;

Article XIV - Coordinators (Continued)

- *Report to and keep appropriate principal informed of department matters;
- *Serve on appropriate five-year cycle review committee;
- *Complete other mutually agreed upon functions.

Such department coordinators shall not be considered as supervisory employees, nor shall they perform any supervisory duties.

- D. Anyone elected as a building/K-12 department coordinator, whether as a permanent assignment or merely as acting coordinator, shall be compensated according to the following schedule based on the number of teachers including himself:
1. \$800.00 for those departments having 3 through 5 teachers.
 2. \$900.00 for those departments having 6 through 9 teachers.
 3. \$1,000.00 for those departments having over 9 teachers.
- E. Mileage allowance shall be given for travel to elementary schools to assist and consult when requested by administration.
- F. In lieu of a stipend, one (1) period of released time per day shall be made available annually to department coordinators for major curriculum revision upon written request to PSC by March 1 of each year and approval by PSC by the third Monday of March of each year. Work priorities shall be established by the PSC. Upon written request the PSC may grant some released time to other department coordinators as determined appropriate. All members of PSC must be present for any determination regarding released time in this section. If a member is absent, he will be allowed to vote on the request within five (5) school days; otherwise, he will be bound by the vote of the committee.
- G. In lieu of a stipend, one (1) period of released time per day shall be made available annually to a department coordinator for carrying out department responsibilities upon written request to the superintendent by March 1 of each year and approval by the superintendent by the third Monday of March of each year.
- H. Each coordinator will be provided with up to two half-days of released time per school year to complete any of the duties described above.

ARTICLE XV

TEACHER EVALUATION

OBSERVATION FORM P. 91
EVALUATION FORM P. 87-90
EVALUATION CRITERIA P. 81-86

- A. In the interest of facilitating and implementing a teacher evaluation program, a set of evaluative criteria was developed cooperatively by the Association and the Board.
 - 1. All evaluations of teachers shall be on the instrument and based on the criteria herein enclosed.(Appendix IV)
- B. The work of all teachers shall be evaluated in writing by the Administration by April 15 of each probationary year and each third year thereafter. The evaluation of tenured staff shall be completed by May 15.
- C. More frequent evaluations may be requested by the Board if considered necessary, the rationale for which shall be sent in writing to the teacher and to the Association.
- D. Evaluation observations shall be on a form which is agreed to by the Board of Education and the MPEA. The observation forms shall be attached to the final evaluation form placed in the teacher's personnel file. At least two observations a minimum of sixty days apart shall be made in person by the evaluator for a minimum of 35 consecutive minutes each. Two days notice shall be given prior to the first formal evaluation observation. A copy of the written observation shall be given to the teacher.
- E. Any areas, in the opinion of the evaluator, which need to be improved shall be specifically noted in the observation report. Within 5 school days of the observation, the evaluator shall meet with the teacher to review the written observation report which shall list specific ways, means and steps the teacher is to take to improve the noted areas of concern. Follow up observations shall address (1) difficulties previously noted; (2) suggestions provided and/or offered; (3) the teacher's progress in improving areas of concern.
- F. All probationary teachers and those tenured teachers needing improvement shall be provided with an individual development plan (IDP) developed by the evaluator in consultation with the teacher.

Article XV - Teacher Evaluation (Continued)

- G. A teacher shall have the opportunity to discuss his evaluation, shall have fifteen (15) school days to react or prepare a supplementary statement for inclusion in the evaluation if he wishes, and shall be given a copy of the evaluation for his own file.

- H. If, as a result of teacher evaluation, there is a question as to the continued employment of a probationary teacher, such teacher may request a hearing before the entire Board of Education. The teacher may request that an Association Representative be present at the hearing.

ARTICLE XVI

PROFESSIONAL BEHAVIOR AND ACCOUNTABILITY

- A. Teachers are expected to comply with reasonable rules, regulations, and directions from time to time adopted by the Board or its representatives which are not inconsistent with the provisions of this Agreement, provided that a teacher may reasonably refuse to carry out an order which threatens physical safety or well-being.
- B. The Board recognizes that the Code of Ethics of the Educational Profession is considered by the Association and its membership to define acceptable criteria for professional behavior. The Association shall deal with ethical problems in accordance with the terms of such Code of Ethics of the Education Profession.
- C. The Association recognizes that abuses of sick leave or other leaves, chronic absences, intentional neglect of teaching performance or other violations of professional responsibilities by a teacher reflect adversely upon the teaching profession and create undesirable conditions in the school building. Alleged breaches of professional behavior or infractions of rules, regulations or directions shall be promptly reported to the offending teacher and to the Association in writing. The Association will use its best efforts to correct alleged breaches of such behavior by any teacher and, in appropriate cases, may institute proceedings through established Association structure against the offending teacher.
- D. A teacher shall at all times be entitled to have present a representative of the Association when he is being reprimanded or warned for any infraction of rules or delinquency in professional performance. When a request for such representation is made, no action shall be taken with respect to the teacher until such representative of the Association is present.
- E. No teacher shall be reprimanded, reduced in rank or compensation, or deprived of any professional advantage without just cause. Any such reprimand or reduction in rank, compensation or advantage, including adverse evaluation of teacher performance, asserted by the Board or representative thereof, shall be subject to the professional grievance procedure herein set forth. All information forming the basis for such action shall be made available to the teacher and the Association.

ARTICLE XVII

SUBSTITUTE TEACHERS AND TEMPORARY TEACHERS

- A. The Board agrees at all times to maintain an adequate list of substitute teachers. Teachers shall be informed of a telephone number to call before 7:00 a.m. whenever possible to report unavailability for work. Once a teacher has reported unavailability, it shall be the responsibility of the administration to arrange for a substitute teacher. Where a substitute is needed for more than one day, efforts will be made to provide continuity.
- B. Whenever possible, qualified substitutes will be provided for teachers of specialized education classes (i.e., art, library, music, physical education).
- C. A substitute teacher who works in the same assignment for sixty (60) or more consecutive work days shall be paid and shall receive benefits as a regular teacher and shall assume all the responsibilities of a regular teacher. The substitute shall be awarded sick days at the same rate as a regular teacher, retroactive to beginning of assignment.
- D. The Board and the Association recognize the need for the best substitute teachers and therefore shall work together to evaluate the effectiveness of each substitute teacher.

ARTICLE XVIII

SALARY SCHEDULE AND OTHER BENEFITS

- A. The salaries of teachers covered by this Agreement are set forth in Appendix IA, which is attached to and incorporated in this Agreement. Such salary schedule shall remain in effect during the term of this Agreement.

If it is necessary to withhold a portion of a teacher's salary, such withholding shall be computed on the teacher's Appendix IA salary and longevity.

B. Other Benefits

1. Terminal Pay

Teachers who have at least ten (10) years of service with the Mt. Pleasant Board of Education, and are retiring under the provisions of the Michigan Employee Retirement Fund, shall receive terminal pay computed at forty dollars (\$40.00) for each year up to twenty (20) years; after twenty (20) years and up to twenty-five (25) years, the terminal leave pay shall be computed at sixty dollars (\$60.00). The maximum for terminal leave pay shall be one thousand, five hundred dollars (\$1,500.00).

2. Long Service Increments

After completion of twelve (12), sixteen (16), twenty (20), twenty-five (25), and thirty (30) years service as a teacher in the Mt. Pleasant School System, longevity pay of five percent (5%) on the first step of the BA column shall be paid for each of the above periods of service.

The only exception to the above is an administrator covered by the Tenure Act.

3. Teachers electing the twenty-six (26) pay periods may take the last five (5) as one (1) by written notification to the Business Manager on or before May 1.

4. Credit for Outside Teaching Experience

Newly employed teachers of the Mt. Pleasant School System and all others who qualify may be given up to ten(10) years credit for their experience in other school systems.

Article XVIII - Salary Schedule and Other Benefits (Continued)

This provision shall not be construed to require the District to grant full credit in other school systems up to the ten (10) year maximum. By way of illustration, the Superintendent may authorize placement at step 5 for a newly employed teacher with ten (10) years of experience in other school systems.

5. Credit for Military Service

- a. Up to four (4) years credit on the salary schedule will be allowed those entering teaching in the Mt. Pleasant School System at the rate of one (1) year for each two (2) years in the Armed Services. Additional credit of up to two (2) years may be granted by the Board, based on a careful evaluation of the individual's military experience in relation to the position he is to assume.
- b. Full credit on the salary schedule for each year, or major portion thereof, in the Armed Services will be granted to teachers leaving Mt. Pleasant teaching service and returning thereto.

6. Total allowable credit on the salary schedule from all sources for new teachers shall be ten (10) years.

7. Adjustment on Salary Schedule

When a teacher earns a degree or earns sufficient semester hours to qualify for salary adjustment, such adjustment shall take place at the beginning of the ensuing semester for the Mt. Pleasant System. This adjustment shall not alter a teacher's placement on the experience step except as provided in the salary schedule.

8. Insurance Benefits

- a. The Employer shall provide without cost to the bargaining unit member working half-time or more the following MESSA-PAK: [Full Family Super Care 1; Long term disability, 66 2/3%, \$1800 maximum, 180 calendar days, freeze on offsets, alcoholism/drug addiction and mental/ nervous same as any other illness, COLA; Delta Dental 100/80/80 = \$2000; \$15,000 Term Life AD & D; full family VSP 2] for the bargaining unit member and his entire family. The Employer will pay the difference, if any, between the \$1800 LTD salary maximum and 66 2/3% of the teacher's salary. The Employer shall sign an employer participation agreement.

Article XVIII - Salary Schedule and Other Benefits (Continued)

Bargaining unit members not electing MESSA-PAK Plan A will select MESSA-PAK Plan B. Part B shall include: 85% of the MESSA Super-Care 1 single subscriber monthly premium to be applied to MESSA nontaxable variable options or a tax sheltered annuity; long term disability, 66 2/3%, \$1800 maximum, 180 calendar days, freeze on offsets, alcoholism/drug addiction and mental/nervous same as any other illness, COLA; Delta Dental 100/80/80 = \$2000; \$15,000 term life AD & D; Full Family VSP 2. The Employer will pay the difference, if any, between the \$1800 LTD salary maximum and 66 2/3% of the teacher's salary. Any contribution amounts exceeding the Employer's subsidy shall be payroll deducted. An open enrollment period shall be provided whenever contribution subsidy amounts change for the groups.

- b. It is the responsibility of each teacher to timely apply for appropriate benefit coverage. No teacher shall be eligible for benefit coverage until properly enrolled. No teacher shall actually be covered for benefits until expiration of the waiting period, if any, and until the effective date of the coverage which shall be determined by the policy, plan or program requirements. The school is not responsible for benefits available under said plan, program or policy for any period when the employee is not covered. The terms and conditions of the plan, program, or insurance policy determine eligibility for benefits.

9. Sabbatical Leave

- a. Any professional employee of the Mt. Pleasant Public Schools who has satisfactorily served the school district in a full-time contractual professional capacity for seven (7) consecutive years or more may file an application for sabbatical leave. (A one-year approved leave of absence shall not interrupt the consecutive years, nor shall it be included within the total). Requests will be reviewed by the Joint Personnel Committee and their recommendations shall be given to the Board.
- b. Preference in granting such leaves will be given on the basis of length of service in the system and other factors that demonstrate the advisability of granting such a leave.
- c. No professional employee will be granted more than two (2) sabbatical leaves, a minimum of seven (7) years having elapsed between the first and second leave.

Article XVIII - Salary Schedule and Other Benefits (Continued)

- d. A sabbatical leave may be granted for a period of not less than one (1) full semester nor more than two (2) full consecutive semesters.
- e. The compensation for the professional employee on a sabbatical leave shall be one-fourth (1/4) of the salary which he would receive if employed on a full-time contract salary basis in his position. All other benefits accrued by other professional employees under this Contract, such as hospitalization insurance, life insurance, increments, etc., shall be provided to the employee on sabbatical leave. During the term of this Agreement, the teacher on sabbatical leave shall be considered to be in the employ of the Board.
- f. Sabbatical leave may be granted for the following purposes:
 - 1. For a formal study in a program of recognized courses conducted by a recognized college or university in the United States or abroad.
 - 2. For individual research, study, travel or writing.
- g. The employee on sabbatical leave will be required to file periodic reports with the superintendent of schools as follows:
 - 1. An initial report setting forth the plan of study.
 - 2. A mid-semester progress report.
 - 3. An end-of-semester final report.
- h. The application for fall, spring, or full-year sabbatical leave must be filed with the superintendent of schools between January 1 and February 15. These requests shall be acted upon by the Joint Personnel Committee and the Board of Education prior to the beginning of the staffing process in April. If additional leaves are still allowed under the conditions specified in Section 9.J. of this Article, teachers may still apply for sabbatical up to August 15 for the second semester.

Article XVIII - Salary Schedule and Other Benefits (Continued)

- i. A sabbatical leave once granted may not be terminated before the date of expiration unless authorized by the Board of Education upon the request of the applicant and recommendation of the superintendent and the Association.
- j. The Board shall limit the number of teachers on sabbatical leave at any time to one percent (1%) of the total professional staff.
- k. The teacher shall agree to remain in the employ of the Mt. Pleasant School System for a period of not less than one (1) full year for a semester's leave; or two (2) full years for a full year's leave.

10. Tuition Reimbursement

The Board shall reimburse the entire tuition cost for courses satisfactorily completed by teachers if these courses have been organized at the specific request of the Board, and the enrollment of the teacher concerned has been approved in advance by the Board. If the Board requests a teacher to enroll in a course, it shall reimburse him for the entire tuition cost upon satisfactory completion of the course.

ARTICLE XIX

CONTINUITY OF OPERATIONS

- A. Both parties recognize the desirability of continuous and uninterrupted operation of the instructional program during the normal school year and the avoidance of disputes which threaten to interfere with such operations. Since the parties have established a comprehensive grievance procedure under which unresolved disputes may be settled by an impartial third party, the parties have removed the basic cause of work interruptions during the period of this Agreement. The Association accordingly agrees that it will not, during the period of this Agreement, directly or indirectly engage in or assist in any strike, as defined by the Public Employment Relations Act.
- B. The Board agrees that it will not engage in a lockout, nor during the period of this Agreement, directly or indirectly engage in or assist in any unfair labor practice as defined in Section 10 of the Public Employment Relations Act.

inclement weather or when otherwise prevented by act of God.

ARTICLE XX

MISCELLANEOUS PROVISIONS

- A. Copies of this Agreement shall be reproduced at the expense of the Board and presented, prior to the signing of their annual contracts, to all teachers now employed or hereafter employed by the Board.
 - B. Should any part of this Agreement be found contrary to law, it does not invalidate any other part of the Agreement.
 - C. To further understanding and to aid in the most eff
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ARTICLE XIX

CONTINUITY OF OPERATIONS

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- B. The Board agrees that it will not engage in a lockout, nor during the period of this Agreement, directly or indirectly engage in or assist in any unfair labor practice as defined in Section 10 of the Public Employment Relations Act.
- C. Nothing in this Article shall require the Board to keep schools open in the event of severe inclement weather or when otherwise prevented by act of God.

ARTICLE XX

MISCELLANEOUS PROVISIONS

- A. Copies of this Agreement shall be reproduced at the expense of the Board and presented, prior to the signing of their annual contracts, to all teachers now employed or hereafter employed by the Board.
- B. Should any part of this Agreement be found contrary to law, it does not invalidate any other part of the Agreement.
- C. To further understanding and to aid in the most effective implementation of the terms of the labor contract and non-contractual document of commitments, the Target Specific Bargaining Teams will meet on a quarterly basis during each year of the contract for the purpose of reviewing for compliance all contract and non-contractual changes made in the most recent negotiations. In addition, the TSB Teams, under Article III, Section A, of this contract, have the ability to adjust current problems, contractual or non-contractual, subject to both Association Bylaws and Board Policy as it relates to the ratification procedures..
- D. The staff and administration are mutually participating in School Improvement Teams which involve cooperative site-based decision-making and planning with the goal of improved student achievement. Site-Based Decision Making processes contemplate decision making groups organized around locations, programs, and large extensive problems that impact more than one location.

Participation on a School Improvement Team is voluntary and shall not be a part of a teacher's evaluation or otherwise be used to discipline a teacher.

The teacher representatives on any school improvement team shall be selected by the teachers in their respective buildings in a manner to be determined by the teachers. The teacher representatives on the district-wide school improvement team shall be elected by the teachers in their respective buildings. All representatives shall be elected for a one-year term.

All meetings shall be open to the staff and announced in advance. All team minutes and/or reports shall be posted in every building.

Individual team recommendations will be presented to the building staff and other affected employees for discussion, revision and approval. Any recommendation that is implemented shall be terminated if 50% of the teachers who are being affected vote to terminate it.

Decisions made by a school improvement team that affect working conditions shall be approved by the Association and Board prior to implementation of the decisions.

Article XX - Miscellaneous Provisions (Continued)

- E. The purpose of inservice is to offer relevant and productive opportunities for professional growth for the educational staff of the Mt. Pleasant Schools. Staff development needs are determined by PSC, the District School Improvement Team or the individual buildings/programs.
- F. A mentor teacher shall be defined as a master teacher as identified in section 1526 of the School Code and shall perform duties of a master teacher as specified in the code.
 - 1. A mentor teacher shall be assigned in accordance with the following:
 - a. Every effort shall be made to have a mentor teacher be a tenured member of the bargaining unit.
 - b. Participation as a mentor teacher shall be voluntary. If an insufficient number of tenured members of the bargaining unit volunteer to be mentor teachers, the Board may assign a retired teacher(s) or a university professor(s).
 - c. The Administration shall notify the Association when a mentor teacher is matched with a probationary teacher (mentee).
 - d. Every effort shall be made to match mentor teachers and mentees who work in the same building and have the same area of certification.
 - e. The mentor teacher assignment shall be for one (1) year subject to review by the mentor teacher and the mentee after three (3) months. The appointment may be renewed in succeeding years.
 - 2. The mentor teacher shall be available to provide professional support, instruction and guidance. The purpose of the mentor assignment is to provide a peer who can offer assistance, resources and information in a non-threatening collegial fashion. Because the purpose of the mentor/mentee match is to acclimate the mentee and to provide necessary assistance toward the end of quality instruction, the Board and the Association agree the relationship shall be confidential and shall not, in any fashion, be a matter included in the evaluation of the mentor teacher or mentee. Neither the mentor teacher nor the mentee shall be permitted to participate in any matter related to the evaluation of the other. Further, the mentor teacher shall not be called as a witness in any grievance or administrative hearing involving the mentee nor shall the mentee be called as a witness in any grievance or administrative hearing involving the mentor teacher.

Article XX - Miscellaneous Provisions (Continued)

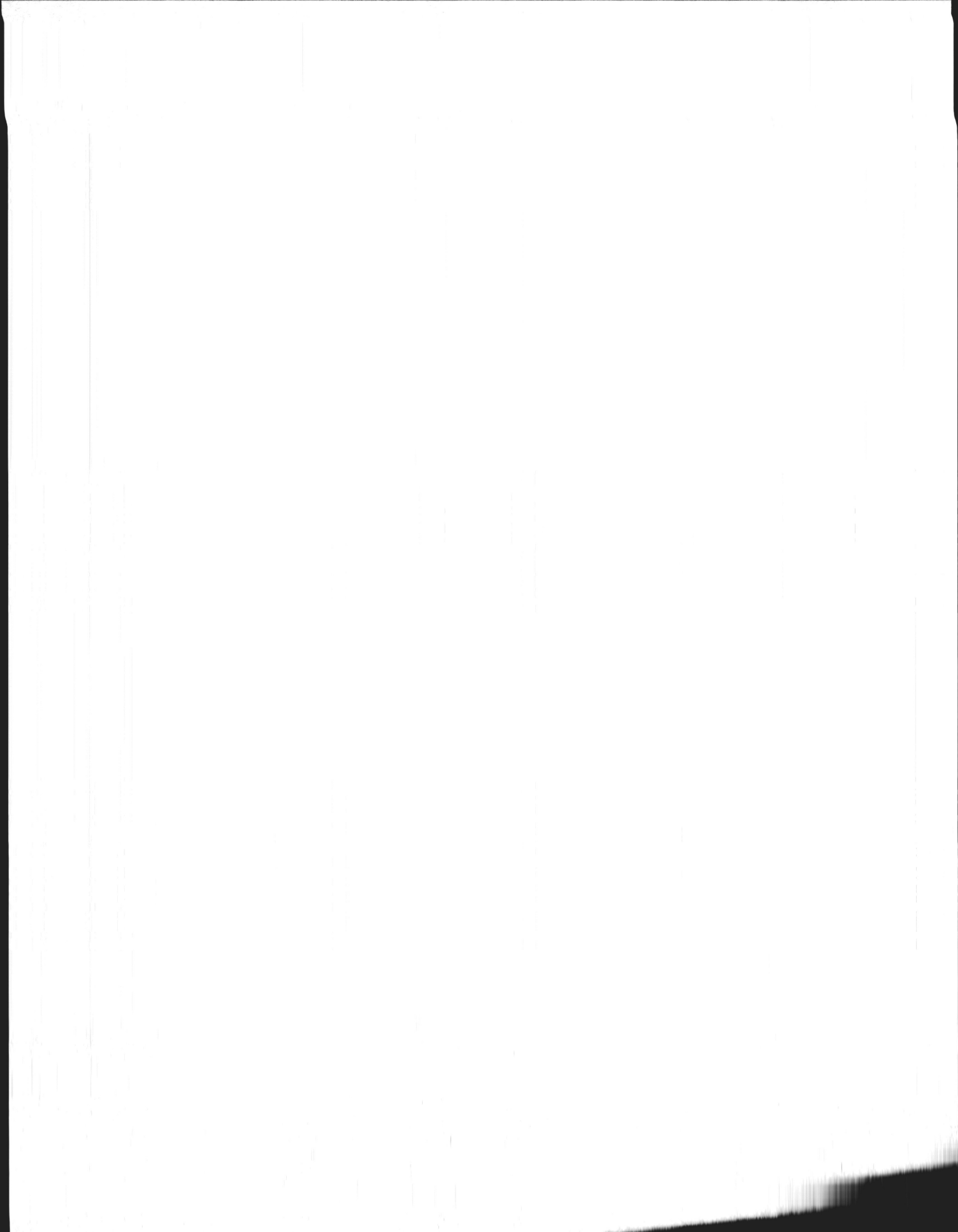
3. The stipend will be paid to the mentor for each mentee as follows:

Year 1 of mentee	\$500.00
Year 2 of mentee	\$300.00
Year 3 of mentee	\$100.00

Released time for the mentor and/or mentee shall be provided as needed upon request.

4. Mentees shall be provided with a minimum of fifteen (15) days of professional development induction during their first three (3) years of classroom teaching. Professional development shall be scheduled within the parameters of the regular work day and work year except when the mentor requests otherwise.





AGREEMENT

Between The

MT PLEASANT EDUCATION ASSOCIATION AFFILIATED MEA/NEA

and the

MT. PLEASANT PUBLIC SCHOOLS

1996 - 1998

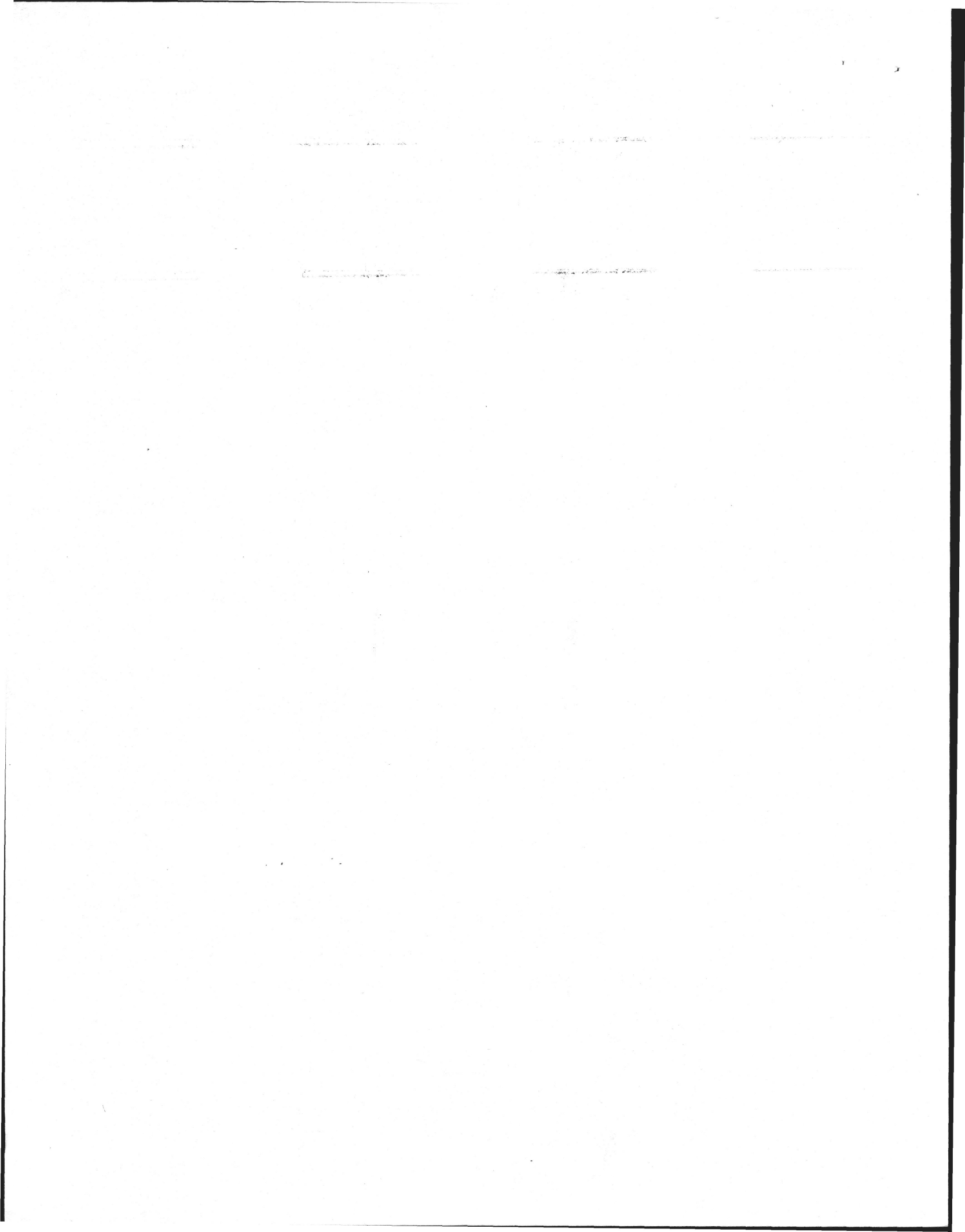
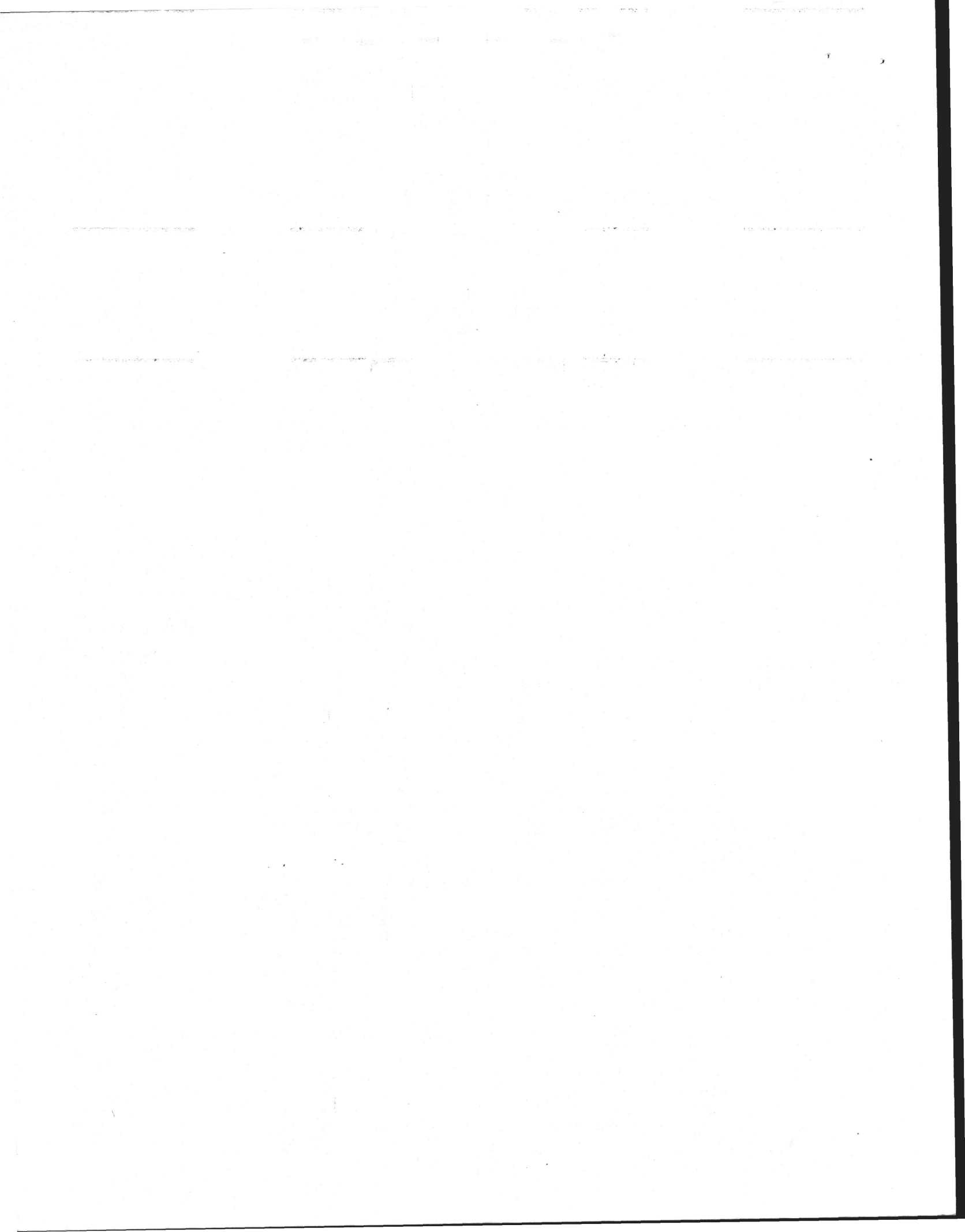


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	Teacher of Speech & Language Impaired	
	Library Media Specialist	
	Special Education Teacher	
	Counselor	
	Title 1 Teacher	
	Title 1 Parent Involvement Coordinator	



ARTICLE XXI

DURATION OF AGREEMENT

This Agreement is a two-year Agreement and shall be effective July 1, 1996, and shall continue in effect until the 30th day of June, 1998. This Agreement shall not be extended orally and it is expressly understood that it shall expire on the date indicated.

MT. PLEASANT
EDUCATION ASSOCIATION

By _____
Its President

By _____
Its Vice President

By _____
Its Secretary

By _____
Its Treasurer

By _____
Negotiating Team

By _____
Negotiating Team

By _____
Negotiating Team

By _____
Negotiating Team

By _____
MEA Uniserv Director

By _____
Chief Negotiator

MT. PLEASANT
BOARD OF EDUCATION

By _____
Its President

By _____
Its Vice President

By _____
Its Secretary

By _____
Its Treasurer

By _____
Trustee

By _____
Trustee

By _____
Trustee

By _____
Superintendent of Schools

By _____
Ass't Supt. for Personnel

By _____
Chief Negotiator

Dated this _____ day of _____, 19__.

MPEA SALARY SCHEDULE

APPENDIX IA

Salary Schedule for the 1996-97 School Year

STEP	B.A.	B.A.+30 M.A.	M.A.+15	M.A.+30	M.A.+45
1	26,254	29,171	30,631	32,088	35,005
2	27,714	30,631	32,088	33,547	36,464
3	29,171	32,088	33,547	35,005	37,921
4	30,631	33,547	35,005	36,464	39,381
5	32,088	35,005	36,464	37,921	40,838
6	33,547	36,464	37,921	39,381	42,298
7	35,005	37,921	39,381	40,838	43,755
8	36,464	39,381	40,838	42,298	45,215
9	37,921	40,838	42,298	43,755	46,674
10	39,381	42,298	43,755	45,215	48,132
11		43,755	45,215	46,674	49,591
12		45,215	46,674	48,132	51,048

Must have M.A. to continue to 11th and 12th steps.

*Over 12 years in Mt. Pleasant:

40,694	46,527	47,987	49,444	52,361
--------	--------	--------	--------	--------

*Over 16 years in Mt. Pleasant:

42,006	47,840	49,300	50,757	53,674
--------	--------	--------	--------	--------

*Over 20 years in Mt. Pleasant:

43,319	49,153	50,613	52,070	54,986
--------	--------	--------	--------	--------

*Over 25 years in Mt. Pleasant:

44,632	50,465	51,925	53,382	56,299
--------	--------	--------	--------	--------

*Over 30 years in Mt. Pleasant:

45,945	51,778	53,237	54,695	57,612
--------	--------	--------	--------	--------

The Board further agrees to pay the five percent retirement contribution for each teacher.

MPEA SALARY SCHEDULE

APPENDIX IA

Salary Schedule for the 1997-98 School Year

Step	B.A.	B.A.+30 M.A.	M.A.+15	M.A.+30	M.A.+45
1	26,910	29,900	31,396	32,889	35,879
2	28,406	31,396	32,889	34,386	37,375
3	29,900	32,889	34,386	35,879	38,869
4	31,396	34,386	35,879	37,375	40,365
5	32,889	35,879	37,375	38,869	41,859
6	34,386	37,375	38,869	40,365	43,355
7	35,879	38,869	40,365	41,859	44,848
8	37,375	40,365	41,859	43,355	46,344
9	38,869	41,859	43,355	44,848	47,841
10	40,365	43,355	44,848	46,344	49,334
11		44,848	46,344	47,841	50,830
12		46,344	47,841	49,334	52,324

Must have M.A. to continue to 11th and 12th steps.

*Over 12 years in Mt. Pleasant:

	41,711	47,690	49,186	50,680	53,669
--	--------	--------	--------	--------	--------

*Over 16 years in Mt. Pleasant:

	43,056	49,035	50,532	52,025	55,015
--	--------	--------	--------	--------	--------

*Over 20 years in Mt. Pleasant:

	44,402	50,381	51,877	53,371	56,360
--	--------	--------	--------	--------	--------

*Over 25 years in Mt. Pleasant:

	45,747	51,726	53,223	54,716	57,706
--	--------	--------	--------	--------	--------

*Over 30 years in Mt. Pleasant:

	47,093	53,072	54,568	56,062	59,051
--	--------	--------	--------	--------	--------

The Board further agrees to pay the five percent retirement contribution for each teacher.

APPENDIX I B

- A. Hours taken beyond B.A. applicable to salary schedule shall be on the graduate level. Earned State Board Continuing Education Units for which a teacher is enrolled after 9/1/94 shall be applicable to the salary schedule. Three (3) CEU's shall be the equivalent of one semester credit hour.
- B. Salaries of all certified employees shall be in accordance with the salary schedule adopted by the Association and the Board. Any change in salary shall be noted on new contracts at the time of change. Salaries shall be based on training and experience. If a salary schedule adjustment is made during the school year, any teacher who is unable to complete that school year will receive an adjustment in proportion to that part of the school year that the teacher has taught.
- C. In compliance with Title IX regulations, the Personnel Committee shall evaluate all positions for extra duty pay with consideration of the following factors to determine appropriate remuneration.

Non-Athletic Activities:

1. Time requirement (length of season, including number of performances)
2. Financial responsibilities to District/liability risks
3. Responsibility for transportation (travel beyond school day)
4. Decisions/meet management (including number of hours of practice and number of hours of organization beyond the school day)
5. Number of students/directors in the activity

Athletic Activities:

1. Time requirement (length of season, including number of games/performances)
2. Decisions and meet management (including liability risks, number of hours of practice and number of hours of organization beyond the school day)
3. Number of staff members
4. Responsibility for multiple team coaching
5. Responsibility for transportation (travel beyond the school day)

With the above factors, every effort shall be made by both parties of this Agreement to give and maintain equity throughout Appendix I schedule.

Appendix I B (Continued)

D. For all posted extra duty positions, all bargaining unit applicants will be interviewed. Bargaining unit members who are not selected for the position will be given rationale, if requested. Non-bargaining unit members shall be compensated at no more than ninety (90) percent of the compensation which would be paid to a bargaining unit member with the same experience unless otherwise specified herein. Extra pay for other duties, when carried in addition to a regular full-time classroom load, is scheduled and incremented as follows with the percent computed at the B.A. experience step:

FOOTBALL		TRACK: Men's and Women's	
1 Head	12%	1 Head	10%
BASKETBALL: Men's and Women's		CROSSCOUNTRY	
1 Head	12%	1 Head	8%
BASEBALL		GOLF: Men's and Women's	
1 Head	10%	1 Head	8%
WRESTLING		MUSIC	
1 Head	12%	Instrumental H.S.	14%
TENNIS: Men's and Women's		(includes band camp (2 weeks)	
1 Head	8%	marching band, pep band, jazz,	
		band and full orchestra)	
GIRLS SOFTBALL		H.S. Pit Director (musical)	2%
1 Head	10%	Vocal H.S.	8%
GIRLS VOLLEYBALL		H.S. Musical Director	5%
1 Head	10%	H.S. Stage Director	3%
SOCCER	10%	Instrumental Inter. Sch. . . .	7.5%
SKIING	8%	Vocal Inter School	4%
CHEERLEADING		Inter.Musical Director	2.5%
Basketball	4%	Inter.Stage Director	1.5%
Football	4%	Elementary Strings	
Competitive	6%	Director	3.0%
POM PON	4%	Intermediate Strings	
WOMEN'S SWIMMING.	10%	Director	3.5%
MEN'S SWIMMING	10%	ELEMENTARY TEACHERS	
INTRAMURALS		Library	
Senior High	2%	1/2 hr. per Elem. Aide per	
(Men's and Women's)		day*	
Intermediate	2%	SAFETY PATROL	
(Men's and Women's)		McGuire and Rosebush	2%
		Fancher, Ganiard, Pullen,	
		Vowles, Kinney.	3%
		Audio Visual	
		1/2 hr. per Elem. Aide Per	
		day	
		Field Studies Coordinator	5%
		Recess \$500 for a recess duty	
		per year	

Appendix I B (Continued)

PUBLICATIONS	
Derrick	10%
Pipeline (8-10 issues)	6%
Pipeline (4-5 issues)	3%

DRAMATICS	
Drama	8%
Inter School	4%
Debate	9%
Forensics	9%

MISCELLANEOUS	
Radio Station	3%
Pep Club H.S.	3.5%
Pep Club Inter	1.5%
National Honor Society	2%
Class Advisors,	
Grades 9,10,11	2%
Grade 12	4%

(2) Spec. Ed. - work study
 coor. under evaluation of
 Spec. Ed. Director. 5%

(1) WISC 3%
 BPA (per advisor (2)) 3%
 CLOSE UP Advisor 2%
 MEAP Math Tutor Hourly Rate:
 \$13 for 1-5 students
 \$15 for 6-10 students
 \$17 for 11-20 students
 Summer Teaching Rate .00085 of
 BA Base of most recently
 completed school year

All assistant coaches will get 70%, all freshman coaches 60%, and all intermediate coaches 50% of the percent that the head coach gets for that sport, figured at that coach's experience step.

The Board shall have the discretion to partially reduce or eliminate extra curricular programs and pay proportionally reduced salary for the activity reduced or not completed by the individual assigned.

*Teacher Aides shall perform prescribed duties of assigning in audio-visual and library service as outlined in the Teacher Aide Handbook developed jointly by teachers and administration under the direction of the Assistant Superintendent. The purpose of the Teacher Aide Handbook is to render improved educational services to children on a more uniform basis.

E. Compensation for special assignments and extra duties beyond the basic salary schedule shall be as follows:

1. Traveling teachers shall receive the current IRS business mileage rate.
2. Teachers performing nonprofessional services, such as, but not limited to, ticket taking and selling, shall receive five dollars and fifty cents (\$5.50) per hour for such service.

Appendix I B (Continued)

3. Teachers accepting study hall assignments, in addition to their regular class load, shall be compensated at a rate of \$1200 per class period per year. Study hall assignments shall be posted on an annual basis.
4. All dollars paid by a college/university to the Mt. Pleasant School District for supervising student teachers shall be given to the teacher(s) who provide such supervision.
5. Teachers of Drivers Education shall be paid an hourly rate determined by multiplying the salary figure on the B.A. salary column, at the step corresponding to the number of years of experience of the teacher in drivers education, by the index figure of .0005.
6. Elementary teachers who attend camp will be paid \$100 provided they are present for the entire period and remain overnight.

F. Special provisions for nondegree and degree personnel.

1. Only years of occupational experience in a technical field which are required for vocational teacher certification in that field may be considered time in professional training. In the case of a person with previous teaching experience in his field, credit may be given for that experience on the same basis as that of other teachers.
2. In any instance that a degree person meets the qualifications for a position, the degree person shall receive preference over a nondegree person.
3.
 - a. Newly employed vocationally certified personnel shall be granted one (1) increment for each three (3) years of work experience beyond the years served in an apprenticeship to level five (5) on the salary schedule where they shall advance at ninety percent (90%) of their experiential increment each year if a minimum of ten (10) semester hours of credit has been earned during the calendar year. After they have earned a Bachelor's degree and provisional teacher's certificate, they shall then be placed on the appropriate level and rate of salary schedule.
 - b. This provision is not retroactive and will apply only to personnel employed after the effective date of this Agreement.

G. Teachers employed on a twelve month basis shall be paid the same rate during the summer as during the regular school year with a minimum of two week paid vacation, which may be scheduled by mutual agreement between the teacher and his immediate supervisor.

Appendix I B (Continued)

H. Education Coordinator

Any teacher who has been employed in the District at least seven years and who has working knowledge of the Mt. Pleasant School District's policies, practices and curriculum may apply for a two-year position of Education Coordinator with specific assignment by the Board of Education to a building, a subject area by level, a grade, or to committee(s) of the Board. The Education Coordinator shall be available to meet, confer, do research, prepare materials, and perform similar responsibilities as directed when school is not in session (i.e., evenings, vacations, summers) for no more than fifty (50) hours per fiscal year. The Coordinator will be paid two thousand five hundred (\$2,500) dollars per year.

Interested teachers shall apply in writing to the Superintendent by April 1. Selection shall be made by the Board of Education in its discretion by April 25. The final determination of such selection is vested in the Board. No teacher shall be granted this assignment more than once.

- I. In the event a bargaining unit member is requested to work days beyond the contractually required number of teacher days specified in Appendix II A, the teacher shall be paid his per diem for each day worked. Per diem shall be defined as the teacher's annual salary under this agreement divided by the number of teacher work days as set forth in Appendix II.A.

If it is necessary to withhold a portion of a teacher's Appendix I.A salary, the withholding shall be computed on the teacher's Appendix IA salary including longevity.

Additional work opportunities, as referenced in Article IV Section D, shall not necessarily be compensated at the bargaining unit member's per diem rate.

Summer teaching positions shall be paid at the hourly rate of .00085 of the most recently completed school year's BA base salary.

**MT. PLEASANT PUBLIC SCHOOLS
1996-1997 SCHOOL CALENDAR**

AUGUST, 1996

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	X	X	23
26	##	28	29	30

SEPTEMBER, 1996

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

OCTOBER, 1996

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	

NOVEMBER, 1996

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

DECEMBER, 1996

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
XX	XX	XX	XX	XX
XX	XX			

JANUARY, 1997

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

FEBRUARY, 1997

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

MARCH, 1997

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

APRIL, 1997

M	T	W	T	F
	XX	XX	XX	XX
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

MAY, 1997

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
XX	27	28	29	30

JUNE, 1997

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				

JULY, 1997

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	

DAYS:	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	TOTALS
Student	4	20	23	18	15	20	19	19	18	21	5	0	182
Teacher	5*	20	23	18.5	15	20	19	19	18	21	5	0	183.5

KEY: Square = Full Staff Day, No Students
 Circle = Half Staff Day (AM), No Students
 Triangle = Full Staff Day, Half Student Day (AM)
 ## = First Day of School
 HD = Half Day (AM only) Staff and Students
 X = New Teacher Workday (no students)
 XX = Non-work Day
 * = Does not include extra 2 days for new teachers

September 2 = Labor Day
 November 28 = Thanksgiving Day
 December 25 = Christmas Day
 January 1 = New Years Day
 January 20 = Martin Luther King Day
 March 28 = Good Friday
 May 26 = Memorial Day

Appendix II.A
1996-97 SCHOOL YEAR

1st Semester

August 21 & 22	New Teacher Orientation. Mentor Teachers attend with Mentees on August 22.
August 26	Full Staff Day, No students
August 27	Half day for elementary students. Full day for secondary students. First week Kindergarten & DK schedule arranged with Kindergarten & DK teachers.
August 28	Full day for elementary and secondary students
September 10	High School Open House - 6:30-8:30 p.m.
September 12	West Intermediate Open House - 6:30-8:30 p.m.
October 3	P.M. & Evening - P/T Conference West Intermediate
October 4	P.M. - P/T Conferences West Intermediate
October 23	P.M. & Evening - P/T Conferences High School
November 13,19	P/T Conferences for Kindergarten: students with substitute all day; DK Conferences as needed
November 14,18	P/T Conferences for DK, Kindergarten & Grades 1-6 (A.M. Students; Conferences 1:00-4:00 p.m. and 6:00-8:00 p.m.)
November 15	Half Staff Day, No Students District Wide Collaboration Day - 8:30 a.m. to 12 p.m.

High School Exam Schedule - 1st Semester

January 15	Full Staff Day, Students attend A.M. for exams
January 16	Full Staff Day, Students attend A.M. for exams
January 17	Full Staff Day, Students Attend A.M. for exams

West Intermediate Schedule - 1st Semester

January 16	Full Staff Day, Students attend A.M.
January 17	Full Staff Day, Students attend A.M.
January 17	End of first semester - Full Staff Day; Half Day A.M. for DK-12 students

Appendix II.A. (1996-97 continued)

2nd Semester

January 20	Second semester begins
February 21	A.M. Students; P.M. Non-work half day
February 27	P.M. & Evening P/T Conferences West Intermediate
March 13	P.M. & Evening P/T Conferences High School
March 21,25	Kindergarten P/T Conferences: students with substitute all day; DK conferences as needed
March 20,24	P/T Conferences for DK, Kindergarten & Grades 1-6 (A.M. Students; Conferences 1:00-4:00 p.m. and 6:00-8:00 p.m.)

High School Exam Schedule - 2nd Semester

June 4	Full Staff Day, Students attend A.M. for exams
June 5	Full Staff Day, Students attend A.M. for exams
June 6	Full Staff Day, Students Attend A.M. for exams

West Intermediate Schedule - 2nd Semester

June 5	Full Staff Day, Students attend A.M.
June 6	Full Staff Day, Students attend A.M.
June 5	Full Staff Day, Half Day A.M. for DK-12 students
June 6	Last Day of School - Full Staff Day; Half Day A.M. for DK-12 students
June 9,10 etc.	Snow Day make-up, if needed; Exam schedule to be adjusted to accommodate make-up days.

*In the event school is closed on one or more of these days and, if exams are rescheduled, these days shall be rescheduled as half days as provided herein. In the event January 17, 1997 is an inclement weather day, the next scheduled day will be the half day for elementary students. If school is in session on January 17, that day will be the half day for elementary students.

**MT. PLEASANT PUBLIC SCHOOLS
1997-1998 SCHOOL CALENDAR**

AUGUST, 1997

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

SEPTEMBER, 1997

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

OCTOBER, 1997

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

NOVEMBER, 1997

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

DECEMBER, 1997

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
XX	XX	XX	XX	XX
XX	XX	XX		

JANUARY, 1998

M	T	W	T	F
			XX	XX
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

FEBRUARY, 1998

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

MARCH, 1998

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
XX	XX			

APRIL, 1998

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

MAY, 1998

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

JUNE, 1998

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			

JULY, 1998

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

DAYS:	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	TOTALS
Student	4	21	23	18	15	20	18	20	18	20	5	0	182
Teacher	5*	21	23	18	15	20	18	20	18	20	5	0	183

- KEY:**
- Square = Full Staff Day, No Students
 - Triangle = Full Staff Day, Half Student Day (AM)
 - ## = First Day of School
 - X = New Teacher Workday (no students)
 - XX = Non-work Day
 - * = Does not include extra 2 days new teachers attend
 - September 1 = Labor Day
 - November 27 = Thanksgiving Day
 - December 25 = Christmas Day
 - January 1 = New Years Day
 - January 19 = Martin Luther King Day
 - April 10 = Good Friday
 - May 25 = Memorial Day

Appendix II.A
1997-98 SCHOOL YEAR

Ist Semester

August 20 & 21	New Teacher Orientation. Mentor Teachers attend with Mentees on August 21.
August 25	Full Staff Day, No students
August 26	Half day for elementary students. Full day for secondary students. First week Kindergarten & DK schedule arranged with Kindergarten & DK teachers.
August 27	Full day for elementary and secondary students
August 28	All students regular schedule
September 9	High School Open House - 6:30-8:30 p.m.
September 11	West Intermediate Open House - 6:30-8:30 p.m.
October 2	P.M. & Evening - P/T Conference West Intermediate
October 3	P.M. - P/T Conferences West Intermediate
October 22	P.M. & Evening - P/T Conferences High School
November 12,18	P/T Conferences for Kindergarten: students with substitute all day; DK Conferences as needed
November 13,17	P/T Conferences for DK, Kindergarten & Grades 1-6 (A.M. Students; Conferences 1:00-4:00 p.m. and 6:00-8:00 p.m.)

High School Exam Schedule - Ist Semester

January 14	Full Staff Day, Students attend A.M. for exams
January 15	Full Staff Day, Students attend A.M. for exams
January 16	Full Staff Day, Students Attend A.M. for exams

West Intermediate Schedule - Ist Semester

January 15	Full Staff Day, Students attend A.M.
January 16	Full Staff Day, Students attend A.M.
January 16	End of first semester - Full Staff Day; Half Day A.M. for DK-12 students

Appendix II.A. (1997-98 continued)

2nd Semester

- | | |
|-------------|---|
| January 19 | Second semester begins |
| February 26 | P.M. & Evening P/T Conferences West Intermediate |
| March 12 | P.M. & Evening P/T Conferences High School |
| March 20,24 | Kindergarten P/T Conferences: students with substitute all day;
DK conferences as needed |
| March 19,23 | P/T Conferences for DK, Kindergarten & Grades 1-6
(A.M. Students; Conferences 1:00-4:00 p.m. and 6:00-8:00 p.m.) |

High School Exam Schedule - 2nd Semester

- | | |
|--------|--|
| June 3 | Full Staff Day, Students attend A.M. for exams |
| June 4 | Full Staff Day, Students attend A.M. for exams |
| June 5 | Full Staff Day, Students Attend A.M. for exams |

West Intermediate Schedule - 2nd Semester

- | | |
|----------------|--|
| June 4 | Full Staff Day, Students attend A.M. |
| June 5 | Full Staff Day, Students attend A.M. |
| June 4 | Full Staff Day, Half Day A.M. for DK-12 students |
| June 5 | Last Day of School - Full Staff Day; Half Day A.M. for DK-12 students |
| June 8,9, etc. | Snow Day make-up, if needed; Exam schedule to be adjusted to accommodate make-up days. |

*In the event school is closed on one or more of these days and, if exams are rescheduled, these days shall be rescheduled as half days as provided herein. In the event January 16, 1998 is an inclement weather day, the next scheduled day will be the half day for elementary students. If school is in session on January 16, that day will be the half day for elementary students.

APPENDIX II B

SCHOOL CALENDAR

- A. Prior to the adoption by the Board of the annual school calendar, the Board agrees to schedule a meeting with representatives of the Association to seek its advice and support on the content thereof.
- B. Duty days shall mean those days when pupils are in attendance, orientation and curriculum days.
- C. Teachers shall not be required to report for duty after the closing date of June.
 - 1. Should a closing(s), because of conditions not within the control of school authorities, require the scheduling of an additional day(s) of student instruction to meet an annual instructional minimum required by law so as to qualify the Employer for full state aid, such additional instructional days will be rescheduled as shown in Appendix II.A.
 - 2. Bargaining unit members required to work on rescheduled instructional days shall be paid beginning on the fifth legally required make-up day at a per diem rate calculated by dividing the BA, first step annual salary under this Agreement by the number of student days set forth in this Agreement.
 - 3. Should an instructional day be rescheduled and insufficient students attend to count it as a day of instruction, teachers will not be obligated to attend a subsequent rescheduling of the instructional day.
 - 4. The makeup of instructional days shall be undertaken only as necessary for the school district to qualify for full state aid and on a building-by-building rather than district-wide basis as permitted by law.
 - 5. It is understood and agreed that in the event the rescheduling of the days at the end of the school year interferes with a teacher's scheduled return to school to upgrade his skills, the teacher may:
 - a) use his personal leave;
 - b) use his sick leave; or
 - c) use unpaid leave time.

Appendix IIB - School Calendar (Continued)

6. If, at any time during the life of this Agreement, it becomes lawful to count as days of pupil instruction, days when pupil instruction is not provided due to conditions not within the control of school authorities, such as due to severe storms, fires, epidemic or health conditions, it is agreed that the following school closing provision shall become immediately effective:

When conditions not within the control of school authorities, such as severe storms, fires, epidemics, or health conditions, or a Board directive results in the closing of a school or other facility of the Employer, bargaining unit members shall be excused from reporting to duty without loss of pay. Days lost due to school closing under the foregoing circumstances shall not be rescheduled.

7. To the extent that any other provision of the Collective Bargaining Agreement, such as the school closing provision, school calendar or the like shall be inconsistent with the foregoing, such provisions shall be null and void as to the extent of the inconsistency.
8. In the event a teacher receives unemployment or under-employment benefits during the school year associated with his regular teaching assignment due to cancelled instruction days (as defined above), a teacher will have his pay adjusted so that his un/under-employment benefits and pay are equal to no more than his regular yearly wages had school not been cancelled.
9. Any decision to cancel and/or schedule days, or delay the starting time, shall not be grievable. It is understood that the normal day may have to be revised when the beginning of the day is delayed; however, the school day will not be extended beyond the normal close of the school day. On any scheduled student session days when students do not report, it is agreed bargaining unit members will be excused from reporting to duty.

APPENDIX III
PROFESSIONAL GRIEVANCE REPORT

School District _____

Grievance No. _____

School _____

Date of Violation _____

Date of Grievance _____

Subject to provisions of the professional negotiations agreement between the Board and the Association, I hereby authorize the representative or representatives of the Association recognized by the Board as my collective bargaining representative to process this request or claim arising therefrom in this or any other stage of the professional grievance procedure, including arbitration, or to adjust or settle the same.

STATEMENT OF GRIEVANCE:

REMEDY REQUESTED:

Approved for processing:

Signature of Grievant (Use reverse side for additional signatures if more than one grievant.)

Date _____

Principal's Disposition:

Date _____

Signature of Principal

Association's Disposition:

Date _____

Satisfactory _____ Unsatisfactory _____

Superintendent's Disposition:

Date _____

Signature of Superintendent

Association's Disposition:

Date _____

Satisfactory _____ Unsatisfactory _____

APPENDIX IV

SCHEDULE OF EVALUATIONS AND REPORTS

By November 15

First Conference date for pre-planning - Normally on or before November 15 of the evaluation year.

By December 1

First 35-minute observation (minimum) completed.

By February 15

Second 35-minute observation (minimum) completed.

By April 15

Formal evaluation completed for probationary staff.

By May 15

Formal evaluation completed for tenured staff.

By May 1

Prior to end of school year, Board of Education acts on tenure or continued employment.

ASSUMPTIONS UNDERLYING PROFESSIONAL STAFF EVALUATION

An effective system of professional staff evaluation must have at its base certain assumptions about employees as individuals, the nature of the process, and the kind of environment that fosters positive relationships. Such a system should be consistent with district philosophy and be based on the following assumptions:

1. That respect for the worth and dignity of each individual involved in the process will be maintained.
2. That evaluation is judgmental in nature and is an on-going process.
3. That communication in evaluation should be two-way and should be constructive for both the person being evaluated and the evaluator.
4. That an evaluation process must be applied as consistently as possible from person-to-person and building-to-building.
5. That people should be recognized for work well done.
6. That any evaluation process should itself be evaluated regularly.
7. That varied styles of teaching exist and each can be effective in its own way in student learning.

CRITERIA FOR A SYSTEM OF EVALUATION

Formal evaluation processes should:

1. Be diagnostic in nature and have an end result of providing a prescription for future growth.
2. Be specific and be based on observable behavior or outcomes.
3. Recognize that different educational methods may be used by professionals.
4. Provide feed-back which can be used to identify inservice needs and/or the resources needed for the support of the person being evaluated.
5. Be conducted on a realistic time schedule.

PROCEDURES FOR APPRAISAL

- I. By November 15, the first conference for planning professional improvement will take place. At this conference, the appraisal procedures and criteria shall be discussed by the evaluator (principal, assistant principal, administrative assistant for personnel, or director) and a copy of the same shall be provided to the teacher. The evaluation time table may be adjusted for teachers hired after the start of the school year.

If another evaluator (principal, assistant principal, administrative assistant for personnel/curriculum, or director) is requested by either the teacher or administrator, an additional planning conference shall be held with the new evaluator and teacher to discuss the appraisal procedure and criteria with a copy of the same to be provided to the teacher.

- II. Appraisal is a continuous process; therefore, the teacher identified by the evaluator as needing to improve should be counseled with immediately by the evaluator (principal, assistant principal, administrative assistant for personnel/ curriculum, or director).
- III. A minimum of three formal conferences shall be held during the school year for all probationary personnel. The initial pre-evaluation conference is included as one of the three conferences. The guideline dates for the evaluation process will be as follows: First pre-evaluation conference on or before November 15; first observation on or before December 1; second observation on or before February 15; and the Preliminary Recommendation on or before April 15; final recommendation, 60 days prior to end of the school year, normally on or before May 1.
- IV. At least three formal conferences shall be held each third year for tenured teachers. The pre-evaluation conference is included as one of the three conferences. The final conference and completion of the formal appraisal instrument shall be made on or before May 15.

- V. Upon completion of the final appraisal form and the conference, the teacher and the evaluator will check and sign the form in the appropriate spaces. The appraisal form, observation forms and support data are in triplicate. The copies are to be distributed as follows:
- A. School district personnel file.
 - B. Principal's office.
 - C. Teacher.
- VI. The evaluator must be able to substantiate areas needing improvement.
- VII. The evaluator (principal, assistant principal, director, administrative assistant for personnel/curriculum) has final responsibility for completing the appraisal form; however, he may designate another Mt. Pleasant Schools administrator (principal, assistant principal, director or administrative assistant for personnel/curriculum) as a contributor to the appraisal process. Further, the teacher may request that an additional administrator serve as a contributor to the appraisal process. This contributor shall be chosen by the Administrative Assistant for Personnel from a list of three administrators' names provided by the teacher.

APPRAISAL INSTRUMENT

For all sections of the appraisal, the following suggested items may be considered:

- I. Descriptions of Instructional Setting:
- A. Types of students, numbers of identified EI, EMI, SLD's, gifted and other exceptional abilities
 - B. Number of Chapter I students
 - C. Total number of children taught
 - D. Teaching schedule
 - E. Preparations
 - F. Additional duties
 - G. Teaching out of field
 - H. Traveling teacher
 - I. Classroom structure (open concept, teaming, self-contained, etc)
 - J. Grade level(s)
 - K. Availability of teaching materials
 - L. Physical condition of the room and equipment.

- II. It is expected that most teachers will earn a rating of "competence" (2) in most areas: "competence" should not be construed to mean "merely adequate"; it means that the teacher meets expected professional standards. The rating "exceptional strength" (1) should mean what it says: that among all the performance areas, this teacher shows special talents in this area as defined by the criteria. Any area marked "needs improvement" (3) or "unsatisfactory performance" (4) requires written comments specifying the problem(s) as perceived by the evaluator. Ratings of 3 or 4 must be accompanied by specific suggestions for improving performance.

KEY TO EVALUATION:

- | | |
|---------------------------------|---------------------------------------|
| 1. Area of exceptional strength | 4. Area of unsatisfactory performance |
| 2. Area of competence | N/A. Not observed, or not applicable. |
| 3. Area of need of improvement | |

A. Instructional Responsibilities:

1. The teacher demonstrating competence in this area: gives priority in planning and implementation to district curriculum objectives; devotes an appropriate amount of class time to the objectives in all subject areas for which he is responsible; and is aware of objectives in appropriate subject areas across grade levels.
2. The teacher demonstrating competence in this area: formulates objectives with long-term goals in mind and is capable of revising them according to need. The objectives are stated clearly enough for teacher and student to recognize when they are met.
3. The teacher demonstrating competence in this area: causes students to be physically prepared and usually gives students something to think about or recall which focuses their minds on the day's lesson.
4. The teacher demonstrating competence in this area: clearly states the purpose of the lesson as it relates to student outcome.
5. The teacher demonstrating competence in this area: organizes activities and disseminates information that is basic or essential to students' understanding of that particular objective.
6. The teacher demonstrating competence in this area: uses adequate measuring devices that relate to the stated objectives.
7. The teacher demonstrating competence in this area: uses a variety of resources (textbooks, A-V material, community resources, newspapers, magazines, etc.) when available that reinforce the stated objective of the lesson.

8. The teacher demonstrating competence in this area: provides organized information in a multitude of ways (i.e., lectures, small groups, demonstrations, individual seat work, guest presentations, etc.) that is basic to students' understanding of the content or process and enables them to see the relationships of each part to the whole.
9. The teacher demonstrating competence in this area: uses teaching strategies which foster a climate which supports problem solving, creative and critical thinking without risk.
10. The teacher demonstrating competence in this area: demonstrates an interest in the subject matter and exhibits a willingness to support the student in the learning process.

B. Classroom Management:

1. The teacher demonstrating competence in this area: establishes clear and reasonable rules and clearly communicates those rules to students.
2. The teacher demonstrating competence in this area: clearly informs students of the teacher's classroom expectations and their application. The teacher applies these expectations consistently and treats all students fairly.
3. The teacher demonstrating competence in this area: establishes acceptable standards of behavior and requires compliance; maintains classroom control; encourages self-discipline; administers discipline appropriate for unacceptable behavior; and informs the administration of problem situations which may result in further disruption.
4. The teacher demonstrating competence in this area: manages daily routine and use of class time. Students feel a sense of purposeful direction in the class and are rarely confused about activities or expectations.
5. The teacher demonstrating competence in this area: accepts and respects all students without favoring or discriminating against any particular student or group of students.
6. The teacher demonstrating competence in this area: provides timely feedback in a positive manner that gives the learner information about what is correct, what needs improvement and how to improve.

C. Personal Qualities and Relationships:

1. The teacher demonstrating competence in this area: complies with rules and regulations of the school district.
 2. The teacher demonstrating competence in this area: communicates clearly and uses language effectively in a manner which is understood by students.
 3. The teacher demonstrating competence in this area: is pleasant, reasonable to work with, and considerate of others; is flexible in working with colleagues and is accepted by staff on a professional level.
 4. The teacher demonstrating competence in this area: informs the parent of students' progress; alerts them to problems, and encourages parent cooperation.
 5. The teacher demonstrating competence in this area: encourages students to develop mutual respect, courtesy and concern for each other and demonstrates these behaviors by his action in the classroom.
 6. The teacher demonstrating competence in this area: presents an effective professional image.
- III. Areas of Strength: This section should be used to identify areas of instructional, professional, and/or personal excellence regarding job performance during the school day not identified in Section II.
- IV. Suggestions for Improvement: This section would identify weaknesses in any of the areas of instructional and professional qualities in need of improvement regarding job performance during the school day not identified in Section II.
- V. Teacher's Planned Program for Professional Growth for Current Year: A program for improvement might include such things as (1) involvement in workshops, (2) additional college work in some particular area, (3) independent research or individual project in a certain unique area, (4) involvement in various phases of staff development, (5) spending more time in joint and individual planning, and (6) any other areas which the evaluator and teacher mutually agree to include after discussion at the fall pre-planning conference.
- VI. Planned Program for Professional Growth For Next Year: The program for professional improvement may include college course work, inservice education, independent research, independent program development, use of performance objectives, etc. This section should correlate with Section II and allow for input from both the evaluator and the teacher.

- VII. Professional Promise For Probationary Teachers (Appraisal summary): This section is for comments concerning the overall appraisal as related to the teacher's performance. Also, the following may be considered: Is the teacher well suited to the teaching profession? Does the individual demonstrate a potential in the field of education? Does the individual need additional training or experience in order to become a better educator?
- VIII. Trend of Teacher's Performance Since Last Reporting: This section is for a brief comment to indicate whether the teacher has been improving, consistent, or declining in his performance since the last reporting. The evaluator may qualify what he means by improving, etc., and may also state any pre-existing or present conditions which may affect the teacher's performance.

