

PROFESSIONAL AGREEMENT

BETWEEN THE

LINDEN BOARD OF EDUCATION

AND

LOCAL 10/MEA/NEA/LINDEN UNIT



25250

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MEA

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SEPTEMBER 1, 2006 - AUGUST 31, 2007

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ARTICLE 1
Recognition

- A. The Board hereby recognizes the Association as the exclusive and sole bargaining representative for all certified personnel, including psychologists and social workers, whether under contract, on leave, employed or to be employed by the Board, excluding the Superintendent, Assistant Superintendents, Principals, Supervisors and substitutes within the meaning of the Public Employment Relations Act.
- B. The term "Teacher" when used hereinafter in this Agreement, shall refer to all employees in the bargaining unit as above defined.

Nothing contained herein shall prevent the Board from modifying, revising, combining, or eliminating any position of employment in this Article pursuant to the conditions of this Agreement.

- C. Any new position created during the life of this Agreement will be added to the unit providing it fits the description of "Teacher" as used in this Agreement.
- D. The Board shall mean Board of Education or anyone the Board designates to act on its behalf.

ARTICLE 2
Association and Teacher Rights

- A. The Association and its members shall have the privilege of using school building facilities for meetings outside of class hours on the same basis as are civic or political organizations in the District, as established by District policy.
- B. Duly authorized representatives of the Association and their respective affiliates shall be permitted to transact official business of the Association at all reasonable times, provided that this does not interfere with or interrupt normal school operations.
- C. Teachers shall be entitled to full rights of citizenship and no religious or political activities of any teacher, or the lack thereof, shall be grounds for any discipline or discrimination with respect to the professional employment of such teacher.

The private and personal life of any teacher is not within the appropriate concern or attention of the Board. However, a teacher should abstain from conduct which adversely affects his/her relationship to the students or the discharge of his teaching duties.

- D. The Association may have the right to use school classroom(s), equipment within the building where equipment is located and facilities including typewriters, computers, duplicating equipment, audio-visual and multi-media equipment at reasonable times when equipment is not otherwise in use and which use is limited to operation on school property. The Association shall pay for the cost of all materials and supplies incidental to such use.

- E. The Association shall have the right to post notices of its activities and matters of the Association concern of teacher bulletin boards as provided in the teacher lounges.
- F. The Board will consult with the Association on any new or modified fiscal, budgetary or tax problems, construction programs, or major revisions of educational policy and/or programs which are proposed or under consideration and the Association will be given the opportunity to advise the Board with respect to said matters prior to their adoption and/or general publication. The time and place for providing such advice will be determined by the Board.
- G. The Association shall be granted ten (10) days to be used by the Association representatives for Association business. These days may be used by any member of the Association designated by the President. The Board will assume the cost for the first five (5) days and the Association will pay the substitute teacher cost for the remaining five (5) days.

ARTICLE 3
Rights of the Board

- A. The Board, on its own behalf and on behalf of the electors of the School District, hereby retains and reserves unto itself all powers, rights, authority, duties and responsibilities conferred upon it and vested in it by the School Code and the laws of the State, the Constitution of the State of Michigan and/or the United States. Such rights and duties, etc. shall include, but not be limited to, the right to:
 - 1. Manage and control its business, its equipment, and its operations of the entire school system.
 - 2. Continue its rights, policies and practices of assignment and direction of personnel, and schedule all the foregoing.
 - 3. Determine the services, supplies, and equipment necessary to continue its operation and to determine methods and means of distributing the above.
- B. The Board shall continue to have the right to establish, modify or change any condition except those covered by the provisions of this Master Agreement.

ARTICLE 4
Agency Shop and Payroll Deductions

- A. Teachers shall pay, as a condition of continued employment, either membership dues or a representation service fee.

The level of membership dues, service fees and member assessments shall be established by the Association in accordance with its procedures. Any challenges to the level of dues, service fees or member assessments, shall be directed exclusively to the Association's internal procedures and are not subject to the grievance procedure set forth in the master contract.

- B. Membership dues and services fees will be payroll deducted in equal installments as a condition of the Master Contract pursuant to the authority set forth in MCLA 408.477, beginning in September and ending in June.

Member assessments will be payroll deducted as a condition of the Master Contract pursuant to the authority set forth in MCLA 408.477 in accordance with a schedule established by the Association in consultation with the Business Office.

Such payroll deductions will be remitted to a designated Association representative within ten (10) business days of the date the deductions are made.

- C. The Association agrees to indemnify and save harmless the Board against any and all claims, demands, suits, expenses or other forms of liability, including back pay, of whatsoever kind and nature, that shall arise out of action taken by the Board for purpose of complying with the provisions of this Article.

ARTICLE 5 Teaching and Class Loads

- A. Secondary teachers shall be required to report for duty fifteen (15) minutes before the opening of the pupils' regular school day in the morning and will be permitted to leave twenty (20) minutes after the close of the pupils' regular day. Elementary teachers shall be required to report for duty ten minutes before the opening of the pupils' regular day in the morning and will be permitted to leave five minutes after the close of the pupils' regular day.

Teachers are to be at their appointed work stations at least ten (10) minutes before classes commence in the morning. Teachers are encouraged to remain for a sufficient period after the close of the pupils' school day to attend to those matters which properly require attention at that time, including consultations with parents when scheduled directly with the teacher, except that on Fridays or on days preceding holidays or vacations, the teacher's day shall end at the close of the pupils' day.

The normal teacher work day at all levels shall be equalized at no more than seven (7) hours and twenty-one (21) minutes.

Each building principal may extend staff meetings beyond the regularly scheduled day for no more than a total of three and one-half (3-1/2) hours annually. When using this time in addition to the regular work day for staff meetings, the building principal shall give at least one week's prior notification with a written tentative agenda.

- B. The normal weekly teaching load in the middle school and high school will be thirty (30) teaching periods and five unassigned preparation periods or not to exceed an average of twenty-five (25) hours of pupil contact per week. Assignment to a supervised study period shall be considered a teaching period for purposes of this Article. The normal teaching load in the elementary schools will be thirty (30) teaching periods or not to exceed five and one-half (5-1/2) hours of pupil contact per day.

- C. Elementary teachers will be provided a total of two hundred seventy (270) minutes relief time per week from recess and/or instructional "specialists". It is the Board's intent to maintain instructional specialists; however, in the event of a financial crisis, specialists are reduced or eliminated and state mandated instructional hours are in jeopardy, the time before and after school may be counted toward the two hundred seventy (270) minutes of preparation time.

For purposes of a restructured day, staff will have the same amount of contact and preparation time as mentioned in sections B and C. Buildings will design their release time to be compatible with bus schedules.

- D. All teachers shall be entitled to a duty-free uninterrupted lunch period not less than thirty-five (35) minutes. A maximum of 50% of the teachers, without a teaching assignment, within a building may leave the building during the lunch period. Teachers leaving the building are to sign out at the building office.
- E. Teachers of art, music, librarians, speech therapists, reading consultants, visiting teachers, counselors and all special education teachers shall be provided with relief and preparation time to the same extent as other teachers in the District.
- F. In the event of any disagreement between the representatives of the Board and the Association as to the need and desirability of such deviation from these norms, the parties shall negotiate such deviations.
- G. Extra period assignments will be paid at 1/6 or 1/7 of the teacher's personal teaching salary, dependent upon the daily assignment. These positions must be posted.
- H. The Association and the Board recognize the need for a continual search for methods to improve education. Therefore, the Association and the Board agree to a district-wide joint planning and problem solving committee (joint committee) which will involve designated representatives. Each building will be represented by one staff member and one administrator. In addition to building representation, the joint committee will consist of the Superintendent or his/her designee and a local Association representative. This joint committee shall establish its own ground rules and shall accept, reject or modify requests and shall communicate recommendations to all building staffs, and the Superintendent. Both parties recognize the individual building administrator may need to make decisions daily which could impact the teachers' daily schedules.

Changes which originate with individual building teams and which impact a building's student/teacher contact time shall be brought to the attention of the joint committee. Situations involving individual teachers are not applicable to this process. Building school improvement committees shall consist of the building principal/designee and include fair representation of all teaching staff. Teacher participation in these activities in full or in part shall be voluntary. Teachers will not be affected by such activities in a manner that is contrary to any term or provision of the Agreement except as mutually agreed in writing by the undersigned parties.

ARTICLE 6
Teaching Conditions

A. The Board and the Association both recognize that high quality education is possible when the act of educating is performed under optimum conditions. It is also recognized that it is the primary duty of a teacher to teach and that the organization of the school and the teacher's duties should be directed towards this end. Every effort will be made to provide conditions that will provide high quality education to every student in the school district.

B. It is agreed that the teacher-pupil ratio is an important factor in an educational program and that the class sizes should be lowered whenever possible to meet the following standards:

1. ELEMENTARY

Young Fives	20
Kindergarten	27
1st through 5th	30

2. SECONDARY

6th through 12th	30 (Except physical education, instrumental and vocal music and study hall.)
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C. Teachers who are assigned to classes which exceed the maximum of twenty-seven (27) in the Kindergarten and thirty (30) in elementary grades (1-5) shall receive an additional payment of \$70 per student, per semester, as of the official count day for each semester.

Except for Physical Education, Study Hall, and Instrumental and Vocal Music, teachers of Middle School and High School classes who are assigned to classes which exceed thirty-one (31) students shall be paid \$14.00 per section, per student, per semester, as of the official count day for each semester.

The Board of Education will strive to keep class sizes at an equal level and, if increases prove necessary, to make pupil assignments on an equitable basis. The Association pledges to maintain or improve the quality of education in those classrooms where maximum excesses exist.

As a condition of this contract, both parties agree that the dollar amount per student, per semester in excess of the maximums will not be used or referred to as a standard or precedent for establishing additional payment in future contracts.

D. Study Hall Aides shall be used only to lower class size by allowing certified teachers to teach classes. However, no teacher presently employed shall be laid off when Study Hall Aide(s) are employed. When a sufficient number of Study Hall periods exist to equal a full-time position, a teacher from layoff shall be recalled to fill that position.

E. The Board recognizes that appropriate texts, library reference facilities, maps and globes, laboratory equipment, audio-visual equipment, art supplies, athletic equipment, current periodicals, standard tests and questionnaires and similar items should be made available to the teachers at all times. The parties will confer from time to time for the purpose of

improving the selection and use of such educational tools. The Board agrees also to keep the schools reasonably equipped and maintained. This should include all teachers' facilities such as teachers' lounges and restrooms, if possible.

- F. The Board and the Association mutually recognize the importance of continuous use of adequate teacher reference materials in maintaining a high level of professional performance. In furtherance of that recognition, the Board shall provide a teacher reference library in each school, if possible, and include therein all texts which are reasonably requested by the teachers of that school.
- G. The Board agrees to make available in each school adequate typing, duplicating facilities and clerical aid for teachers in the preparation of instructional materials. If possible, a copy machine, computer and typewriter will be provided for the teachers in each building.
- H. The Board shall make every attempt to provide:
 - 1. A separate desk for each teacher in the district with lockable drawer space.
 - 2. Closet space for each teacher to store coat, overshoes and personal articles.
 - 3. Chalkboard space in every classroom.
 - 4. A dictionary in every classroom.
 - 5. Adequate storage space in each classroom for instructional materials.
- I. Teachers shall not be required to perform noon-hour and lunch supervision, recess duty or to collect milk and lunch money.
- J. The Board shall make available, if possible, in each school adequate lunchroom, restroom and lavatory facilities exclusively for teacher use and room appropriately furnished with such things as couches, tables, lounge chairs, sink, refrigerator which shall be reserved for use as a faculty lounge.
- K. Teachers shall not be required to work under unsafe or hazardous conditions or to perform tasks which endanger their health, safety or well-being.
- L. School facilities shall be kept clean and available for all planned and approved educational activities.
- M. No teacher shall be required to have completed report cards or CA files before the end of the Records/Check Out day of any semester.

ARTICLE 7
Qualifications and Assignments

- 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, if a satisfactory one is available at the time for hiring.
- B. No full-time or emergency substitute teacher serving in a regular position will be hired under the provisions of the State Board of Education special ninety (90) day certificate unless absolutely necessary.
- C. Since pupils are entitled to be taught by teachers who are working within their area of competence, teachers shall not be assigned outside the area so designated by their teaching certificate.
- D. Student teachers shall not be used as substitute teachers without the consent of his/her supervising teacher. Only tenure teachers will be eligible to accept student teachers and such assignment will be voluntary.
- E. All teachers shall be given written notice of their teaching assignments for the forthcoming year, no later than the preceding first day of July.

ARTICLE 8
Vacancies, Promotions and Transfers

- A. 1. The Board recognizes that it is desirable in making assignments to consider the preferences of employees.

An assignment for purposes of this paragraph shall be defined as a change in teaching position within a building.
- 2. A transfer (whether voluntary or involuntary) shall be defined as the movement of a teacher to another building.

Since the frequent transfer of teachers from one school to another is disruptive of the educational process and interferes with optimum teacher performance, the parties agree that unrequested transfers of teachers are to be minimized and avoided whenever possible.
- 3. A teacher interested in a change in assignment or a transfer will notify his/her supervisor in writing (copied to the Association President) of the type of assignment desired by April 1 of each year. The request will set forth the reasons for requesting the assignment, the specific type(s) of position being sought and the employee's certifications and qualifications for the position(s). Such requests must be submitted annually to assure active consideration by the Board.
- 4. Section A shall not apply to transfers and assignments made under Article 9.

- B. Whenever any vacancy in any professional position in the district shall occur, the Board shall publicize the same by giving written notice of such vacancy by providing for appropriate posting in every school building.

Teachers who are interested in being notified of vacancies during the summer months, shall notify the central office along with the year-end check out process. The teacher shall apply within ten (10) business days from the date of the mailing.

During the school year no vacancy shall be filled, except in case of emergency on a temporary basis, until such vacancy shall have been posted for at least ten (10) school days. Vacancies which occur within ten (10) calendar days of the first student instructional day for which changes in assignments or transfers may be disruptive, will be posted in accordance with the procedures set forth herein, however the reassignment of an employee will be delayed until the end of the semester or school year.

The procedures for filling extra duty vacancies are contained in Schedule C.

- C. Any teacher properly certified may apply for such vacancy. In filling such vacancy, the Board agrees to give due thought to professional background and attainments of all applicants, the length of time each has been in the school system of the district, and other relevant factors. The Board reserves the right to promote on the basis of an applicant's qualifications and to hire new employees for an open position.

ARTICLE 9

Layoff, Recall and Seniority

- A. The Board of Education and Association, realizing that education, curriculum and staff to a large degree depend upon the economic facilities available to the Board as provided by the public and the State of Michigan, understand that in some instances it may be economically necessary to reduce the educational program, curriculum and staff when funds are not available or programs are reduced, hereby agree the following procedure will be implemented:

1. A list of displaced teachers will be developed composed of all probationary teachers who will preliminarily be scheduled for layoff and those non-probationary teachers in affected positions.
2. Following the completion of the schedule, the displaced teachers referenced in section 1 above will be aligned based upon seniority and will be assigned as follows:
 - a. To a vacancy based upon seniority, certification and qualifications.
 - b. If there are no vacancies for which the displaced teacher(s) are certified and qualified, the most senior displaced teacher will be assigned as follows:

1. To the position in the schedule which is occupied by the least senior teacher for which the displaced teacher is certified and qualified; provided
2. The displaced teacher has greater seniority.

A teacher displaced through the process set forth in section 2-b will be added to the displaced teacher list in order of seniority.

- c. If no position exists following the continued implementation of the procedure set forth in section 2-b, the least senior displaced teacher(s) will be laid off.
3. Qualified for purposes of this Article shall be defined as the appropriate State of Michigan certification for a specific position and meeting North Central requirements.

If a teacher assigned does not meet the North Central requirements, the teacher will be given two (2) school years to meet the standards. The teacher must demonstrate that he/she has enrolled in at least four (4) credits toward meeting this requirement by June 1 of the school year in which the assignment was made. Failure to complete this requirement or to meet the standard within the two (2) year period will result in the removal of the teacher.

The Board will continue to provide letters of recommendation and other similar forms of assistance to teachers scheduled for layoff in an attempt to assist the teachers in finding alternative employment.

Bargaining unit members who are laid off may, subject to the rules and regulations of the insurance underwriters and/or carriers, continue their insurance benefits by paying the monthly premium payments through the procedures established by the Business Office.

- B. The bargaining unit members shall have the sole responsibility to keep their State certification, State license, qualifications information, address and phone number on file with the Central Office up to date. Any assignments (including recall) made based upon the most recent information on file from the employee, will be deemed correct.

Teachers are required to maintain the education endorsements and grade level certification for positions in which they are hired or assigned. Should a teacher remove or nullify an endorsement on a teaching certificate or a grade level certification included in the teaching certificate, the teacher's accrued seniority shall be nullified. The teacher will be placed at the bottom of the seniority list and will thereafter begin accruing seniority.

- C. Employees who are not subject to the provisions of the Michigan Teacher Tenure Act, will serve a four (4) year probationary period.
- D. This Agreement shall not be interpreted to convey tenure in position to an employee in any position covered by this Agreement.

- E. It is expressly understood that the Association shall have the right to review the layoff list prior to notification of the bargaining unit members scheduled for layoff.

In the event an entire department is scheduled for layoff, a committee of teachers and administrators will convene to determine how essential departmental services will be maintained.

- F. 1. Except as set forth in section 3 below, seniority shall be defined as the length of continuous service to the district within the bargaining unit from the employees first day of work. Seniority for part-time employees will be prorated.

Employees who are rehired and those employees who provided substitute service to the district prior to being hired as a regular teacher within the bargaining unit, will not receive seniority for such periods of employment.

Seniority will be credited to laid off employees serving as term substitutes as set forth in section G below.

In the event of a tie in seniority, the tie will be broken first by the greatest number of graduate credits earned and if still tied, by casting lots.

2. Except as set forth below, seniority shall not accrue while on layoff or during any unpaid leave of absence nor will such periods be construed as a break in continuous service.

Teachers absent and continuing to use accumulated sick leave due to an illness or disability, shall continue to accrue seniority through the end of the semester in which the teacher's individual sick leave accumulation is exhausted.

3. Any teacher transferred to a supervisory/administrative position shall not accrue seniority while in the supervisory/administrative position but will however, retain the seniority previously accrued while in the unit prior to the transfer.

The right to return to a position will be limited to available vacancies or positions occupied by probationary teachers if the administrator/supervisory employee is certified and qualified for the position occupied by the probationary employee and has acquired tenure as a classroom teacher within the district.

- G. 1. Employees will be eligible for recall for a period of four (4) years from the last day worked prior to being laid off.
2. The recall of teachers shall be made in accordance with the following procedures:
- a. Teachers will be recalled in inverse order of layoff to positions for which they are certified (licensed, etc.) and qualified (See Article 9-A).

It is expressly understood that the recall provisions detailed herein, supersede the posting of vacancies set forth in Article 8.

It is further understood that changes in assignments and transfers (voluntary or involuntary) of teachers on staff may be necessary to facilitate the recall of a laid off teacher.

- b. When a teacher qualifies for a leave of absence which will last for more than fifty (50) school days or where a teacher whose return from layoff is delayed under those conditions set forth in c (4) below, the substitute assignment will be made first to certified (licensed, etc.) employees eligible for recall in order of seniority, prior to utilizing a non-bargaining unit substitute.
- c.
 1. Except as set forth in section 3(b) below, teachers who fail to report within fourteen (14) calendar days of receipt of a recall notice by certified mail to a vacancy or a term substitute assignment, will be considered a voluntary resignation and shall surrender further employment rights.
 2. Bargaining unit members employed under the terms of an individual employment contract with another Michigan public school district at the time of receipt of the recall notice, will be required at the end of the fiscal year, to accept the position to which they were recalled or will surrender further recall and employment rights.
 3. In the event the bargaining unit member is employed under the terms of an individual employment contract as set forth above, the position will be filled by on an interim basis by the next most senior, certified (licensed, etc.) teacher who is on layoff or in the absence of such an individual, a non-bargaining unit substitute.
 4. In the event a non-bargaining unit substitute is utilized to fill the position for sixty (60) or more consecutive days, the substitute will be entitled to salary and benefits consistent with the requirements of section 1236 of the Michigan School Code.

ARTICLE 10

Leaves of Absence - General

- A. All teaching employees of the Linden Community Schools will be at their stations every day for which they are paid, except as provided in the following paragraphs.
- B. It is the teacher's responsibility to file a signed statement certifying that s/he is eligible for "absence without loss of salary" and the reason for absence in the building office. If this procedure is not followed, deductions from salary will be automatically made.
- C. Except in cases of emergency, teachers shall call the sub line before 7:00 a.m. to request a substitute when they are absent. If the teacher does not make the call and the teacher and sub both report to work, the cost of the substitute will be deducted from the teacher's pay if no other assignment is available for the substitute. Secondary teachers should

make every effort to call prior to 6:00 a.m. One number (the same number) shall be provided for all teachers of the system in case of absence.

ARTICLE 11
Paid Leaves of Absence

A. Sick Leave

1. At the beginning of each school year all teachers of the Linden Community Schools will be credited with a twelve (12) day sick leave allowance used for absences caused by personal illness or quarantine or serious illness. Serious illness or death in the immediate family is interpreted to include father, father-in-law, mother, mother-in-law, brother, sister, spouse, children, grandparents, or grandchildren. The Board of Education may require a doctor's statement. Exceptions for additional bereavement leave may be granted by the Superintendent. Such exceptions shall not be used as precedent and shall not be subject to the grievance procedure.
2. Four (4) of the twelve (12) sick days allocated yearly may be used as personal business days for any reason other than recreational purposes or to extend a holiday or vacation period. A teacher planning to use a personal leave day or days shall notify his/her principal at least 24 hours in advance, except in case of emergency. Unused personal business days shall accumulate as sick days. Teachers, when giving notice for use of personal business day(s), will do so as per the agreed-upon form.
3. There shall be no maximum on accumulated sick days.
4. At the end of each school year, a teacher shall be compensated by the Board at the rate of 23% of the teacher's daily pay as per Schedule A for sick days accumulated over 80, not to exceed 12 days per year, or a teacher may elect not to receive compensation at the end of the year for that year but may apply them toward accumulation of sick days.
5. Teachers will not suffer loss of pay or sick leave for the following reasons:
 - a) Absence when a teacher is called for jury duty or is subpoenaed to appear in any court proceedings on school business or is authorized by the Superintendent to participate in a judicial proceeding.
 - b) Administration approval for visitation at other schools or for attending educational conferences or conventions.
 - c) Time necessary to take the selective service physical examination.

B. Workers' Compensation

Teachers suffering injury, while in attendance at normal school work or school functions, which results in the loss of working days will not be subject to loss of sick leave time for said period.

ARTICLE 12
Unpaid Leaves of Absence

A. The Board of Education may grant a leave of absence without pay upon request of a teacher who has been employed in the Linden Schools for at least three (3) years. This leave will not be granted for more than one (1) school year. A teacher who has been granted leave shall notify the Superintendent of her/his intent to return by April 1 for the following school year and will be assigned a position for which he is certified. Failure to notify the superintendent in writing by the required date will constitute a voluntary quit.

B. Any teacher having exhausted her/his accumulated sick leave shall be placed on unpaid medical leave (subject to insurance coverage) until the teacher is medically qualified to return to work. After the MESSA waiver of premiums ceases (if one exists), fringe benefits for the teacher shall be paid by the Board on the basis of one month's coverage for each year of service in the district up to a maximum of 12 months coverage.

A teacher returning from medical leave during the school year will be eligible for the former position or a position of a like nature. If the teacher is not offered the former position, s/he may return to that position at the beginning of the following year, if the teacher's seniority so permits, and if the position still exists.

C. Any teacher who is inducted into any branch of the armed forces shall be granted a military leave, without pay, for the duration of their inducted service.

1. Any teacher who receives an honorable discharge from the armed forces, and applies for re-employment within ninety (90) days of receipt of said discharge, may be re-employed at the beginning of the semester following application, or as soon as a position for which the teacher is certified and qualified is available.

2. Teachers so re-employed shall be reinstated without loss of status or seniority.

D. A leave of absence without pay shall be granted to any teacher for the purpose of child care. The object child of the leave must be a newborn infant or a newly adopted child.

1. Said teacher shall be reinstated to the same or an equivalent position no later than the beginning of the next school year. A teacher whose leave commences during the second semester, or gives birth during the summer, shall have the option of returning to work at the beginning of the second semester of the next school year following commencement of her/his leave.

2. The teacher may renew said leave beyond the term allowed in number one (1) above not to exceed three (3) years. Return from said leave beyond that provided

for in number one (1) above shall be to the same or equivalent position when available.

3. Formal request for said leave shall be made in writing. Other reasonable details regarding the nature of the leave shall be furnished upon request of the Superintendent. Such leave will commence at a date mutually agreeable to the teacher and the administration.

A teacher adopting a child shall file a written request for leave 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 for adoption.

4. Return from said leave will be permitted when the teacher submits a written physician's statement indicating health standards permitting return to normal duties.
5. For seniority and for salary schedule purposes, the teacher shall be given credit for a full semester during which time said leave was granted.
6. A teacher must notify the Superintendent at least sixty (60) days prior to the beginning of the semester in which s/he intends to return, provided that in the case of a teacher who is returning at the beginning of a school year, such written notice must be received no later than April 1. Failure to notify the superintendent in writing by the required date will constitute a voluntary quit.

ARTICLE 13 Academic Freedom

- A. The parties seek to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights, and to instill appreciation of the values of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints upon free inquiry and learning, and in which academic freedom for teacher and student is encouraged.
- B. Academic freedom shall be guaranteed to students and teachers and no special limitations shall be placed upon study, investigation, presenting and interpreting facts and ideas concerning man, human society, the physical and biological world and other branches of learning subject only to accepted standards of professional educational responsibility as determined by a committee of the Linden Education Association and administrative staff members. Academic freedom does not infer or guarantee a license to say or do what one feels without the responsibility for having done so.
- C. Freedom of individual conscience, association and expressing will be encouraged and fairness in procedures will be observed both to safeguard the legitimate interests of the schools and to exhibit by appropriate examples the basic objectives of a democratic society.

The teacher must exercise responsibility and prudence, and must realize that teaching in an elementary or a secondary school places special responsibility upon the teacher to carefully consider the maturity level of the student and the special circumstances that surround the teacher/learning relationship.

ARTICLE 14
Grade Change

No student's grade will be changed without the approval of the teacher who assigned the grade at the end of the semester. If the teacher does not concur with the request for the grade change, the Principal may convene a review panel consisting of three (3) members, other than the teacher involved, of the Linden Education Association, a Board of Education member, and the Superintendent. The Panel will review the request and the teacher's reasons for non-concurrence and reach a decision.

The student and his/her parents are to be invited to the meeting of the Review Panel and are to be provided an opportunity to make a written or oral presentation to the Panel.

If the Review Panel's decision is that the grade be changed, the teacher may within thirty (30) days appeal the decision to the Board of Education. If the decision of the Panel is that the grade should not be changed, the student and/or his/her parents may appeal, within thirty (30) days, to the Board. The Board shall review the reasons for and against changing the grade and either approve or disapprove the Review Panel's decision. Its decision shall be made in open session and will be final.

The final decision is to be communicated to the student and his/her parents and, if the grade is changed, it will be noted in the student's record that the change was made by a decision of the Review Panel.

ARTICLE 15
Teacher Evaluation

- A. The work performance of all teachers shall be evaluated in writing. Evaluation shall consist of the total process from initial observation through preparation of the written report and the follow-up conference with the teacher. An evaluation report may incorporate the findings from several separate current observations.

Probationary teachers shall be provided with an annual year-end performance evaluation. This evaluation shall be based on at least two (2) classroom observations held at least sixty (60) days apart, unless a shorter period is agreed to by the teacher and the administrator. Each classroom observation will include a pre-observation conference, classroom visits totaling at least thirty (30) minutes, and a post-observation conference which will include a written observation assessment by the administrator. The first observation should occur after October 1 during the first semester. The annual evaluation process will be completed by March 1. Where the observation assessment indicates the performance of the probationary teacher is unsatisfactory, the administrator shall conduct at least one additional evaluation of the probationary teacher with observations thirty (30) days apart before the end of the school year.

An Individualized Development Plan (IDP) will be created for all probationary teachers by appropriate administrative personnel in consultation with the individual teacher by the end of the first year of probation and each year of the probationary period thereafter.

Tenured teachers may be evaluated every year, but shall be evaluated at least once every three years. The final evaluation shall be based on at least two (2) classroom observations held at least sixty (60) days apart, unless a shorter period is agreed to by the teacher and the administrator. Each classroom observation will include a pre-observation conference, classroom visits totaling at least thirty (30) minutes, and a post-observation conference which will include a written observation assessment by the administrator. When an evaluation of a tenured teacher is unsatisfactory, the teacher will be given specific suggestions and assistance toward improvement through an Individual Development Plan (IDP) to be created at that time.

When a tenure teacher has been involuntarily transferred and/or assigned outside her/his major or minor field, s/he shall not be evaluated formally in that area for at least one year.

Evaluations shall be based on observations of a balance of activities appropriate to the teaching assignment and shall be completed no later than two weeks before the end of the school year.

- B. Evaluations shall be conducted by supervisor(s) familiar with the teacher's work, who shall be designated by the Board.
- C. All monitoring or observation of the work of a teacher shall be conducted openly and with full knowledge of the teacher. The use of test results, eavesdropping, closed circuit television, public address or audio systems and similar surveillance devices shall be strictly prohibited.
- D. A copy of the written evaluation shall be submitted to the teacher within ten school days of the observation and the teacher shall have the opportunity to review the evaluation report. A sheet attached to the report will be available for the teacher's response pertaining only to the evaluation. Such response shall be made within five days of the receipt of the evaluation. All evaluations shall be based upon valid criteria for evaluating professional growth. A copy of each written evaluation shall be furnished to the teacher for his/her personal record.
- E. The final written evaluation report will be furnished to the Superintendent and the teacher. If requested by the teacher, a copy shall also be sent to the Association. If the report contains any information not previously made known and discussed with the teacher, the teacher shall have the opportunity to submit additional information to the Superintendent. In the event a teacher is not continued in employment, the Board will advise the teacher of the reasons there- fore in writing and provide a hearing, where requested.
- F. Each teacher shall have the right, upon request, to review the contents of his/her own personnel file. A representative of the Association may, at the teacher's request, accompany the teacher in such review. The review will be made in the presence of the administrator responsible for the safekeeping of such a file. Privileged information such

as confidential credentials and related personal references normally sought at the time of such employment are specifically exempt from such review. The administrator shall remove such credentials and confidential reports from the file prior to the review of the file by the teacher. However, the teacher's evaluation reports relative to the teacher since coming to the Linden system and tenure recommendations will be available.

There shall be only one official file kept in the Central Office to be used for each individual teacher's evaluation. This official file shall be regularly updated by the principal to correspond to the principal's file. No material may be placed therein without the teacher's knowledge and the teacher shall be allowed an opportunity to file a response thereto, which shall become a part of said file. If the teacher is asked to sign material placed in his/her file, such signature shall be understood to indicate his/her awareness of the material but in no instance shall said signature be interpreted to mean agreement with the content of the material.

G. Evaluation Form

1. Examples of strengths in narrative form
2. Areas needing improvement in narrative form (If suggestions for improvement are made, they will be made in writing and a copy furnished to the teacher.)
3. General comments
4. Remarks by teacher

ARTICLE 16
Professional Behavior

- 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 consistent 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 or is professionally demeaning.

Teachers will dress appropriately avoiding fashion trends that are not accepted in the community.

- B. The Association recognizes that abuse of sick leave or other leaves, chronic tardiness or absence, willful deficiencies in professional performance, or other violations of discipline by a teacher reflect adversely upon the teaching profession and create undesirable conditions in the school building. Alleged breaches of discipline or the Code of Ethics of the Education Profession shall promptly be reported to the offending teacher and the Association. It is further recognized by the teacher that if, after warnings in writing by the administrator, such practices continue, the Board may institute proceedings against said teacher which may result in that teacher's dismissal.
- C. A teacher shall at all times be entitled to have present a representative of the Association when being reprimanded, warned or disciplined 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.

- D.
 - 1. No teacher shall be disciplined, reprimanded, reduced in rank or compensation or deprived of any professional advantage without just cause. Any such discipline, 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 hereinafter set forth. All information forming the basis for disciplinary action will be made available to the teacher.
 - 2. 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. Any disciplinary action taken against a teacher shall be appropriate to the behavior which precipitated such action.
- E. Any case of assault upon a pupil or other employee by the teacher shall be reported promptly by that teacher or any other teacher having observed or having knowledge of the assault to the Board or its designee. Any teacher guilty of such assault may be suspended immediately without pay. Teachers shall not leave their class unattended except in case of emergency.

ARTICLE 17

Professional Improvement

- A. The parties support the principle of continuing training through participation by teachers in professional organizations in the areas of their specialization, leaves for work on advanced degrees or special studies and participation in community educational projects.
- B. It is the Board's intent to encourage staff to attend professional development conferences. The Board agrees to reimburse the necessary funds for teachers who attend a preapproved selected professional conference. Travel, meals, lodging and registration shall be deemed as appropriate expenses of the conference and up to \$300 per teacher per school year (7/1-6/30) shall be underwritten by the Board. A teacher attending such conference shall be granted at least two days annually for the conference without loss of compensation or deduction from sick leave or personal business leave. A written report will be submitted to the Building School Improvement team within 10 days after a teacher returns, for duplication and distribution.
- C. At the request of the Association and subject to the Board's approval or on the Board's initiative, arrangements shall be made for courses, workshops, conferences, and programs designed to improve the quality of instruction. Every effort will be made to obtain people of the highest qualification to participate in the presentation of such programs. Teachers shall be expected to attend only if pertinent to their area of instruction.
- D. All teachers employed in elementary, middle and senior high schools are expected to keep themselves informed of essential instructional improvements through professional reading, study, group discussion, school visitations, advanced study and travel.

- E. A minimum of one professional development day will be held during the summer of each school year. The length of the day will be the equivalent of one school day. The professional development day(s) shall be planned, scheduled and coordinated by the Professional Development Committee which consists of administrators and at least one teacher from each building. Attendance at the summer professional development day(s) is voluntary. Teachers may attend more than one summer professional development day at their option. The district agrees to pay teachers per diem at their salary for attendance equivalent to one complete school day.

ARTICLE 18
Mentor Teachers

- A. A mentor teacher shall be defined as a master teacher as set forth in Section 1526 of the Michigan School Code.

The district agrees to give first consideration to qualified bargaining unit members in making mentor assignments. It is further agreed that the assignment as a mentor is voluntary. The final decision relative to the assignment rests with the district.

Interested applicants will be screened based upon a variety of factors which include by way of illustration, credentials, years of teaching experience, ongoing participation in professional development as well as classroom management and techniques.

Mentors will be notified in writing of the assignment with a copy of the appointment letter provided to the Association, within thirty (30) calendar days of the first work day of the new teacher.

- B. The role of mentors will include involvement at some point in the initial development and/or changes in the new teacher's Individualized Development Plan and professional support, assistance, guidance and instruction to the new teacher in fulfilling the goals and objectives associated with the teacher's Individualized Development Plan.

It is understood that the responsibility to evaluate teacher performance rests with the administration and therefore, mentor teachers will not serve in that capacity.

- C. In general, the role of a mentor will be for the entire duration of the period required by statute. The parties further agree that nothing in this Agreement will be construed to prevent the use of the provisions contained herein for a period in excess of three years.

Mentors wanting to be relieved of an assignment or new teachers wanting a change in assigned mentors will make their request in writing to the Principal. Changes will be made for good cause shown by the initiating party (mentor, administration; new teacher).

- D. The full year compensation of mentors will be issued at the end of each school year and will be paid in accordance with the following schedule:

First year	\$300.00
Second year	\$200.00
Third year	\$100.00

ARTICLE 19
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 are establishing a comprehensive grievance procedure under which local 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 Section I of the Public Employment Relations Act.
- B. The Board agrees that it will not, during the period of this Agreement, directly or indirectly, engage in or assist in any unfair labor practices as defined by Section 10 of the Public Employment Relations Act.
- C. On scheduled school days, when a decision is made to cancel sessions because of weather or other conditions beyond control, the Superintendent or the Assistant Superintendent shall be responsible for contacting the building principals or their delegates by telephone. These individuals are then, in turn, responsible for contacting building L.E.A. representatives from their school. From that point on, the teachers themselves will assume the responsibility of operating a fan-out system of communications to notify the rest of the teaching staff of the cancellation of school.
1. If the announcement states that schools are closed, teachers are not to report and will receive full pay.
 2. If the announcement states that schools are closed and teachers are to report, then teachers must report. However, this provision will not be used on days of inclement weather or physically inoperative facilities. If a teacher is unable to report, s/he shall be paid for such absence.
 3. If some school buildings are not opened due to weather conditions, but other schools in the same district are in session, all teachers who have reported will be expected to remain unless excused by administrative decision.
 4. Teachers having previously scheduled personal business days will be charged for those days.
 5. The following procedures will be utilized in the instance of delayed starts or early dismissals due to inclement weather and/or other conditions beyond the control of the district.
 - a. The decision to delay the start of school or to announce an early dismissal will be made as early as possible to allow for the earliest notification parents/students/staff. Note: weather conditions may change causing the delay of school after individuals are on the way to school.
 - b. The teacher fan-out will be used in all delays in the start of school. It will be the responsibility of the Superintendent or the Assistant Superintendent

to contact the news media and the building principals or their delegates by phone. The building principals or their delegates are responsible for contacting LEA building representatives from their schools. From that point on the teachers themselves will assume the responsibility of operating the teacher fan-out (Article 19 , Section C).

- c. Teachers will not need to report during the period of time of delay except as per contract, 15 minutes prior to the start of school for students.
- d. No teacher shall be required to report for duty earlier than fifteen (15) minutes before the delayed start of school. Nothing shall prohibit a teacher from volunteering assistance in the supervision of students during the time teachers are not required to be in attendance (Article 5, Section A).
- e. In the event of an early release of students from school, the teacher's day shall end at the close of the pupils' day (Article 5, Section A).
- f. Each administrator will review this procedure with the teaching staff at the first staff meeting of school year. It shall also be included as part of the teacher handbook.

ARTICLE 20

Student Discipline and Teacher Protection

- A. The teacher's authority and effectiveness in her/his classroom is at an optimum when the administration provides sufficient backing and support to the teacher. Therefore, the Board recognizes its responsibility to give all reasonable support and assistance to teachers with respect to the maintenance of control and discipline in the classroom. Whenever it appears that a particular pupil requires the attention of special counselors, social workers, law enforcement personnel, physicians or other professional persons, the Board will take steps to assist the teacher with respect to such pupil.
- B. Suspension of students from school may be imposed only by a principal or his/her designated representative. School authorities will endeavor to achieve correction of student misbehavior through counseling and interviews with the student and his/her parents when warranted. Transfer of the student to another teacher or other measures, short of suspension, will be first exhausted.
- C. Any case of assault upon a teacher due to a school related incident shall be promptly reported to the Board or its designated representative. The Board will provide legal counsel to advise the teacher of her/his rights and obligations with respect to such assault and shall render all reasonable assistance to the teacher in connecting with handling of the incident by law enforcement and judicial authorities.
- D. If any teacher is sued as a result of any responsible and ethical action taken by the teacher while in the pursuit of her/his employment, the Board will provide, upon request of the affected teacher, legal counsel and will render all necessary assistance to the teacher in her/his defense. Provided however, in cases where the teacher is the sole defendant and

has elected Board provided counsel, the Board will be responsible for legal fees and costs involving an appeal only when such an appeal is taken upon the advice of said counsel.

- E. Time lost by a teacher in connection with any incident mentioned in this Article shall not be charged against the teacher.
- F. Complaints against a teacher which are considered serious enough to be recorded in the teacher's file shall first be reported to the teacher.
- G. When a parental complaint is brought to the attention of an administrator, the following procedures will be followed:
 - 1. Before any action is taken, the administrator shall inform the teacher, and hear the teacher's side of the story. From this point on, the teacher may, upon request, have Association representation present during discussions or meetings.
 - 2. If a conference between the teacher and parent is warranted, it should be set at a time and place mutually agreeable to the parent and the teacher, no later than three days following report of the complaint. The teacher may, upon request, have the principal or her/his designee present at this meeting.
 - 3. If the situation is still unresolved and the principal or her/his designee was not present at the parent/teacher meeting, a meeting of the three parties shall be scheduled by the principal or her/his designee at a time which is mutually agreeable to the three parties.
 - 4. If further attention to the situation is necessary, the principal or her/his designee may have the flexibility to take further steps toward resolution prior to referring the matter to the Superintendent or her/his designee.
 - 5. When brought to the Superintendent or her/his designee, s/he shall meet with the principal or her/his designee, teacher, parent(s) and Association Representatives. The Superintendent or her/his designee shall have latitude in meeting with the parties as a whole or separately and shall use his/her best efforts to bring the matter to closure.
- H. If, as a result of parental complaint, it is proposed that a student be placed in another classroom, prior to a final decision, both sending and receiving teachers shall be given the opportunity to share their views regarding the benefits of such move.

ARTICLE 21

Professional Grievance Procedure

- A. A grievance is defined as an alleged violation of a specific Article or Section of this Agreement or an inequitable application of policy.
- B. A grievance must be filed within twenty (20) school days of the occurrence or reasonable knowledge thereof.

C. The primary purpose of this procedure is to secure, at the lowest level possible, equitable solutions to the problems of the parties. Nothing contained herein shall prevent any employee from presenting a grievance to the employer and to have said grievance adjusted without intervention of the Association if said adjustment is not inconsistent with the terms of the collective bargaining agreement and the Association has been given an opportunity to be present at said adjustment. The grievance procedure, herein outlined, affords the sole and exclusive remedy for complaints and grievances under this Agreement, and the sole method of expression or communication of a view, grievance, complaint, or opinion or any matter related to the conditions or compensation of public employment of their betterment.

D. Prior to Level One of the grievance procedure there should be a personal discussion of the issue or concern between the grievant, the immediate supervisor, and an Association Representative who shall attempt to resolve the problem as simply as possible. This meeting, however, shall not interfere with timely filing of a grievance.

Level One - A teacher with a grievance shall submit it, in writing, to his immediate supervisor or principal, individually, together with his Association Representative or through the Association Representative. Said grievance shall name and be signed by the employee(s) involved and shall contain a statement of facts upon which the grievance is based. A written answer shall be returned to the Association within seven (7) school days of the date the grievance is filed at Level One.

E. Level Two - In the event the grievance is not satisfactorily resolved at Level One, notice of intent to proceed to Level Two shall be given to the Superintendent, or his/her designated representative within ten (10) school days of receipt of the written decision at Level One.

If the Association gives notice to proceed with the grievance, a meeting shall be held between a representative of the Association and the Superintendent, or his designated representative, within seven (7) school days of receipt of notifications that the grievance is being pursued.

A written answer shall be returned to the Association within seven (7) school days of said meeting.

F. Level Three - In the event the grievance is not satisfactorily resolved at Level Two, notice of intent to proceed to Level Three shall be given to the Board of Education, by submitting said notice to the Secretary of the Board, within ten (10) school days of receipt of the written decision at Level Two. If the Association gives notice to proceed with the grievance, a hearing shall be held before at least two (2) members of the Board of Education, within fifteen (15) school days of receipt of notification that the grievance is being pursued. A written answer shall be returned to the Association within ten (10) school days of said meeting.

G. Level Four - If the decision of the Board is not satisfactory to the Association, the grievance may be submitted to Arbitration within thirty (30) school days of the receipt of the written answer at Level Three. Said letter of intent to proceed to Arbitration shall be submitted to the Superintendent.

The parties will attempt to select an arbitrator by mutual agreement. If they cannot agree on an arbitrator within five (5) school days after notice is given, the Association shall submit the grievance to the American Arbitration Association and the arbitrator shall be selected in accordance with their rules which shall likewise govern all arbitration proceedings. The Board and the Association shall not be permitted to assert in such arbitration proceedings any ground or 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.

- H. The fees and expenses only of the arbitrator under this Article shall be jointly shared by the Board of Education and the Education Association. Any other expenses such as costs involved in presenting witnesses, etc., shall be borne by the party incurring such expenses.
- I. If a grievance arises from an action of authority higher than the principal or involves more than one school building, the Association may present such grievance at Level Two of the grievance procedure. The Superintendent may request that said grievance be returned to Level One for disposition.
- J. The Association shall be given access to all pertinent information and records necessary to the determination and processing of the grievance.
- K. All days are school days unless otherwise indicated.
- L. The dismissal of any probationary teacher subject to the normal four-year probationary period shall be excluded from the grievance procedure if dismissal occurs during the first year of probation only.

ARTICLE 22
Miscellaneous Procedures

- A. This Agreement shall supersede any rules, regulations, or practices of the Board which shall be contrary to or inconsistent with its terms. It shall likewise supersede any contrary or inconsistent terms contained in any individual teacher contracts heretofore in effect. All future teacher contracts (individual) shall be made expressly 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 except where it is in conflict with the law.
- B. If any provision of this Agreement or any application of the Agreement to any employee or group of employees shall be found contrary to the law, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.
- C. The Linden Board of Education and Local 10/MEA/NEA, Linden Unit hereby agree that any changes in the Master Agreement which were not bargained and agreed to by both parties but which were inadvertently printed in the successor Master Agreement shall not be honored by either party. Conversely, any changes in the Master Agreement which

were bargained and agreed to by both parties but which were inadvertently omitted in the printed successor Master Agreement shall be honored by both parties.

- D. All contract references to day shall mean calendar days unless otherwise specified as, for example, school days.
- E. The Board and the Association agree to meet one time per month, or as necessary, throughout the school year to address issues related to the contract.
- F. The Board and the Association will establish a health insurance study committee. This committee will be comprised of representatives from the teachers' bargaining committee and representatives from the administrative bargaining committee. This committee will be established and have a regular meeting schedule on or before October 1, 2006 and will complete their investigation by March 1, 2007.

ARTICLE 23
Part-Time Positions

- A. Part-time teachers shall be compensated on a pro-rata basis to reflect the fraction of a full-time position for which they are employed. All benefits, including insurance except as provided in Section B, shall be pro-rated on the same basis. All portions of the teacher day shall be similarly pro-rated for part-time teachers. For purposes of this Article, full-time teaching shall be defined as five-fifths (5/5) of a daily teaching assignment.
- B. Part-time teachers who teach less than two-fifths (2/5) of a daily teaching assignment shall receive pro-rata salary and seniority and are ineligible for insurance benefits. Part-time teachers who teach two-fifths (2/5) or more of a daily teaching assignment shall receive pro-rata salary, seniority and benefits including insurance. Such teachers may choose to combine pro-rata portion of all insurance premium payments toward full payment of one or more benefits.
- C. Job Sharing

With administrative approval, the following procedure may be instituted. For the purpose of this Agreement, job sharing shall mean the occupation of a single staff position by two (2) individuals with each assignment being at least half-time. A maximum of two (2) full-time positions, one (1) per elementary and one (1) per secondary, for the purpose of job sharing may be made available. No teacher in the district shall be involuntarily transferred in order to create or participate in shared time positions. Employment conditions for participants in the Job Sharing Program shall be as follows:

1. The job sharing arrangement will be for the contractual year. In order to continue in the program, the employee must reapply for the next contractual year. However, no employee shall be awarded a job sharing position for more than one year until all other bargaining unit members who wish to participate, have done so.
2. Upon leaving the job sharing Program, employees shall return to the position(s) previously held.

3. Daily work schedules shall be determined jointly between the job sharing participants and the administration.
4. Reimbursement shall consist of the pro-rated payment of salary, retirement, and insurance premiums.
5. Sick leave and personal leave shall be pro-rated.
6. Seniority and salary experience shall be pro-rated.
7. Arrangements shall be made prior to implementation of a Job Sharing position to equalize preparation time between the Job Sharing participants.
8. Job Sharing participants shall attend parent-teacher conferences, in- service programs, staff meetings scheduled in accordance with this Agreement, and additional work days scheduled for preparation and/or evaluation occurring at the beginning of the school year, the end of the first semester, and the end of the school year.
9. Job Sharing participants shall agree that joint planning will occur whenever they have joint responsibility for the same students. In order to accommodate this requirement, individual arrangements will be made with the Administration prior to implementation. In addition, the Job Sharing participants and their building administrator shall meet quarterly or at the discretion of the administrator to review the Job Sharing arrangement.
10. Job Sharing arrangements shall be made prior to August 1 for the coming school year.

ARTICLE 24
Negotiations

- A. The Board agrees not to negotiate with any teachers' organization or individual teachers with regard to the terms of this Agreement other than the Association for the duration of this Agreement.
- B. Neither party in any negotiations shall have any control over the selection of the negotiating or bargaining representatives of the other party. The parties mutually pledge that their representatives will be clothed with all necessary power and authority to make proposals, tentative agreement subject to ratification.
- C. Between March 1st and 15th of the year this Agreement expires, the parties shall initiate negotiations for the purpose of entering into a successor Agreement for the forthcoming years.
- D. Copies of this Agreement titled "Agreement between Local 10, M.E.A., N.E.A. representing Linden teachers, and Linden Community Schools" shall be printed at shared cost--50% each--within sixty (60) days after the Agreement is signed and presented to all teachers now employed, hereafter employed, or considered for employment by the Board.

Master Agreement between Linden Education Association and Linden Board of Education

Further that the Board shall furnish twenty-five (25) copies of the Master Agreement to the Association for its use.

ARTICLE 25


Duration

This Agreement shall be in effect as of the first day of September 2006, continue in full force and in effect for one (1) year through the 31st day of August 2007.

This Master Contract has been approved and its conditions agreed to by the parties concerned. Therefore, the representatives of both parties affix their signatures below indicating their approval for the term as listed above.

LINDEN BOARD OF EDUCATION

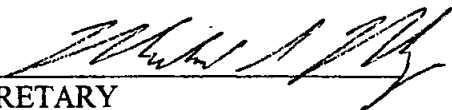
LOCAL 10/MEA/NEA, LINDEN UNIT



PRESIDENT



PRESIDENT



SECRETARY



LOCAL 10/MEA/NEA, LINDEN UNIT

DATED: September 1, 2006

SCHEDULE A
Salary Schedule
2006-2007

<u>Years of Experience</u>	<u>BA</u>	<u>BA+15</u>	<u>MA</u>	<u>MA+15</u>	<u>MA+40 or Ed. Spec.</u>
0	33,738	35,426	37,242	39,103	41,060
1	34,561	36,289	38,194	40,103	42,110
2	36,289	38,103	40,200	42,209	44,319
3	38,103	40,009	42,311	44,425	46,648
4	40,009	42,008	44,530	46,757	49,095
5	42,008	44,108	46,870	49,213	51,672
6	44,108	46,315	49,330	51,796	54,385
7	46,315	48,630	51,919	54,516	57,240
8	48,630	51,062	54,645	57,377	60,247
9	51,062	52,539	57,514	60,390	63,408
10		59,108	63,558	66,741	70,069

Max 10 Years

1. Five (5) years experience in K-12 public schools in Michigan or any state that has reciprocity with Michigan will be accepted with full credit on the schedule.
2. All credits counted toward salary movement must:
 - Be graduate credits
 - Earned in a planned program of study from an accredited college or university
 - Be earned after credits used for placement on the current scale/step (ex: credit toward a MA+15 payment must be earned after the MA was awarded)
3. Adjustments in salary will be made effective at the beginning of the teacher's work year following presentation no later than October 1st of satisfactory proof of having completed the necessary requirements for receipt of such advanced preparation differential. Adjustments in salary will be made effective at the beginning of the second semester following presentation no later than March 1st of satisfactory proof of having completed the necessary requirement for receipt of such advanced preparation differential.
4. A teacher may choose to have his/her salary paid in 21 or 26 payments. This choice shall be made in writing during teacher orientation.

SCHEDULE B
Fringe Benefits

A. The Board shall provide without cost to the bargaining unit member a MESSA PAK for a full twelve (12) month period for the bargaining unit member and their entire family.

B. Bargaining unit members who do not select MESSA PAK A will select MESSA PAK B.

1. Plan A

MESSA CHOICES II (includes \$5000 AD & D Basic Term Life)

\$5/10 Co-pay on prescriptions

\$40,000.00 Life Insurance with AD & D

VSP 3 (July to July plan year)

Delta Dental 80/80/80 \$1300.00 ortho max (\$1000.00 maximum class I and II)
(July to July plan year)

Long Term Disability

60 Calendar Days - Modified Fill

66 2/3 of salary to a monthly maximum of \$4500.00

Freeze on offsets - Workers Compensation, Social Security, Retirement

Pre existing condition waiver

Alcoholism/substance addiction/mental/nervous pregnancy
illness/disability as any other illness

Waiver of premium

2. Plan B

\$45,000.00 Life with AD & D

VSP 3 (July to July plan year)

Delta Dental 80/80/80 \$1300.00 ortho max (\$1000.00 maximum class I and II)
(July to July plan year)

Long Term Disability

60 Calendar Days - Modified Fill

66 2/3 of salary to a monthly maximum of \$4500.00

Freeze on offsets - Workers' Compensation, Social Security, Retirement

Pre existing condition waiver

Alcoholism/substance addiction/mental/nervous pregnancy
illness/disability as any other illness

C. The Board shall provide to each eligible employee LTD insurance commencing after 60 calendar days or exhaustion of the teacher's sick leave, whichever is later. The Board may choose to self-insure for the period from 60 to 90 days of disability.

D. For those teachers who choose not to be covered by the Board paid health insurance and instead enroll in Plan B, the Linden Board of Education shall contribute directly into each individual teachers' 403(b) plan through MEA Financial Services the following amounts:

<u># of Staff Taking Option</u>	<u>Payment</u>
0-20	\$110
21-25	\$250
26-30	\$350
31-35	\$450

36-40	\$550
41+	\$650

The above amounts shall be based on the number of teachers electing Plan B as of the end of open enrollment each year (usually October 1).

SCHEDULE C
Extra-Curricular Activities

- A. All extra-curricular assignments will be posted on or before May 15 each year except as provided in Section C of this Schedule.

Extra-duty assignments will be considered voluntary unless required as part of the responsibility of a classroom teaching position (Secondary Vocal, Secondary Instrumental, Elementary Performing Arts).

Bargaining unit members (including those on layoff) will be given preference in assignments covered by Schedule C. The Board reserves the right to select the most qualified teacher applicant for Schedule C positions.

- B. Extra-curricular duties will be compensated within thirty (30) days after completion of the activity subject to the following general condition:

1. Pay shall be based upon the BA+15 column of the current year unless the teacher does not have a BA+15 or higher degree level, the teacher will be paid on the BA column.

The pay of non-bargaining unit members shall be at the Board's discretion but shall in no instance exceed the pay level which have been authorized to a bargaining unit member.

2. Bargaining unit members who receive \$2000 or more in extra-curricular salary may choose to have their salary paid in two (2) lump sums, one halfway through the season and the second when all responsibilities for the season are complete. Up to six (6) years of Linden or other K-12 public school experience in the same or related coaching field (ex: a person with coaching experience in cross country could get experience credit toward track, but coaching track would not earn experience credit in baseball) will be accepted for initial placement on the salary scale. Salary experience is not gender specific.
3. Every attempt will be made to maintain a 1:25 ratio of coaches to athletes and instrumental instructors to band members.
4. In the event that a person coaches both boys and girls teams during the same season, the pay rate will be 150% of the highest rate for that sport.

Master Agreement between Linden Education Association and Linden Board of Education

<u>Football</u>		<u>Basketball</u>	
High School		High School	
Head	11%	Head	11%
Ass't.	7%	Ass't.	7%
Middle School	6%	Middle School	6% (each for 2 coaches)
<u>Cross Country</u>		<u>Wrestling</u>	
High School		High School	
Head	8%	Head	11%
Middle School	6%	Middle School	6%
<u>Ice Hockey</u>		<u>Golf</u>	
High School		High School	
Head	9%	Head	8%
<u>Baseball/Softball</u>		<u>Track</u>	
High School		High School	
Head	9%	Head	9%
Ass't.	6%	Ass't.	6%
Middle School	6%	Middle School	6% (each for 2 coaches)
<u>Cheerleading</u>		<u>Volleyball</u>	
High School		High School	
Fall	4%	Head	11%
Winter	4%	Ass't.	7%
Competitive Cheer	2%	Middle School	6%
Ass't.			
Fall	2½%		
Winter	2½%		
Middle School			
Fall	2½%		
Winter	2 ½%		
<u>Soccer</u>			
High School			
Head	8%		
Ass't.	6%		
<u>Intra-Mural</u>			
	7% (26 Week Season)		

3. All Schedule C staff will be paid as per agreement of this contract, except two (2) staff members who will continue to be paid as in the past (during the school year). The positions held by these staff are vocal music director and band director.
- C. After three (3) year of satisfactory administrative evaluation, the positions will no longer be posted. Upon resignation or unsatisfactory evaluation of any coach, first opportunity to fill the vacancy would be from the Linden teaching staff and the position will be posted pursuant to Section A of this schedule. Payment for Schedule C positions will be made within thirty (30) days of completion of the activity and administrative evaluation.

Master Agreement between Linden Education Association and Linden Board of Education

- D. Notice of non-renewal will be given within thirty (30) work days following the last contest of the season based upon an evaluation of performance in the position. No provisions of Article 15, Teacher Evaluation, apply to C and D assignments. A non-renewal shall not be arbitrary, capricious or discriminatory.

OTHER ACTIVITIES

District T.V. Production Advisor	4%
Drama - High School	2%
<i>(All practices must be outside the regular school day and auditions open to all high school students.)</i>	
Musical - High School	3%
<i>(All practices must be outside the regular school day and auditions open to all high school students.)</i>	
Instrumental - High School	10%
Marching Band	4%
Battery Instructor	2%
Pitt Instructor	4%
Head guard Instructor	2%
Assistant guard Instructor	2%
Guard Tech	4%
Marching Tech	
Winter Guard	
Head Instructor	3%
Assistant Instructor	2%
Guard Tech	1%
Instrumental - Middle School	7%
Vocal – High School	5%
<i>(To be divided equitably between persons with after school responsibilities.)</i>	
Vocal – Middle School	2%
<i>(To be divided equitably between persons with after school responsibilities.)</i>	
Elementary Performing Arts (Music & P.E.) (**)	1%
Middle School Student Council Advisor	1%
Elementary Student Council Advisor	1%
High School Student Council Advisor	2%
Sponsors of Clubs & Organizations	1%
<i>(As approved by the board with a list available to bargaining unit members for consideration. Includes Pom Pom. Meetings and activities must be held outside the regular school day.)</i>	
Freshman & Sophomore Class Advisors	1% each class
Junior & Senior Class Advisors	2% each class
<i>(For each class if same person does for both years – otherwise 1%)</i>	
Academic Coach (*)	8%
<i>(Percentage split if two coaches, i.e. two coaches @ 4% or one @ 8%)</i>	
Elementary Performing Arts	1%
Elementary Camp - \$50 per person for overnight(s) stay (with approval of building administrator).	
\$200 per person per session of 5th grade camp - Camp Director (no additional overnight payment).	

WORKING ATHLETIC EVENTS

Gate Keeper	\$13	Ticket Seller	\$10
Score Keeper	\$10	Ticket Taker	\$10
Time Keeper	\$10		

(*) Academic coaching includes High School Challenge, Metro League Academic League & Genesee County Academic League.

Master Agreement between Linden Education Association and Linden Board of Education

- (**) Providing each grade takes part in a program, with minimum of two (2) performances each year per building.

LINDEN COMMUNITY SCHOOLS
 SCHEDULE C
EVALUATION FORM FOR SCHEDULE C/D

NAME _____ POSITION _____

NO. OF YEARS IN POSITION _____ DATE OF EVALUATION _____

Evaluation is based on observations occurring throughout the season.

DESCRIPTOR	EXEMPLARY	COMPETENT	ADEQUATE	INADEQUATE	UNACCEPTABLE	N/A
Communication						
Staff Interaction						
Interaction with Participants						
Knowledge/Expertise						
Cooperation/Leadership						
Administrative/Organizational Ability						
Equipment/Facility use and Care						
Overall my opinion of the individual's performance						
Recommendation to return individual to same position for forthcoming year				YES	NO	

COMMENTS:

 Administrator

 Director/Coordinator

 Date

 Date

The signature of the director/coordinator does not necessarily indicate agreement with the above appraisal, but indicates he/she has seen it. The staff member may attach a memo explaining his/her disagreement regarding any aspect of this evaluation.

PERFORMANCE EVALUATION RATING SCALE:

Coaches will be evaluated in these performance areas using the following rating scale as referenced in the Schedule C/D evaluation form. Descriptors for each area are attached.

EXEMPLARY	Understands concepts and demonstrates skill in this area at the expert level
COMPETENT	Understands concepts and demonstrates skill in this area at the mastery level
ADEQUATE	Understands concepts or demonstrates skills in this area at the minimal acceptable level of performance
INADEQUATE	Needs to focus upon and increase concept understanding or demonstrated skill in this area
UNACCEPTABLE	Lacks knowledge/understanding of concept or demonstrated skill in this area
N/A	Evaluator lacks adequate data to rate performance in this area

DESCRIPTOR 1: Communication

Indicators:

- ✚ Communicates with administrative staff.
- ✚ Communicates, contacts, and cooperates with universities regarding potential college players.
- ✚ Reports to media after events, game results and program information (outstanding players/award winners/record breaking performances).
- ✚ Communicates expectations and policies with parents through preseason parent/player informational meetings. A coach will develop written communications that deal with team rules, procedures, and policies.
- ✚ Keeps athletic director informed.
- ✚ Cooperates with booster group regarding fundraisers, keeping them informed annually of program needs that cannot be met under normal operating budget.
- ✚ Cooperates and communicates with parents during the entire year.
- ✚ Develops rapport with other teachers and administrators.

DESCRIPTOR 2: Coach/Staff Interaction

Indicators:

- ✚ Establishes appropriate rapport with coaching staff. Holds ongoing meetings during the season to lead the development and coordination of the entire program.
- ✚ Establishes fundamental philosophy, skills and techniques to be taught by the staff.
- ✚ Evaluates staff, acknowledges success and discusses areas where improvement is needed.
- ✚ Oversees the development of lower level coaches.

DESCRIPTOR 3: Coach/Player Interaction

Indicators:

- ✦ Provides written team rules to all players, including award criteria.
- ✦ Provides training rules to team members in writing and discusses the importance of a safe, healthy lifestyle throughout the season.
- ✦ Is fair, understanding, tolerant, sympathetic and patient with team members.
- ✦ Uses all possible ethical means to motivate athletes, emphasizing the values of competitive athletics, acceptable personal behavior and the importance of positive decision making.
- ✦ Shows an interest in athletes in classrooms and off season activities.
- ✦ Makes the sport an enjoyable educational experience.
- ✦ Monitors and corrects inappropriate team behavior.
- ✦ Encourages the involvement and participation of all potential athletes.

DESCRIPTOR 4: Coaching Knowledge/Expertise

Indicators:

- ✦ Is knowledgeable in matters pertaining to the support regarding rules, philosophy, and strategy.
- ✦ Develops a well organized practice schedule which utilizes staff and team to its maximum potential.
- ✦ Knows the medical aspects of the position, including first aid and injury policies.
- ✦ Develops a practice schedule that provides time for both individual and team development.
- ✦ Works to maximize team performance consistent with quality of athletes available.
- ✦ Self evaluates, looking for new coaching techniques and ideas to improve knowledge and skill to improve self.
- ✦ Attends workshops, participates in professional development activities to improve coaching performance.

DESCRIPTOR 5: Cooperation/Leadership

Indicators:

- ✦ Is cooperative in sharing facilities.
- ✦ Is prompt in meeting team for practices, games and releasing practices at a predetermined time.
- ✦ Sets a positive example in appearance, behavior, language and conduct during a contest.
- ✦ Displays enthusiasm in coaching.
- ✦ Demonstrates self-control and poise in areas related to coaching responsibilities.
- ✦ Is receptive to suggestions and constructive criticism.
- ✦ Delegates authority with responsibility while remaining accountable.

DESCRIPTOR 6: Administrative/Organizational Ability

Indicators:

- ✚ Checks eligibility prior to season, and weekly eligibility of athletes involved.
- ✚ Makes sure all participants have a physical prior to any participation.
- ✚ Checks schedules and bus times to insure accuracy.
- ✚ Attends MHSAA rules meetings.
- ✚ Participates in parents nights, awards assemblies, and banquets.
- ✚ Provides training rules to all team members.
- ✚ Provides proper supervision in locker room, training room, weight room, gym and buses.
- ✚ Provides athletic director with a completed end of the year report (awards sheets, inventory, season summary, and budget requests).
- ✚ Attends coaches meetings.
- ✚ Operates within the budget and uses appropriate procedure for the purchase of equipment.

DESCRIPTOR 7: Equipment/Facility Use and Care

Indicators:

- ✚ Responsible for issues, collection, inventory and care of equipment.
- ✚ Demonstrates concern for the care of equipment.
- ✚ Takes responsibility to secure facilities during and after use (training rooms, weight room, equipment room and building).
- ✚ Accepts responsibility to insure that the playing/practice facilities are well maintained.
- ✚ Takes responsibility to know the condition of locker rooms before and after use.

SCHEDULE D
Miscellaneous Pay Scales

- A. All extra-curricular assignments will be posted on or before May 15 each year except as provided in Section C of Schedule C.
- B. **ADULT EDUCATION PROGRAM** - Teachers employed in the Adult Education Program of the Linden Community Schools shall be paid consistent with the current community education rate.
- C. **VOCATIONAL CERTIFICATION** - A maximum payment of 5% of teacher's salary (exclusive of any extra pay) will be made to those teachers having a vocational certificate issued by the State of Michigan and are teaching in a vocational area of instruction for which reimbursement will be received. Teachers teaching less than a full load shall be pro-rated on the basis of 1/5 (1%) for each class period taught within the vocational certification. Teachers newly employed for vocational instruction beginning with the 1980-81 school year shall not receive such payment.
- D. **SUMMER SCHOOL PROGRAMS** - Summer school salaries will be paid consistent with the current community education rate.
- E. **ELEMENTARY CURRICULUM COORDINATOR** - One coordinator per building of the following subjects: Math, science, language arts social studies shall be paid at 1½ % on the BA + 15 column.
- F. **DEPARTMENT CHAIRS**
High school and middle school department chairs shall be established as follows:

The following departments will be designated as 6-7-8 and another 9-10-11-12:
Math, Science, Social Studies, Language Arts (includes foreign Languages).

The following departments will be designated as K-12:
Music, PE/Health

The middle school will have the following departments:

1. Student Services: Special Education, Counselor, Social Worker
2. Applied Arts (Tech Prep., Computer Science, Art, Media)

The high school will have the following departments:

1. Special Education
2. Counselors/Social Worker
3. Applied Arts (Art, Business, Drafting, Media)

Teachers interested in being a department chair shall apply as per a Schedule C position.

Department chairs will be paid \$100 per teacher in each department. Teachers teaching less than a full load within a department shall be pro-rated on the basis of 1/5 for each class period taught within the department.

The following will be duties for both Curriculum Coordinators and Department Heads:

1. Attend area specific curriculum coordinator meetings/department head meetings and other designated curriculum meetings and workshops.
2. Facilitate the communication of curriculum information to staff.
3. Remain up to date on current curriculum information and trends.
4. Become a leader and resource person for the building in the specific subject area.
5. Meet and work collaboratively with other curriculum coordinators and the administration to enhance curriculum articulation and K-12 scope and sequence.
6. Enhance communication across grade levels and departments related to curriculum goals, plans and issues.
7. Assist in the coordination or ordering, inventorying and distribution of curriculum instructional materials in cooperation with the building principal.
8. Advise the administration on subject area budget and needs.
9. Assist in planning and offering relevant staff development.

G. NORTH CENTRAL ACCREDITATION CHAIR- Each building will have one NCA Chair position. The position may be shared. When the position is shared in the building, the 8% will be divided equally between the Co-Chairs. The rate of pay is established at 8% of the BA + 15 scale if applicable.

H. SUBSTITUTE PAY - Regularly employed teachers, when substituting within the system by appointment of the administration, may choose to be paid or accumulate compensation time. The rate of pay for secondary teachers shall be (\$18) per period, elementary teachers shall receive (\$9) per period. Teachers may use one period of their accumulated "comp time" in groups of 6 hours, except in the middle school where accumulated time must be in groups of 7 periods. Teachers must request their "comp time" 48 hours prior to actual use. Building administrators have the right to deny such requests when there is a shortage of subs. No "comp days" shall be taken after Memorial Day. Unused "comp time" may be converted to pay or sick hours at the end of the school year.

If there is a shortage of substitutes on any given day at the elementary level, "elementary qualified" subs brought in to cover the secondary absences will be reassigned to cover elementary classrooms whenever possible. Exceptions will be allowed for secondary subs filling long-term vacancies for secondary subs who have made pre-arrangements with the absent teachers.

I. LUNCHROOM SUPERVISOR - Lunchroom supervision will be paid at the rate of (\$9) per lunchroom period.

J. MIDDLE SCHOOL SUPERVISOR (outside of regular teacher day) - Must currently be a member of Linden Middle School staff and available from 6:45 a.m. - 7:45 a.m. daily for

supervision of students. After school duties will be arranged. \$11.00/hour, pro-rated to the nearest quarter hour.

K. MILEAGE - Teachers who, in the pursuit of their duties, are required to provide transportation shall be reimbursed for such costs. These duties shall be defined as:

1. Transportation between school buildings in the Linden Community School District for reimbursable programs only.
2. Travel to other school districts at the request of the administration and where the trip is required to fulfill the teaching situation.
3. Teachers required to travel as a part of their duties will be paid at the end of each semester at the maximum allowable rate established by the IRS. The established mileage rate for the current school year will be based on the maximum allowable IRS rate on the first day of school. Teachers must submit documentation of mileage for reimbursement and administrative approval within two (2) weeks after the first semester and on check out day of the second semester.

L. CURRICULUM STAFF DEVELOPMENT - Teachers who participate in Board approved curriculum and/or staff development activities shall be compensated at \$21 per hour when meetings or activities are held outside the regular school day. Participation shall be voluntary. Prior to accepting responsibility for such extra assignment, each teacher shall be informed of the estimated time which will be involved, as well as approximate meeting dates.

M. SEVERANCE PAY - In appreciation for services rendered the district, a severance payment will be offered, except in cases of discharge, on the basis of unused accumulated sick days. A lump sum payout of \$12 per unused sick day for the bargaining unit members with less than 5 years service to the district, of \$18 per unused sick day for bargaining unit members with five through 8 years of service to the district and of \$25 per unused sick day for bargaining unit members with 9 years or more service to the district shall be made to a maximum of \$2,000.

N. LONGEVITY - Beginning with her/his eleventh (11th) year of teaching experience in Linden, each teacher shall receive in a separate check the first pay in December as listed below:

11 th Year	\$ 400.00
15 th Year	\$1300.00
20 th Year	\$1600.00
25 th Year	\$1900.00

O. INCENTIVE FOR EARLY NOTIFICATION OF RETIREMENT OR RESIGNATION - In consideration for their early notification, teachers who provide administration with an unconditional and irrevocable letter of resignation effective with the end of the current school year (i.e. June 30th) will receive the following incentive in their final paycheck:

- \$500 - by January 15
- \$400 - by February 15
- \$300 - by March 15

SCHEDULE E
Linden Community Schools
Teacher Evaluation Process

INTRODUCTION

The purpose of this document is to enable teachers and their supervisors to interact meaningfully regarding the professional qualities and behaviors which the school district expects its teachers to exhibit. Core characteristics of highly effective teachers based on National Board for Professional Teaching Standards (NBPTS) are outlined in the teacher evaluation form pages which follow. Teachers will be able to measure their own performance using these standards as a measure of excellence.

The appraisal process should be collaborative in nature, so that teachers and supervisors may work together to create a positive climate which focuses on continuous professional improvement. The evaluation process will include two classroom observations and a final evaluation meeting. Each classroom observation will include a pre-observation conference, classroom visits totaling at least 30 minutes in length, and a post-observation conference which will include a written observation assessment by the administrator. The post-observation conference will allow the supervisor and teacher to review and discuss the teacher's current performance as indicated on the evaluation form. The final evaluation meeting will include a discussion of the teacher's cumulative job performance as well as a review of IDP goal progress if applicable.

The teacher will complete the self-assessment document included with this packet. The document is meant to serve as a tool for reflection and as a guide for continuous professional growth. The self-assessment form will not become part of the teacher's personnel file.

This form and process have been designed to promote the idea that teacher effectiveness should be appraised consistently across the district. It should be recognized that the results of each evaluation should be tailored to reflect the unique abilities, needs, and aspirations of each teacher.

DIRECTIONS

For each of the five categories assessed within this booklet, the evaluator will provide an overall rating using the following scale:

- 4 = Superior
- 3 = Effective
- 2 = Needs Improvement
- 1 = Unacceptable
- NA = No Knowledge or Observation

Narrative is required for any area marked 1 or 2.

In addition to the overall rating in each category, several "specific indicators" are listed. These indicators are intended to illustrate the sorts of specific teacher and /or student behaviors which, when present, will contribute to effective teaching performance. The evaluator will use notations next to these items in order to elaborate upon the overall rating, using the following system:

- + = this sign indicates that the evaluator finds the teacher is employing this particular indicator effectively
- = this sign indicates that the evaluator views this as an area which is unsatisfactory and merits special attention.

Not all of the specific indicators will be marked. This is intentional, since the purpose of the notations is to project a sense of priority and focus for the teacher. The absence of a notation does not connote either satisfactory or unsatisfactory performance in that area.

This evaluation tool has been designed to focus on five core characteristics descriptive of effective teaching performance based on National Board for Professional Teaching Standards criteria. They are:

- 1) *Teachers are committed to students and their learning.*
- 2) *Teachers know the subjects they teach and how to teach those subjects to students.*
- 3) *Teachers are responsible for managing and monitoring student learning.*
- 4) *Teachers think systematically about their practice and learn from experience.*
- 5) *Teachers are members of learning communities.*

METHOD OF OBSERVATION AND DETERMINATION

The evaluator will determine the effectiveness of instruction through observations of the class and through discussions with the teacher and students. The observations may include a review of the following as well as other items pertinent to teacher effectiveness:

- a. tests and test results
- b. student writings
- c. questions students ask
- d. answers students give
- e. classroom discussions
- f. displays of student work
- g. class activities
- h. mastery of activities and/or skills
- i. lesson plans
- j. student assignments/projects
- k. goals and objectives
- l. classroom rules/procedures/organization
- m. district curriculum guides
- n. attendance and grade book
- o. class outline/syllabus
- p. participation in meetings/conferences/committees

WHAT TEACHERS SHOULD KNOW AND BE ABLE TO DO

Adapted from

The National Board for Professional Teaching Standards (NBPTS)

AREAS OF TEACHER PERFORMANCE WITH DESCRIPTORS AND EXAMPLES.

1. Teachers are Committed to Students and Their Learning.

a. *Teachers recognize individual differences in their students and adjust their practice accordingly.*

Descriptors:

1. Learn about the family and community factors which shape their individual students' orientation and learning in school;
2. Diagnose student interest, abilities, and prior knowledge;
3. Plan instructional activities using their awareness of student interest and prior knowledge;
4. Assess when to alter instructional plans based on individual needs and achievement of students;
5. Monitor students and adjust methods based on this behavior.

Examples:

- Use pre-post assessments
- Determine student interests and lessons reflect this
- Show sensitivity in development of activities and assignments
- Lesson design reflects the varied needs of the students
- Monitor learning and adjusts plans based on results

b. *Teachers understand how students develop and learn.*

Descriptors:

1. Use their understanding of individual and social learning theory, and of child and adolescent development theory to form their decisions about how to teach;
2. Strive to provide multiple context in which to promote and evaluate student achievement;
3. Recognize that in a multicultural nation students bring to the schools a range of achievements.

Examples:

- Provide opportunities for students to demonstrate learning in multiple ways
- Use motivational techniques that reflect understanding of developmental levels
- Use age appropriate materials, use of time
- Use good mix of cooperative, competitive, and independent activities
- Recognize what different students bring to school and capitalize on their strengths
- Kids are given a variety of ways to express what they know

c. *Teachers treat students equitably.*

Descriptors:

1. Distribute attention equitably among all students;
2. Establish constructive relationships with students;
3. Employ varied strategies in meeting the needs of diverse students.

Examples:

- Distribute attention equitably
- Seek opinions of all
- Trust is established
- Encouragement and support is extended to all
- Focus is on learning rather than kids punishment

d. *Teachers' mission extends beyond developing the cognitive capacity of their students.*

Descriptors:

1. Show concern for students' dignity, self-concept, and motivation;
2. Maximize student development in the affective and physical domains.

Examples:

- Development of communication skills
- Conflict management
- Problem-solving skills
- Dignifies incorrect responses
- Multi-sensory activities
- Activities to promote motor skills

2. Teachers Know the Subjects They Teach According to the Linden Community Schools Curriculum and How to Teach Those Subjects to Students.

a. *Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.*

Descriptors:

1. Understand the substance of their subjects including factual information as well as central organizing concepts-and relevant student outcomes;
2. Expose students to different modes of critical
3. Teach students to think analytically about content;
4. Appreciate the integrity of the methods, substance, and structures of subject area knowledge;
5. Appreciate the complexity and richness of their disciplines, and the links to other disciplines.

Examples:

- Interdisciplinary lessons
- Factual information, plus thinking skills
- Metacognitive opportunities for kids
- Information is correct
- Higher level thinking (synthesize/evaluate/analyze)
- Use of manipulative/hands on experience/model
- Writing process used
- Pre-reading skills used

b. *Teachers command specialized knowledge of how to convey a subject to students.*

Descriptors:

1. Demonstrate the most appropriate ways to present subject matter to students (e.g., analogies, metaphors, experiments, demonstrations, and illustrations);
2. Know the most common misconceptions held by students, the aspects that they will find most difficult, and the kinds of prior knowledge, experience, and skills that the learning of particular topics;
3. Apply their knowledge of students and learning and teaching and subject matter;
4. Keep current with curricular materials and evaluate those materials based on an understanding of curriculum theory, of students, of subject matter, and of the district's, school's, and their own educational aims.

Examples:

- Include appropriate available materials
- Connect learning to real life application
- Include appropriate content in lesson
- Construct learning in accordance with student misconceptions

c. *Teachers generate multiple paths to knowledge.*

Descriptors:

1. Understand the value of both structured and inductive learning;
2. Help students to learn to pose problems and work through alternative solutions in addition to teaching them about the answers that others have found to similar problems;
3. Understand that "knowledge" is a combination of information, understanding, skills, dispositions, propositions, and beliefs;
4. Seek ways to apply interdisciplinary thinking and practice as they teach;
5. Teach student to apply knowledge to problems never before encountered.

Examples:

- Students learn by discovery
- Students learn the value of seeking alternative solutions
- Learning is developed and assessed based on information, understanding, and skills
- Thematic teaching
- Students apply knowledge in new situations

3. Teachers are Responsible for Managing and Monitoring Student Learning.

a. *Teachers are cognizant of their objectives.*

Descriptors:

1. Understand the applicable student goals and outcomes of the Linden Community Schools curriculum;
2. Present appropriately planned instruction, elaborate when appropriate, develop activities to help meet these objectives and draw upon a range of useful resources to help attain these objectives;
3. Clearly state to students their learning objectives and why they are important.

Examples:

- Can articulate why they are teaching what they are teaching – outcomes (relationship to district outcomes)
- Lesson design logically leads to outcomes
- Thematic teaching
- Tell kids what objectives are

b. *Teachers call on multiple methods to meet their goals.*

Descriptors:

1. Set high expectations for all students;
2. See themselves as a model and a guide of student learning, as well as active participants;
3. Know and employ a variety of effective instructional skills;
4. Vary instructional settings and employ a range of instructional materials and human resources;
5. Enlist the knowledge and expertise of their fellow faculty members in a variety of ways as they seek to provide their students with as rewarding a learning experience as possible.

Examples:

- Provide prompts, doesn't accept incorrect or no answers
- Create opportunities for students to be actively engaged in learning, discovering
- More student talking than teacher
- Lesson design/implementation
- Work with other disciplines (art, music)
- Work with grade level colleagues in implementing new ideas

c. *Teachers orchestrate learning in group settings.*

Descriptors:

1. Effectively groups students to maximize student achievement;
2. Matches appropriate forms of social interaction to the various instructional formats;
3. Develop social expectations by which students and teachers act and interact. Assist students in developing responsible behaviors that affect their own learning and that of their peers.
4. Utilize methods of classroom management that enhance student learning and prevent disruptive behavior. Teach positive behaviors that lead to effective learning.
5. Evaluate methods used and make appropriate changes. Search for new forms of organization that expand their repertoire and prove effective.

Examples:

- Cooperative learning – when to do ability grouping, same vs. heterogeneous; how to construct groups and learning activities
- Movement, talking, various noise levels
- Conflict management
- Learning success leads to better behavior
- Student engaged in meaningful learning
- Teaming, conferencing with students
- Result of discipline is that kids become “better”
- Responsibility training/teaching for students

d. *Teachers place a premium of student engagement in learning.*

Descriptors:

1. Know and use strategies to motivate student learning and monitor student participation in learning;
2. Match the classroom atmosphere to the particular educational activity. Know that motivating students is not always equivalent to making learning fun, for learning can require difficult work;
3. Know how to encourage students even in the face of failure.

Examples:

- Active engagement in a variety of ways
- Praise, prompt, lead
- Encourage risk-taking
- Time on task
- Learning in transition times

e. *Teachers regularly assess student progress.*

Descriptors:

1. Judge the overall success of planned activities in terms of student learning with relation to the goals and outcomes of the Linden Community Schools curriculum;
2. Employ a variety of evaluation methods and understand that the purposes, timing, and focus of an evaluation affect its form;
3. Monitor individual students to determine how much they have learned;
4. Devise self-assessment opportunities for the students so that they gain a sense of responsibility for monitoring their own learning.

Examples:

- Multiple methods of evaluation
- Self-assessment

4. Teachers Think Systematically About Their Practice and Learn from Experience.

a. Teachers are continually making challenging decisions that test their judgment.

Descriptors:	Examples:
<ol style="list-style-type: none"> 1. Demonstrate flexibility to satisfy multiple priorities; 2. Combine professional knowledge of sound teaching practices, relevant student outcomes and the interests of the students in making instructional decisions; 3. Make decisions based on established theory and reasoned judgment. 	<ul style="list-style-type: none"> • Utilizes ways of doing things smarter not harder • Interdisciplinary lessons to accomplish multiple goals • Articulates rationale for teaching decisions based upon (3)

b. Teachers seek the advice of others and draw on education research and scholarship to improve their practice.

Descriptors:	Examples:
<ol style="list-style-type: none"> 1. Engage in professional development; 2. Reflect on their teaching to improve their practice; 3. Stay abreast of current research and incorporate new findings into their practice; 4. Commit to continued professional growth; 5. Model the virtues of education. These include: curiosity and a love of learning; tolerance and open-mindedness; fairness; and justice; appreciation for human diversity and dignity; and such intellectual capacities as careful reasoning, the ability to take-multiple perspectives, to be creative, to take risks inherent in new learning, and to adopt an experimental and problem-solving orientation. 	<ul style="list-style-type: none"> • Keep a journal, dialoguing with other educators, on-going modification of lesson plans • How do you know a lesson is successful? • How do you know the students have learned what you were teaching? • From your professional development, what have you used in your current teaching practice? Conferences, workshops, professional Reading, classes, peer coaching, Research, writing/publishing, presenting at workshops, study groups. • Set goals for professional growth. • Participate in professional organizations.

5. Teachers are Members of Learning Communities.

a. Teachers contribute to school effectiveness by collaborating with other staff.

Descriptors:	Examples:
<ol style="list-style-type: none"> 1. Actively participate in school improvement and accreditation process; 2. Attend to issues of continuity and equity of learning experiences for students which cut across achievement and grade levels, special and general education, and disciplines; 3. Demonstrate the interpersonal skills of teamwork and a willingness to work together In the interest of the school community; 4. Participate in the coordination of services to students; 5. Assume responsibility in cooperation with their administrators for the character of the school's instructional program. 	<ul style="list-style-type: none"> • Implement NCA/School Improvement strategies • Make necessary adaptations and accommodations for all students • IEP's, 504 plans, Team player, mentoring novices • Serving on school committees • Work to support the climate and uniqueness of the school

TEACHER SELF ASSESSMENT PRE-CONFERENCE

Teacher Name: _____ Grade: _____ Date: _____
Last Name First Name

Subject Area: _____ Evaluator: _____
Last Name First Name

Probationary Teacher: _____ Tenure Teacher: _____ Time: _____

1. Teacher is committed to students and their learning.

Exceeds Expectations _____ Meets Expectations _____ Below Expectations _____ Unsatisfactory _____

a. Teacher recognizes individual differences in his/her students and adjusts.

- 1. Knows student's names and is familiar with their backgrounds.
- 2. Diagnoses student's interest, abilities, and prior knowledge
CA-60 _____ Past Teachers _____ Parents _____ Etc. _____
- 3. Uses interest, prior knowledge in lesson plans and instructional activities.
- 4. Assesses and alters plans based on needs and achievement of students.
- 5. Adjusts teaching methods based on student behavior.

Other _____

b. Teacher understands how students develop and learn.

- 1. Uses techniques that reflect knowledge of developmental levels.
Gives clear, explicit directions _____
- 2. Multiple contexts for students to demonstrate achievement.
Cooperative _____ Competitive _____ Hands-On _____ Independent Activities _____
- 3. Knows differences and range of interests and achievement in students.

Other _____

c. Teacher treats students equitably. Extends beyond developing cognitive capacity.

- 1. Distributes attention equitably.
- 2. Creates trusting student relationships. Shows concern for student's dignity.
- 3. Uses a variety of strategy activities in meeting needs of diverse population.
Affective _____ Physical _____ Cognitive _____

Other _____

2. Teacher knows the subject according to district curriculum and how to teach it.

Exceeds Expectations _____ Meets Expectations _____ Below Expectations _____ Unsatisfactory _____

a. Teacher shows knowledge of subjects, how it is organized, and linked to others.

- 1. Knows subjects concepts and curriculum/student outcomes.
Presents Accurate Information _____ Communicates Ideas Logically _____
- 2. Exposes students to different modes of thinking.
- 3. Teaches analytical, higher level thinking skills (synthesis/evaluation/analyze).
- 4. Uses manipulative / hands-on experiences.
- 5. Appreciates integrity of subject area and knowledge.
Links Subject to Other Disciplines _____ Develops Interdisciplinary Lessons _____

Other _____

b. Teacher displays specialized knowledge of how to convey a subject to students.

- 1. Demonstrates most appropriate way to present subject area.
Experiments ___ Demonstrations ___ Illustrations ___ Analogies ___
- 2. Knows misconceptions of subject.
- 3. Applies knowledge of student and subject to real life applications.
- 4. Keeps current with curricular materials and theory in subject area.

c. Teacher generates multiple paths to knowledge.

- 1. Values structured and inductive learning by discovery.
- 2. Students are able to pose problems and work through alternative solutions.
Elicits and responds to student's questions appropriately ___
- 3. Combines information understanding. Uses supplementary material when needed.
- 4. Apply interdisciplinary teaching and learning.
Uses thematic teaching ___
- 5. Students apply knowledge to new problems.
Other _____

3. Teacher is responsible for managing and monitoring student learning.

Exceeds Expectations ___ Meets Expectations ___ Below Expectations ___ Unsatisfactory ___

a. Teacher is cognizant of his/her objectives.

- 1. Selects lessons that meet goals and outcomes of district curriculum.
- 2. Lesson plans designed to meet district curriculum outcomes.
- 3. Students understand objectives and why they are important.
Activities Match ___
Other _____

b. Teacher calls on multiple methods to meet their goals.

- 1. Sets high expectations for all students and communicates guidelines well.
- 2. Models student learning.
Demonstrates consistency in handling behavior problems ___
- 3. Vary instructional settings with instructional resources.
Art ___ Music ___ P.E. ___ Technology ___
- 4. Enlists the knowledge and expertise of fellow faculty.
- 5. Works well with colleagues (mentor) in implementing ideas.
Other _____

c. Teacher orchestrates learning in group settings.

- 1. Cooperative group learning is used.
- 2. Develop social behavior that matches instruction.
- 3. Assists students in developing responsible behaviors.
Conflict Management ___
- 4. Self evaluates methods used and makes appropriate changes.
- 5. Searches for new forms of organization that expands repertoire.
Other _____

d. Teacher places a premium on student engagement in learning.

- 1. Engages students.
Maximizes Time on Task ___ Minimizes Transition Times ___
- 2. Matches atmosphere to activity.
- 3. Knows how to encourage (praise) students.
Other _____

e. Teacher assesses student progress.

- 1. Matches learning to goals and outcomes of district curriculum.
- 2. Uses a variety of evaluation methods.
Multiple Assessments _____
- 3. Monitor individual students to determine how much they learned.
- 4. Helps students with self-assessment.
Other _____

Strengths:

Weaknesses:

Linden Community Schools
Teacher Evaluation Form

Teacher's Name *Building* *Assignment* *School Year*

Current Employee Status:

Probationary Year _____ Tenured _____

Dates:

1st Observation:

Pre-conference _____ Observation _____ Post-conference _____

2nd Observation:

Pre-conference _____ Observation _____ Post-conference _____

IDP Created: _____

Final Evaluation Conference: _____

Evaluator: _____

Position: _____

1) Teachers are committed to students and their learning.

The effective teacher recognizes individual differences in her/his students and adjusts practices accordingly. S/he understands how students develop and learn and s/he treats students equitably. Her/his mission extends beyond developing the cognitive capacity of their students.

Rating System	Overall Rating for this Item	
(4) Superior (3) Effective (2) Needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st obs. assm't	2nd obs. assm't

Specific Indicators:

1 st	2 nd	
		a. The teacher demonstrates a commitment to the academic success of all students.
		b. Students appear comfortable in the classroom.
		c. The teacher demonstrates an understanding of individual student needs.
		d. The teacher praises the students frequently.
		e. The teacher shows patience when working with students.
		f. The students are allowed to make choices regarding educational activities in the classroom.
		g. The teacher is polite and treats each student with respect.
		h. The teacher speaks with a positive and enthusiastic tone.
		i. The teacher listens to students and accepts feedback.
		j. The teacher uses vocabulary appropriate to the age group.
		k. The teacher provides for adequate processing time for student response.
		l. The teacher has constructed the daily plan so that lessons flow naturally from activity to activity.
		m. The teacher provides engaging activities that encourage student involvement and minimize disruptions.
		n. The teacher employs an effective instructional plan for students on a daily and long-term basis.
		o. The teacher provides an introduction and closure to each lesson.
		p. The teacher's materials are readily available and appropriate for the lesson's content.
		q. The teacher's required assignments are reasonable and purposeful.
		r. The teacher helps students become organized.
		s. The teacher returns student assignments within a reasonable amount of time.
		t. The teacher allocates appropriate time for the planned activity.
		u. The teacher uses various questioning techniques to promote and expand discussions.

COMMENTS:

1st Observation Assessment:

--

2nd Observation Assessment:

--

2) Teachers know the subjects they teach and how to teach those subjects to students.

The effective teacher appreciates how knowledge in her/his subjects is created, organized, and linked to other disciplines. S/he commands specialized knowledge of Linden Community Schools curriculum and how to convey her/his subject(s) to students.

Rating System

Overall Rating for this Item

(4) Superior (3) Effective (2) Needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st obs. assm't	2nd obs. assm't
---	-----------------	-----------------

Specific Indicators:

1 st	2 nd	
		a. Students are learning the subject matter and/or skills of the class at an appropriate rate.
		b. Students turn to and rely on the teacher as knowledgeable in the subject area and/or activity/skill area.
		c. Students are mastering or have mastered the goals and objectives for the class.
		d. Students are prepared for subsequent classes that rely on the current class as a foundation.
		e. Students are developing critical thinking and problem solving skills.
		f. Students can demonstrate their knowledge in a variety of ways.
		g. The teacher demonstrates current knowledge of subject matter.
		h. The teacher demonstrates current knowledge of specific instructional practices for the area(s)/grade level taught.
		i. The teacher follows the district curriculum.
		j. The teacher delivers the curriculum at the proper instructional level.
		k. The students demonstrate evidence of working toward identified learner outcomes.
		l. The teacher's lesson directly relates to desired instructional outcomes.
		m. The teacher communicates short-term objectives and long-term goals.
		n. The teacher's lessons are presented in a logical sequence.
		o. The teacher takes responsibility for student learning.
		p. The teacher serves various roles ... i.e., coach, discussion leader consultant, information provider, demonstrator, etc.
		q. The teacher plans and provides appropriate instructional activities.
		r. Student assignments and activities are interesting and challenging.
		s. The teacher monitors and assists student practice of newly-learned critical skills.
		t. The teacher presents lessons and activities, which cause students to use higher order thinking process.
		u. The teacher models the skills which students are expected to master.

Master Agreement between Linden Education Association and Linden Board of Education

				v. The student approaches assigned tasks independently, with little, if any, further teacher assistance.
				w. The teacher provides the student with meaningful feedback when evaluating student work.
				x. The teacher is cognizant of, and plans instruction for students with different learning styles.
				y. The teacher plans lessons allowing for hands-on student involvement when appropriate.
				z. The teacher uses instructional time effectively and efficiently.

COMMENTS:

1st Observation Assessment:

--

2nd Observation Assessment:

--

3) Teachers are responsible for managing and monitoring student learning.

Effective teachers are cognizant of their objectives and call on multiple methods to meet their goals. They create a positive classroom atmosphere in which all students feel comfortable with themselves and each other.

Rating System

Overall Rating for this Item

(4) Superior (3) Effective (2) Needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st obs. assm't	2nd obs. assm't
---	-----------------	-----------------

Specific Indicators:

1st	2nd	
		a. The teacher is consistent in applying rules and in dealing with students.
		b. The teacher establishes and communicates clear and fair rules.
		c. The teacher clearly communicates to students what is expected of them, both as to behavior and assignments.
		d. Students comply with the teacher's expectations regarding behavior and learning.
		e. The teacher demonstrates smooth and effective transitions between activities.
		f. Students complete assigned tasks and activities and lessons as instructed by the teacher.
		g. Students do not disrupt other students from learning as they complete assignments and activities.
		h. The teacher treats students in a fair and equitable manner.
		i. The teacher is actively engaged with students.
		j. The teacher positions himself/herself in the classroom in ways which encourage optimum learning.
		k. The teacher is aware of the activities that are occurring in the classroom even when working with individual students and responds appropriately.
		l. The students are on task.
		m. The teacher provides clear directions for classroom activities.
		n. The teacher expects and encourages all students to be actively involved in classroom activities.
		o. The students demonstrate an understanding of classroom goals and objectives.
		p. The students readily follow teacher directives.
		q. The teacher's high expectations are evident by student response and behavior.
		r. The teacher continuously monitors student understanding and adjusts instruction accordingly.
		s. The teacher plans lessons which relate whenever possible to everyday, real world situations.

Master Agreement between Linden Education Association and Linden Board of Education

			t. The teacher develops and administers assessments appropriate to the instructional outcomes.
			u. The teacher accesses, when available, technology and other resources beyond the textbook in instructional planning and delivery.

COMMENTS:

1st Observation Assessment:

--

2nd Observation Assessment:

--

4) Teachers think systematically about their practice and learn from experience.

Effective teachers continually make challenging decisions that test their judgment. They seek the advice of others and draw on education research and scholarship to improve their practice.

Rating System	Overall Rating for this Item	
(4) Superior (3) Effective (2) Needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st obs. assm't	2nd obs. assm't

Specific Indicators:

1st	2nd	
		a. The teacher remains current regarding new instructional practices and curriculum issues, and undertakes on-going training.
		b. The teacher is punctual.
		c. The teacher is conscientious in his / her attendance.
		d. The teacher's attire is appropriate.
		e. The teacher is knowledgeable about, and complies with, Board policies, administrative rules and regulations, and state laws, which pertain to his/her professional responsibilities.
		f. The teacher completes necessary written reports accurately and promptly.
		g. The teacher seeks out available resources and/or other staff, which may be useful in improving the performance of his/her students or his/her own teaching performance.
		h. The teacher exhibits the qualities of reliability and dependability in undertaking his/her professional responsibilities.
		i. The teacher is willing to be innovative to enhance student learning.
		j. The teacher maintains the appropriate teacher/students(s) relationships.

COMMENTS:

1st Observation Assessment:

2nd Observation Assessment:

5) Teachers are members of learning communities.

Effective teachers contribute to school effectiveness by collaborating with other staff.

Rating System

Overall Rating for this Item

(4) Superior (3) Effective (2) Needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st obs. assm't	2nd obs. assm't
---	-----------------	-----------------

Specific Indicators:

1st	2nd	
		a. The teacher exhibits a professional attitude that contributes positively to the workplace.
		b. The teacher demonstrates the willingness to be actively involved in activities such as curriculum development, school improvement planning, and/or other professional activities.
		c. The teacher demonstrates the willingness to be involved in student activities.
		d. The teacher is a team player, and successfully collaborates with colleagues on meeting student school-related needs and other matters.
		e. The teacher communicates regularly and effectively with parents.
		f. The teacher sets professional goals to improve instruction and/or classroom performance, and strives to attain those goals.
		g. The teacher exhibits practices that promote good public relations.

COMMENTS:

1st Observation Assessment:

2nd Observation Assessment:

EVALUATOR'S SUMMARY (Strengths, Areas of Concern, Recommendations for Improvement and Professional Participation): (sheets may be attached)

TEACHER'S COMMENTS: (sheets may be attached)

THIS TEACHER'S JOB PERFORMANCE IS:

Satisfactory _____ Unsatisfactory _____

SIGNATURES:

Signature of Evaluator: _____ Date: _____

I understand that my signature is not intended to indicate my agreement with the evaluation, but provides the required record that I have read this evaluation and that I have been offered an opportunity to discuss this evaluation with my evaluator. I also recognize my right to attach comments concerning this evaluation to this document.

Signature of Staff Member: _____ Date: _____

**Adapted from Davison Community Schools Evaluation Instrument 1994 and NBPTS Standards*

SCHEDULE F
Calendar
2006-2007

		<u>Students</u>	<u>Teachers</u>
August 29 Tues.	New Teacher Orientation		
August 30 Wed.	Teacher Professional Development Day		
August 31 Thurs.	Teacher Professional Development Day		2
September 5 Tues.	First Day of School for Students	19	19
October 19 Thurs.	Early release for All Students K-12		
	Secondary Parent Teacher Conferences		
October 20 Fri.	Secondary Parent Teacher Conferences (Early release for Secondary Students)	22	22
November 15 Wed.	Elementary Parent Teacher Conferences (Early release for Elementary Students)		
November 16 Thurs.	Early release for All Students K-12 (Elementary Parent Teacher Conferences)		
November 17 Fri.	Elementary Parent Teacher Conferences (Early release for Elementary Students)		
November 22 Wed.	Thanksgiving Recess begins at end of day		
November 27 Mon.	Classes Resume	20	20
December 22 Fri.	Christmas Recess begins at end of day	16	16
January 2 Tues.	Classes Resume		
January 15 Mon.	Martin Luther King Day—no classes		
January 18 Thurs.	End of First Semester		
	Early release for All Students K-12		
January 19 Fri.	Records Day—no classes		
January 22 Mon.	Second Semester Begins	20	21
February 16 Fri.	Early release for All Students K-12		
February 19 Mon.	President's Day—no classes	19	19
March 1 Thurs.	Secondary Parent Teacher Conferences (Early release for All Students K-12)		
March 2 Fri.	Secondary & Elementary Parent Teacher Conferences (Early release for Secondary Students)		
March 15 Thurs.	Early release for All Students K-12	22	22
April 5 Thurs.	Spring Break begins at end of day		
April 16 Mon.	Classes Resume		
April 19 Thurs.	Early release for All Students K-12	15	15
May 17 Thurs.	Early release for All Students K-12		
May 28 Mon.	Memorial Day—no classes	22	22
June 8 Fri.	Last Day for Students		
June 11 Mon.	Last Day for Teachers	6	7

181 Student Days
185 Teacher Days

Early release days are scheduled as professional development time for district staff except on dates specified as parent conference time.

Master Agreement between Linden Education Association and Linden Board of Education

1. The calendar will not be deemed to include additional uncompensated work time for teachers associated with Individual Development Plans or the time new teachers spend with mentors as is required under the provisions of the Tenure Act and Michigan School Code.
2. In the event any provision of this Agreement creates a condition whereby the district is deficient in terms of meeting the number of days or hours of student instruction, the student and staff schedules will be subject to renegotiations between the parties following verification of the deficiency.
3. Days on which school is closed due to inclement weather will be rescheduled at the end of the school year to assure a sufficient number of days and hours to receive full state aide payments with the last day for teachers to immediately follow.

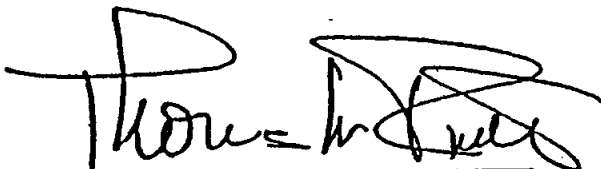
In the event the law changes in such a fashion that the make-up of such time is not required in order to receive full state aid payments, section 3 will be deemed null and void.
4. A total of 12 hours of parent teacher conferences will be established for each teacher per school year. One early release day in the fall may be used for parent teacher conferences. Conferences shall be scheduled at the building level with consideration of convenience to parents and district wide schedules. Teacher attendance is mandatory, however, when extenuating circumstances exist where the teacher cannot attend, the teacher shall find an alternative date for parents to meet with the classroom teacher.
5. Records Day in January is an optional work day. However, teachers must submit records according to the deadline set by the building administrator.
6. One (1) Open House for each teacher per school year will be scheduled, on a date mutually agreeable between the administration and the teachers. Teachers are encouraged to attend their building Open House as scheduled, unless extenuating circumstances exist where the teacher cannot attend. If a teacher is unable to attend, he/she shall notify the building principal as soon as possible and ensure appropriate materials are available in the classroom for parent review during the scheduled Open House. Appropriate materials shall include providing notification to parents to contact the teacher by phone for further information or to schedule a meeting with the teacher to discuss Open House materials.
7. In the year 01-02, six additional minutes will be added to the end of the school day in all buildings.

LETTER OF UNDERSTANDING
BETWEEN THE
LINDEN SCHOOL DISTRICT
AND LOCAL 10/MEA/NEA (LINDEN UNIT)

RE: Freedom of Information Act (FOIA)

The parties have mutually agreed to the following on all requests for information regarding a bargaining unit member under the Freedom of Information Act (FOIA). In order for requests to be honored by the district, all requests must be in writing and include the name, address and phone number of the persons(s) or entity making the request.

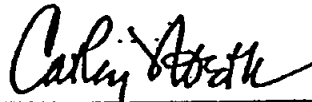
1. Upon receipt of a FOIA request for personnel data regarding a bargaining unit member, the district will request the 10-day extension allowable under the law, unless the day extension is not necessary.
2. The district will notify the employee(s), as soon as possible, in writing, who are the subject of the FOIA request and the local Association President. The union representative may agree to notify the employee in lieu of the district notification.
3. The district will allow the identified employee(s) and the Association representatives to review the FOIA request(s), the materials in the personnel file and all other public documents subject to the FOIA request prior to their release.



For the Board

10/5/00

Date



For the Association

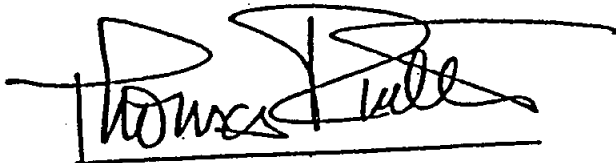
10-6-00

Date

LETTER OF UNDERSTANDING
BETWEEN THE
LINDEN SCHOOL DISTRICT
AND LOCAL 10/MEA/NEA (LINDEN UNIT)

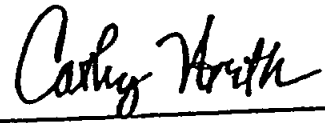
RE: Professional Development

The parties have mutually agreed to further explore, during the term of this Agreement, optional professional development time for teachers when clarification is provided by the State on several issues including per diem funding.



For the Board

10/05/00
Date



For the Association

10-6-00
Date

LETTER OF UNDERSTANDING
BETWEEN THE
LINDEN COMMUNITY SCHOOLS
AND THE
LINDEN EDUCATION ASSOCIATION

Linden Community Schools and the Linden Education Association hereby agree as follows:

1. All requirements of the NCLB/ESEA Act of 2001 shall be complied with.
2. Teachers not meeting the "highly qualified" definition under the Act shall be offered the local assessment option which shall be monitored by the individual teacher's building school improvement committee. The building school improvement committees shall rely on the state standards in assessing the qualifications of the teacher. In the event the teacher or the building school improvement committee fails to respond in a reasonable time the school administration shall intervene to insure compliance with the Act.
3. If for any reason, one or more of the teachers fail(s) to meet the Act's definition of "highly qualified" after providing them the opportunity to utilize the local assessment option, the district and the Linden EA shall meet prior to January 2006 to agree on a mutually acceptable placement for the teacher(s) pursuant to the collective bargaining agreement.

Elizabeth Leonard
Linden Community Schools

Carley Worth
Linden Education Association

6/08/05
Date

6-08-05
Date

LETTER OF UNDERSTANDING
BETWEEN THE
LINDEN SCHOOL DISTRICT
AND LOCAL 10/MEA/NEA (LINDEN UNIT)

This letter of understanding is between the Linden Community Schools and the Linden Education Association regarding the counselor's summer work schedules:

It is understood that, beginning with the 2002-03 school year, each of the school counselors shall work up to an additional ten (10) work days, as needed, beyond the normal school year work schedule. Additional time needed, beyond ten (10) days, shall require approval of the Superintendent or his/her designee. Notification of work days scheduled shall be made in writing to the counselors and the Linden Education Association prior to May 20th of each school year by the building principal. Each counselor shall be provided the opportunity of equal workdays.

Pay shall be on a per diem basis with the annual salary divided by the number of teacher contract workdays. When days are worked, additional time sheets with dates listed and authorized signatures included shall be submitted to the central office payroll division.

The Master Schedule will be developed according to the agreed upon timeline (see attached) which shall include input from the BAC, Department Heads and the building principal.

The signatures below acknowledge this agreement on the above conditions.

Elizabeth Leonard 9/09/02

Elizabeth Leonard
Superintendent

Cathy North

Cathy North
President, Linden EA

9-19-02

Tentative Master Schedule Development/Linden Middle School

- 10-10-02 Curriculum Review with Department Chairs/RCE/Exploratories
- 01-10-03 Curriculum Revisions/Proposals from Department Chairs to Principal for Review/Adoption
- 02-03-03 Grade Level Guides Ready for Printing
- 02-11-03 Preparation of Preliminary Master Schedule Begins
- 03-04-03 Orleans Hanna Testing for 7th Graders by 7th Grade Math Teachers
- 03-11-03 Orleans Hanna Results to 7th Grade Math Teachers and Math Department
- 03-12-03 Fine Arts Request (Band, Choir, Drama) Mailed Home with Progress Reports
- 03-19-03 7th and 8th Grade Fine Arts (Band, Choir, Drama) Requests Due
- 03-25-03 Math Placement Meeting with Math Department for 8th Grader Algebra Placement
- 04-01-03 Band Placement Testing for all Elementary 5th Grade Students
- 04-04-03 6th and 7th Grade Requests Deadline for Teams 2003-2004
- 04-15-03 5th Grade Parent Orientation
- 04-23/24-03 5th Grade Visit/Orientation Linden Elementary
- 04-28/29-03 5th Grade Visit/Orientation Central Elementary
- 05-02-03 Incoming 5th Grade Parent Request Deadline
- 05-09-03 5th Grade Band Request Forms to Counselor
- 05-19-03 First Draft to Master Schedule
- 05-20-03 Notification to Counselor for Additional Summer Work

ARTICLE 1
Recognition

- A. The Board hereby recognizes the Association as the exclusive and sole bargaining representative for all certified personnel, including psychologists and social workers, whether under contract, on leave, employed or to be employed by the Board, excluding the Superintendent, Assistant Superintendents, Principals, Supervisors and substitutes within the meaning of the Public Employment Relations Act.
- B. The term "Teacher" when used hereinafter in this Agreement, shall refer to all employees in the bargaining unit as above defined.

Nothing contained herein shall prevent the Board from modifying, revising, combining, or eliminating any position of employment in this Article pursuant to the conditions of this Agreement.

- C. Any new position created during the life of this Agreement will be added to the unit providing it fits the description of "Teacher" as used in this Agreement.
- D. The Board shall mean Board of Education or anyone the Board designates to act on its behalf.

ARTICLE 2
Association and Teacher Rights

- A. The Association and its members shall have the privilege of using school building facilities for meetings outside of class hours on the same basis as are civic or political organizations in the District, as established by District policy.
- B. Duly authorized representatives of the Association and their respective affiliates shall be permitted to transact official business of the Association at all reasonable times, provided that this does not interfere with or interrupt normal school operations.
- C. Teachers shall be entitled to full rights of citizenship and no religious or political activities of any teacher, or the lack thereof, shall be grounds for any discipline or discrimination with respect to the professional employment of such teacher.

The private and personal life of any teacher is not within the appropriate concern or attention of the Board. However, a teacher should abstain from conduct which adversely affects his/her relationship to the students or the discharge of his teaching duties.

- D. The Association may have the right to use school classroom(s), equipment within the building where equipment is located and facilities including typewriters, computers, duplicating equipment, audio-visual and multi-media equipment at reasonable times when equipment is not otherwise in use and which use is limited to operation on school property. The Association shall pay for the cost of all materials and supplies incidental to such use.

- E. The Association shall have the right to post notices of its activities and matters of the Association concern of teacher bulletin boards as provided in the teacher lounges.
- F. The Board will consult with the Association on any new or modified fiscal, budgetary or tax problems, construction programs, or major revisions of educational policy and/or programs which are proposed or under consideration and the Association will be given the opportunity to advise the Board with respect to said matters prior to their adoption and/or general publication. The time and place for providing such advice will be determined by the Board.
- G. The Association shall be granted ten (10) days to be used by the Association representatives for Association business. These days may be used by any member of the Association designated by the President. The Board will assume the cost for the first five (5) days and the Association will pay the substitute teacher cost for the remaining five (5) days.

ARTICLE 3
Rights of the Board

- A. The Board, on its own behalf and on behalf of the electors of the School District, hereby retains and reserves unto itself all powers, rights, authority, duties and responsibilities conferred upon it and vested in it by the School Code and the laws of the State, the Constitution of the State of Michigan and/or the United States. Such rights and duties, etc. shall include, but not be limited to, the right to:
 - 1. Manage and control its business, its equipment, and its operations of the entire school system.
 - 2. Continue its rights, policies and practices of assignment and direction of personnel, and schedule all the foregoing.
 - 3. Determine the services, supplies, and equipment necessary to continue its operation and to determine methods and means of distributing the above.
- B. The Board shall continue to have the right to establish, modify or change any condition except those covered by the provisions of this Master Agreement.

ARTICLE 4
Agency Shop and Payroll Deductions

- A. Teachers shall pay, as a condition of continued employment, either membership dues or a representation service fee.

The level of membership dues, service fees and member assessments shall be established by the Association in accordance with its procedures. Any challenges to the level of dues, service fees or member assessments, shall be directed exclusively to the Association's internal procedures and are not subject to the grievance procedure set forth in the master contract.

- B. Membership dues and services fees will be payroll deducted in equal installments as a condition of the Master Contract pursuant to the authority set forth in MCLA 408.477, beginning in September and ending in June.

Member assessments will be payroll deducted as a condition of the Master Contract pursuant to the authority set forth in MCLA 408.477 in accordance with a schedule established by the Association in consultation with the Business Office.

Such payroll deductions will be remitted to a designated Association representative within ten (10) business days of the date the deductions are made.

- C. The Association agrees to indemnify and save harmless the Board against any and all claims, demands, suits, expenses or other forms of liability, including back pay, of whatsoever kind and nature, that shall arise out of action taken by the Board for purpose of complying with the provisions of this Article.

ARTICLE 5 Teaching and Class Loads

- A. Secondary teachers shall be required to report for duty fifteen (15) minutes before the opening of the pupils' regular school day in the morning and will be permitted to leave twenty (20) minutes after the close of the pupils' regular day. Elementary teachers shall be required to report for duty ten minutes before the opening of the pupils' regular day in the morning and will be permitted to leave five minutes after the close of the pupils' regular day.

Teachers are to be at their appointed work stations at least ten (10) minutes before classes commence in the morning. Teachers are encouraged to remain for a sufficient period after the close of the pupils' school day to attend to those matters which properly require attention at that time, including consultations with parents when scheduled directly with the teacher, except that on Fridays or on days preceding holidays or vacations, the teacher's day shall end at the close of the pupils' day.

The normal teacher work day at all levels shall be equalized at no more than seven (7) hours and twenty-one (21) minutes.

Each building principal may extend staff meetings beyond the regularly scheduled day for no more than a total of three and one-half (3-1/2) hours annually. When using this time in addition to the regular work day for staff meetings, the building principal shall give at least one week's prior notification with a written tentative agenda.

- B. The normal weekly teaching load in the middle school and high school will be thirty (30) teaching periods and five unassigned preparation periods or not to exceed an average of twenty-five (25) hours of pupil contact per week. Assignment to a supervised study period shall be considered a teaching period for purposes of this Article. The normal teaching load in the elementary schools will be thirty (30) teaching periods or not to exceed five and one-half (5-1/2) hours of pupil contact per day.

- C. Elementary teachers will be provided a total of two hundred seventy (270) minutes relief time per week from recess and/or instructional "specialists". It is the Board's intent to maintain instructional specialists; however, in the event of a financial crisis, specialists are reduced or eliminated and state mandated instructional hours are in jeopardy, the time before and after school may be counted toward the two hundred seventy (270) minutes of preparation time.

For purposes of a restructured day, staff will have the same amount of contact and preparation time as mentioned in sections B and C. Buildings will design their release time to be compatible with bus schedules.

- D. All teachers shall be entitled to a duty-free uninterrupted lunch period not less than thirty-five (35) minutes. A maximum of 50% of the teachers, without a teaching assignment, within a building may leave the building during the lunch period. Teachers leaving the building are to sign out at the building office.
- E. Teachers of art, music, librarians, speech therapists, reading consultants, visiting teachers, counselors and all special education teachers shall be provided with relief and preparation time to the same extent as other teachers in the District.
- F. In the event of any disagreement between the representatives of the Board and the Association as to the need and desirability of such deviation from these norms, the parties shall negotiate such deviations.
- G. Extra period assignments will be paid at 1/6 or 1/7 of the teacher's personal teaching salary, dependent upon the daily assignment. These positions must be posted.
- H. The Association and the Board recognize the need for a continual search for methods to improve education. Therefore, the Association and the Board agree to a district-wide joint planning and problem solving committee (joint committee) which will involve designated representatives. Each building will be represented by one staff member and one administrator. In addition to building representation, the joint committee will consist of the Superintendent or his/her designee and a local Association representative. This joint committee shall establish its own ground rules and shall accept, reject or modify requests and shall communicate recommendations to all building staffs, and the Superintendent. Both parties recognize the individual building administrator may need to make decisions daily which could impact the teachers' daily schedules.

Changes which originate with individual building teams and which impact a building's student/teacher contact time shall be brought to the attention of the joint committee. Situations involving individual teachers are not applicable to this process. Building school improvement committees shall consist of the building principal/designee and include fair representation of all teaching staff. Teacher participation in these activities in full or in part shall be voluntary. Teachers will not be affected by such activities in a manner that is contrary to any term or provision of the Agreement except as mutually agreed in writing by the undersigned parties.

ARTICLE 6
Teaching Conditions

A. The Board and the Association both recognize that high quality education is possible when the act of educating is performed under optimum conditions. It is also recognized that it is the primary duty of a teacher to teach and that the organization of the school and the teacher's duties should be directed towards this end. Every effort will be made to provide conditions that will provide high quality education to every student in the school district.

B. It is agreed that the teacher-pupil ratio is an important factor in an educational program and that the class sizes should be lowered whenever possible to meet the following standards:

1. ELEMENTARY

Young Fives	20
Kindergarten	27
1st through 5th	30

2. SECONDARY

6th through 12th	30 (Except physical education, instrumental and vocal music and study hall.)
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C. Teachers who are assigned to classes which exceed the maximum of twenty-seven (27) in the Kindergarten and thirty (30) in elementary grades (1-5) shall receive an additional payment of \$70 per student, per semester, as of the official count day for each semester.

Except for Physical Education, Study Hall, and Instrumental and Vocal Music, teachers of Middle School and High School classes who are assigned to classes which exceed thirty-one (31) students shall be paid \$14.00 per section, per student, per semester, as of the official count day for each semester.

The Board of Education will strive to keep class sizes at an equal level and, if increases prove necessary, to make pupil assignments on an equitable basis. The Association pledges to maintain or improve the quality of education in those classrooms where maximum excesses exist.

As a condition of this contract, both parties agree that the dollar amount per student, per semester in excess of the maximums will not be used or referred to as a standard or precedent for establishing additional payment in future contracts.

D. Study Hall Aides shall be used only to lower class size by allowing certified teachers to teach classes. However, no teacher presently employed shall be laid off when Study Hall Aide(s) are employed. When a sufficient number of Study Hall periods exist to equal a full-time position, a teacher from layoff shall be recalled to fill that position.

E. The Board recognizes that appropriate texts, library reference facilities, maps and globes, laboratory equipment, audio-visual equipment, art supplies, athletic equipment, current periodicals, standard tests and questionnaires and similar items should be made available to the teachers at all times. The parties will confer from time to time for the purpose of

improving the selection and use of such educational tools. The Board agrees also to keep the schools reasonably equipped and maintained. This should include all teachers' facilities such as teachers' lounges and restrooms, if possible.

- F. The Board and the Association mutually recognize the importance of continuous use of adequate teacher reference materials in maintaining a high level of professional performance. In furtherance of that recognition, the Board shall provide a teacher reference library in each school, if possible, and include therein all texts which are reasonably requested by the teachers of that school.
- G. The Board agrees to make available in each school adequate typing, duplicating facilities and clerical aid for teachers in the preparation of instructional materials. If possible, a copy machine, computer and typewriter will be provided for the teachers in each building.
- H. The Board shall make every attempt to provide:
 - 1. A separate desk for each teacher in the district with lockable drawer space.
 - 2. Closet space for each teacher to store coat, overshoes and personal articles.
 - 3. Chalkboard space in every classroom.
 - 4. A dictionary in every classroom.
 - 5. Adequate storage space in each classroom for instructional materials.
- I. Teachers shall not be required to perform noon-hour and lunch supervision, recess duty or to collect milk and lunch money.
- J. The Board shall make available, if possible, in each school adequate lunchroom, restroom and lavatory facilities exclusively for teacher use and room appropriately furnished with such things as couches, tables, lounge chairs, sink, refrigerator which shall be reserved for use as a faculty lounge.
- K. Teachers shall not be required to work under unsafe or hazardous conditions or to perform tasks which endanger their health, safety or well-being.
- L. School facilities shall be kept clean and available for all planned and approved educational activities.
- M. No teacher shall be required to have completed report cards or CA files before the end of the Records/Check Out day of any semester.

ARTICLE 7
Qualifications and Assignments

- 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, if a satisfactory one is available at the time for hiring.
- B. No full-time or emergency substitute teacher serving in a regular position will be hired under the provisions of the State Board of Education special ninety (90) day certificate unless absolutely necessary.
- C. Since pupils are entitled to be taught by teachers who are working within their area of competence, teachers shall not be assigned outside the area so designated by their teaching certificate.
- D. Student teachers shall not be used as substitute teachers without the consent of his/her supervising teacher. Only tenure teachers will be eligible to accept student teachers and such assignment will be voluntary.
- E. All teachers shall be given written notice of their teaching assignments for the forthcoming year, no later than the preceding first day of July.

ARTICLE 8
Vacancies, Promotions and Transfers

- A. 1. The Board recognizes that it is desirable in making assignments to consider the preferences of employees.

An assignment for purposes of this paragraph shall be defined as a change in teaching position within a building.
- 2. A transfer (whether voluntary or involuntary) shall be defined as the movement of a teacher to another building.

Since the frequent transfer of teachers from one school to another is disruptive of the educational process and interferes with optimum teacher performance, the parties agree that unrequested transfers of teachers are to be minimized and avoided whenever possible.
- 3. A teacher interested in a change in assignment or a transfer will notify his/her supervisor in writing (copied to the Association President) of the type of assignment desired by April 1 of each year. The request will set forth the reasons for requesting the assignment, the specific type(s) of position being sought and the employee's certifications and qualifications for the position(s). Such requests must be submitted annually to assure active consideration by the Board.
- 4. Section A shall not apply to transfers and assignments made under Article 9.

- B. Whenever any vacancy in any professional position in the district shall occur, the Board shall publicize the same by giving written notice of such vacancy by providing for appropriate posting in every school building.

Teachers who are interested in being notified of vacancies during the summer months, shall notify the central office along with the year-end check out process. The teacher shall apply within ten (10) business days from the date of the mailing.

During the school year no vacancy shall be filled, except in case of emergency on a temporary basis, until such vacancy shall have been posted for at least ten (10) school days. Vacancies which occur within ten (10) calendar days of the first student instructional day for which changes in assignments or transfers may be disruptive, will be posted in accordance with the procedures set forth herein, however the reassignment of an employee will be delayed until the end of the semester or school year.

The procedures for filling extra duty vacancies are contained in Schedule C.

- C. Any teacher properly certified may apply for such vacancy. In filling such vacancy, the Board agrees to give due thought to professional background and attainments of all applicants, the length of time each has been in the school system of the district, and other relevant factors. The Board reserves the right to promote on the basis of an applicant's qualifications and to hire new employees for an open position.

ARTICLE 9

Layoff, Recall and Seniority

- A. The Board of Education and Association, realizing that education, curriculum and staff to a large degree depend upon the economic facilities available to the Board as provided by the public and the State of Michigan, understand that in some instances it may be economically necessary to reduce the educational program, curriculum and staff when funds are not available or programs are reduced, hereby agree the following procedure will be implemented:
1. A list of displaced teachers will be developed composed of all probationary teachers who will preliminarily be scheduled for layoff and those non-probationary teachers in affected positions.
 2. Following the completion of the schedule, the displaced teachers referenced in section 1 above will be aligned based upon seniority and will be assigned as follows:
 - a. To a vacancy based upon seniority, certification and qualifications.
 - b. If there are no vacancies for which the displaced teacher(s) are certified and qualified, the most seniored displaced teacher will be assigned as follows:

1. To the position in the schedule which is occupied by the least senior teacher for which the displaced teacher is certified and qualified; provided
2. The displaced teacher has greater seniority.

A teacher displaced through the process set forth in section 2-b will be added to the displaced teacher list in order of seniority.

- c. If no position exists following the continued implementation of the procedure set forth in section 2-b, the least senior displaced teacher(s) will be laid off.
3. Qualified for purposes of this Article shall be defined as the appropriate State of Michigan certification for a specific position and meeting North Central requirements.

If a teacher assigned does not meet the North Central requirements, the teacher will be given two (2) school years to meet the standards. The teacher must demonstrate that he/she has enrolled in at least four (4) credits toward meeting this requirement by June 1 of the school year in which the assignment was made. Failure to complete this requirement or to meet the standard within the two (2) year period will result in the removal of the teacher.

The Board will continue to provide letters of recommendation and other similar forms of assistance to teachers scheduled for layoff in an attempt to assist the teachers in finding alternative employment.

Bargaining unit members who are laid off may, subject to the rules and regulations of the insurance underwriters and/or carriers, continue their insurance benefits by paying the monthly premium payments through the procedures established by the Business Office.

- B. The bargaining unit members shall have the sole responsibility to keep their State certification, State license, qualifications information, address and phone number on file with the Central Office up to date. Any assignments (including recall) made based upon the most recent information on file from the employee, will be deemed correct.

Teachers are required to maintain the education endorsements and grade level certification for positions in which they are hired or assigned. Should a teacher remove or nullify an endorsement on a teaching certificate or a grade level certification included in the teaching certificate, the teacher's accrued seniority shall be nullified. The teacher will be placed at the bottom of the seniority list and will thereafter begin accruing seniority.

- C. Employees who are not subject to the provisions of the Michigan Teacher Tenure Act, will serve a four (4) year probationary period.
- D. This Agreement shall not be interpreted to convey tenure in position to an employee in any position covered by this Agreement.

- E. It is expressly understood that the Association shall have the right to review the layoff list prior to notification of the bargaining unit members scheduled for layoff.

In the event an entire department is scheduled for layoff, a committee of teachers and administrators will convene to determine how essential departmental services will be maintained.

- F. 1. Except as set forth in section 3 below, seniority shall be defined as the length of continuous service to the district within the bargaining unit from the employees first day of work. Seniority for part-time employees will be prorated.

Employees who are rehired and those employees who provided substitute service to the district prior to being hired as a regular teacher within the bargaining unit, will not receive seniority for such periods of employment.

Seniority will be credited to laid off employees serving as term substitutes as set forth in section G below.

In the event of a tie in seniority, the tie will be broken first by the greatest number of graduate credits earned and if still tied, by casting lots.

2. Except as set forth below, seniority shall not accrue while on layoff or during any unpaid leave of absence nor will such periods be construed as a break in continuous service.

Teachers absent and continuing to use accumulated sick leave due to an illness or disability, shall continue to accrue seniority through the end of the semester in which the teacher's individual sick leave accumulation is exhausted.

3. Any teacher transferred to a supervisory/administrative position shall not accrue seniority while in the supervisory/administrative position but will however, retain the seniority previously accrued while in the unit prior to the transfer.

The right to return to a position will be limited to available vacancies or positions occupied by probationary teachers if the administrator/supervisory employee is certified and qualified for the position occupied by the probationary employee and has acquired tenure as a classroom teacher within the district.

- G. 1. Employees will be eligible for recall for a period of four (4) years from the last day worked prior to being laid off.
2. The recall of teachers shall be made in accordance with the following procedures:
- a. Teachers will be recalled in inverse order of layoff to positions for which they are certified (licensed, etc.) and qualified (See Article 9-A).

It is expressly understood that the recall provisions detailed herein, supersede the posting of vacancies set forth in Article 8.

It is further understood that changes in assignments and transfers (voluntary or involuntary) of teachers on staff may be necessary to facilitate the recall of a laid off teacher.

- b. When a teacher qualifies for a leave of absence which will last for more than fifty (50) school days or where a teacher whose return from layoff is delayed under those conditions set forth in c (4) below, the substitute assignment will be made first to certified (licensed, etc.) employees eligible for recall in order of seniority, prior to utilizing a non-bargaining unit substitute.
- c.
 - 1. Except as set forth in section 3(b) below, teachers who fail to report within fourteen (14) calendar days of receipt of a recall notice by certified mail to a vacancy or a term substitute assignment, will be considered a voluntary resignation and shall surrender further employment rights.
 - 2. Bargaining unit members employed under the terms of an individual employment contract with another Michigan public school district at the time of receipt of the recall notice, will be required at the end of the fiscal year, to accept the position to which they were recalled or will surrender further recall and employment rights.
 - 3. In the event the bargaining unit member is employed under the terms of an individual employment contract as set forth above, the position will be filled by on an interim basis by the next most senior, certified (licensed, etc.) teacher who is on layoff or in the absence of such an individual, a non-bargaining unit substitute.
 - 4. In the event a non-bargaining unit substitute is utilized to fill the position for sixty (60) or more consecutive days, the substitute will be entitled to salary and benefits consistent with the requirements of section 1236 of the Michigan School Code.

ARTICLE 10

Leaves of Absence - General

- A. All teaching employees of the Linden Community Schools will be at their stations every day for which they are paid, except as provided in the following paragraphs.
- B. It is the teacher's responsibility to file a signed statement certifying that s/he is eligible for "absence without loss of salary" and the reason for absence in the building office. If this procedure is not followed, deductions from salary will be automatically made.
- C. Except in cases of emergency, teachers shall call the sub line before 7:00 a.m. to request a substitute when they are absent. If the teacher does not make the call and the teacher and sub both report to work, the cost of the substitute will be deducted from the teacher's pay if no other assignment is available for the substitute. Secondary teachers should

make every effort to call prior to 6:00 a.m. One number (the same number) shall be provided for all teachers of the system in case of absence.

ARTICLE 11
Paid Leaves of Absence

A. Sick Leave

1. At the beginning of each school year all teachers of the Linden Community Schools will be credited with a twelve (12) day sick leave allowance used for absences caused by personal illness or quarantine or serious illness. Serious illness or death in the immediate family is interpreted to include father, father-in-law, mother, mother-in-law, brother, sister, spouse, children, grandparents, or grandchildren. The Board of Education may require a doctor's statement. Exceptions for additional bereavement leave may be granted by the Superintendent. Such exceptions shall not be used as precedent and shall not be subject to the grievance procedure.
2. Four (4) of the twelve (12) sick days allocated yearly may be used as personal business days for any reason other than recreational purposes or to extend a holiday or vacation period. A teacher planning to use a personal leave day or days shall notify his/her principal at least 24 hours in advance, except in case of emergency. Unused personal business days shall accumulate as sick days. Teachers, when giving notice for use of personal business day(s), will do so as per the agreed-upon form.
3. There shall be no maximum on accumulated sick days.
4. At the end of each school year, a teacher shall be compensated by the Board at the rate of 23% of the teacher's daily pay as per Schedule A for sick days accumulated over 80, not to exceed 12 days per year, or a teacher may elect not to receive compensation at the end of the year for that year but may apply them toward accumulation of sick days.
5. Teachers will not suffer loss of pay or sick leave for the following reasons:
 - a) Absence when a teacher is called for jury duty or is subpoenaed to appear in any court proceedings on school business or is authorized by the Superintendent to participate in a judicial proceeding.
 - b) Administration approval for visitation at other schools or for attending educational conferences or conventions.
 - c) Time necessary to take the selective service physical examination.

B. Workers' Compensation

Teachers suffering injury, while in attendance at normal school work or school functions, which results in the loss of working days will not be subject to loss of sick leave time for said period.

ARTICLE 12

Unpaid Leaves of Absence

- A. The Board of Education may grant a leave of absence without pay upon request of a teacher who has been employed in the Linden Schools for at least three (3) years. This leave will not be granted for more than one (1) school year. A teacher who has been granted leave shall notify the Superintendent of her/his intent to return by April 1 for the following school year and will be assigned a position for which he is certified. Failure to notify the superintendent in writing by the required date will constitute a voluntary quit.
- B. Any teacher having exhausted her/his accumulated sick leave shall be placed on unpaid medical leave (subject to insurance coverage) until the teacher is medically qualified to return to work. After the MESSA waiver of premiums ceases (if one exists), fringe benefits for the teacher shall be paid by the Board on the basis of one month's coverage for each year of service in the district up to a maximum of 12 months coverage.
- A teacher returning from medical leave during the school year will be eligible for the former position or a position of a like nature. If the teacher is not offered the former position, s/he may return to that position at the beginning of the following year, if the teacher's seniority so permits, and if the position still exists.
- C. Any teacher who is inducted into any branch of the armed forces shall be granted a military leave, without pay, for the duration of their inducted service.
1. Any teacher who receives an honorable discharge from the armed forces, and applies for re-employment within ninety (90) days of receipt of said discharge, may be re-employed at the beginning of the semester following application, or as soon as a position for which the teacher is certified and qualified is available.
 2. Teachers so re-employed shall be reinstated without loss of status or seniority.
- D. A leave of absence without pay shall be granted to any teacher for the purpose of child care. The object child of the leave must be a newborn infant or a newly adopted child.
1. Said teacher shall be reinstated to the same or an equivalent position no later than the beginning of the next school year. A teacher whose leave commences during the second semester, or gives birth during the summer, shall have the option of returning to work at the beginning of the second semester of the next school year following commencement of her/his leave.
 2. The teacher may renew said leave beyond the term allowed in number one (1) above not to exceed three (3) years. Return from said leave beyond that provided

for in number one (1) above shall be to the same or equivalent position when available.

3. Formal request for said leave shall be made in writing. Other reasonable details regarding the nature of the leave shall be furnished upon request of the Superintendent. Such leave will commence at a date mutually agreeable to the teacher and the administration.

A teacher adopting a child shall file a written request for leave 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 for adoption.

4. Return from said leave will be permitted when the teacher submits a written physician's statement indicating health standards permitting return to normal duties.
5. For seniority and for salary schedule purposes, the teacher shall be given credit for a full semester during which time said leave was granted.
6. A teacher must notify the Superintendent at least sixty (60) days prior to the beginning of the semester in which s/he intends to return, provided that in the case of a teacher who is returning at the beginning of a school year, such written notice must be received no later than April 1. Failure to notify the superintendent in writing by the required date will constitute a voluntary quit.

ARTICLE 13 Academic Freedom

- A. The parties seek to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights, and to instill appreciation of the values of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints upon free inquiry and learning, and in which academic freedom for teacher and student is encouraged.
- B. Academic freedom shall be guaranteed to students and teachers and no special limitations shall be placed upon study, investigation, presenting and interpreting facts and ideas concerning man, human society, the physical and biological world and other branches of learning subject only to accepted standards of professional educational responsibility as determined by a committee of the Linden Education Association and administrative staff members. Academic freedom does not infer or guarantee a license to say or do what one feels without the responsibility for having done so.
- C. Freedom of individual conscience, association and expressing will be encouraged and fairness in procedures will be observed both to safeguard the legitimate interests of the schools and to exhibit by appropriate examples the basic objectives of a democratic society.

The teacher must exercise responsibility and prudence, and must realize that teaching in an elementary or a secondary school places special responsibility upon the teacher to carefully consider the maturity level of the student and the special circumstances that surround the teacher/learning relationship.

ARTICLE 14
Grade Change

No student's grade will be changed without the approval of the teacher who assigned the grade at the end of the semester. If the teacher does not concur with the request for the grade change, the Principal may convene a review panel consisting of three (3) members, other than the teacher involved, of the Linden Education Association, a Board of Education member, and the Superintendent. The Panel will review the request and the teacher's reasons for non-concurrence and reach a decision.

The student and his/her parents are to be invited to the meeting of the Review Panel and are to be provided an opportunity to make a written or oral presentation to the Panel.

If the Review Panel's decision is that the grade be changed, the teacher may within thirty (30) days appeal the decision to the Board of Education. If the decision of the Panel is that the grade should not be changed, the student and/or his/her parents may appeal, within thirty (30) days, to the Board. The Board shall review the reasons for and against changing the grade and either approve or disapprove the Review Panel's decision. Its decision shall be made in open session and will be final.

The final decision is to be communicated to the student and his/her parents and, if the grade is changed, it will be noted in the student's record that the change was made by a decision of the Review Panel.

ARTICLE 15
Teacher Evaluation

- A. The work performance of all teachers shall be evaluated in writing. Evaluation shall consist of the total process from initial observation through preparation of the written report and the follow-up conference with the teacher. An evaluation report may incorporate the findings from several separate current observations.

Probationary teachers shall be provided with an annual year-end performance evaluation. This evaluation shall be based on at least two (2) classroom observations held at least sixty (60) days apart, unless a shorter period is agreed to by the teacher and the administrator. Each classroom observation will include a pre-observation conference, classroom visits totaling at least thirty (30) minutes, and a post-observation conference which will include a written observation assessment by the administrator. The first observation should occur after October 1 during the first semester. The annual evaluation process will be completed by March 1. Where the observation assessment indicates the performance of the probationary teacher is unsatisfactory, the administrator shall conduct at least one additional evaluation of the probationary teacher with observations thirty (30) days apart before the end of the school year.

An Individualized Development Plan (IDP) will be created for all probationary teachers by appropriate administrative personnel in consultation with the individual teacher by the end of the first year of probation and each year of the probationary period thereafter.

Tenured teachers may be evaluated every year, but shall be evaluated at least once every three years. The final evaluation shall be based on at least two (2) classroom observations held at least sixty (60) days apart, unless a shorter period is agreed to by the teacher and the administrator. Each classroom observation will include a pre-observation conference, classroom visits totaling at least thirty (30) minutes, and a post-observation conference which will include a written observation assessment by the administrator. When an evaluation of a tenured teacher is unsatisfactory, the teacher will be given specific suggestions and assistance toward improvement through an Individual Development Plan (IDP) to be created at that time.

When a tenure teacher has been involuntarily transferred and/or assigned outside her/his major or minor field, s/he shall not be evaluated formally in that area for at least one year.

Evaluations shall be based on observations of a balance of activities appropriate to the teaching assignment and shall be completed no later than two weeks before the end of the school year.

- B. Evaluations shall be conducted by supervisor(s) familiar with the teacher's work, who shall be designated by the Board.
- C. All monitoring or observation of the work of a teacher shall be conducted openly and with full knowledge of the teacher. The use of test results, eavesdropping, closed circuit television, public address or audio systems and similar surveillance devices shall be strictly prohibited.
- D. A copy of the written evaluation shall be submitted to the teacher within ten school days of the observation and the teacher shall have the opportunity to review the evaluation report. A sheet attached to the report will be available for the teacher's response pertaining only to the evaluation. Such response shall be made within five days of the receipt of the evaluation. All evaluations shall be based upon valid criteria for evaluating professional growth. A copy of each written evaluation shall be furnished to the teacher for his/her personal record.
- E. The final written evaluation report will be furnished to the Superintendent and the teacher. If requested by the teacher, a copy shall also be sent to the Association. If the report contains any information not previously made known and discussed with the teacher, the teacher shall have the opportunity to submit additional information to the Superintendent. In the event a teacher is not continued in employment, the Board will advise the teacher of the reasons there- fore in writing and provide a hearing, where requested.
- F. Each teacher shall have the right, upon request, to review the contents of his/her own personnel file. A representative of the Association may, at the teacher's request, accompany the teacher in such review. The review will be made in the presence of the administrator responsible for the safekeeping of such a file. Privileged information such

as confidential credentials and related personal references normally sought at the time of such employment are specifically exempt from such review. The administrator shall remove such credentials and confidential reports from the file prior to the review of the file by the teacher. However, the teacher's evaluation reports relative to the teacher since coming to the Linden system and tenure recommendations will be available.

There shall be only one official file kept in the Central Office to be used for each individual teacher's evaluation. This official file shall be regularly updated by the principal to correspond to the principal's file. No material may be placed therein without the teacher's knowledge and the teacher shall be allowed an opportunity to file a response thereto, which shall become a part of said file. If the teacher is asked to sign material placed in his/her file, such signature shall be understood to indicate his/her awareness of the material but in no instance shall said signature be interpreted to mean agreement with the content of the material.

G. Evaluation Form

1. Examples of strengths in narrative form
2. Areas needing improvement in narrative form (If suggestions for improvement are made, they will be made in writing and a copy furnished to the teacher.)
3. General comments
4. Remarks by teacher

ARTICLE 16
Professional Behavior

- 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 consistent 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 or is professionally demeaning.

Teachers will dress appropriately avoiding fashion trends that are not accepted in the community.

- B. The Association recognizes that abuse of sick leave or other leaves, chronic tardiness or absence, willful deficiencies in professional performance, or other violations of discipline by a teacher reflect adversely upon the teaching profession and create undesirable conditions in the school building. Alleged breaches of discipline or the Code of Ethics of the Education Profession shall promptly be reported to the offending teacher and the Association. It is further recognized by the teacher that if, after warnings in writing by the administrator, such practices continue, the Board may institute proceedings against said teacher which may result in that teacher's dismissal.
- C. A teacher shall at all times be entitled to have present a representative of the Association when being reprimanded, warned or disciplined 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.

- D.
 - 1. No teacher shall be disciplined, reprimanded, reduced in rank or compensation or deprived of any professional advantage without just cause. Any such discipline, 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 hereinafter set forth. All information forming the basis for disciplinary action will be made available to the teacher.
 - 2. 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. Any disciplinary action taken against a teacher shall be appropriate to the behavior which precipitated such action.
- E. Any case of assault upon a pupil or other employee by the teacher shall be reported promptly by that teacher or any other teacher having observed or having knowledge of the assault to the Board or its designee. Any teacher guilty of such assault may be suspended immediately without pay. Teachers shall not leave their class unattended except in case of emergency.

ARTICLE 17

Professional Improvement

- A. The parties support the principle of continuing training through participation by teachers in professional organizations in the areas of their specialization, leaves for work on advanced degrees or special studies and participation in community educational projects.
- B. It is the Board's intent to encourage staff to attend professional development conferences. The Board agrees to reimburse the necessary funds for teachers who attend a preapproved selected professional conference. Travel, meals, lodging and registration shall be deemed as appropriate expenses of the conference and up to \$300 per teacher per school year (7/1-6/30) shall be underwritten by the Board. A teacher attending such conference shall be granted at least two days annually for the conference without loss of compensation or deduction from sick leave or personal business leave. A written report will be submitted to the Building School Improvement team within 10 days after a teacher returns, for duplication and distribution.
- C. At the request of the Association and subject to the Board's approval or on the Board's initiative, arrangements shall be made for courses, workshops, conferences, and programs designed to improve the quality of instruction. Every effort will be made to obtain people of the highest qualification to participate in the presentation of such programs. Teachers shall be expected to attend only if pertinent to their area of instruction.
- D. All teachers employed in elementary, middle and senior high schools are expected to keep themselves informed of essential instructional improvements through professional reading, study, group discussion, school visitations, advanced study and travel.

- E. A minimum of one professional development day will be held during the summer of each school year. The length of the day will be the equivalent of one school day. The professional development day(s) shall be planned, scheduled and coordinated by the Professional Development Committee which consists of administrators and at least one teacher from each building. Attendance at the summer professional development day(s) is voluntary. Teachers may attend more than one summer professional development day at their option. The district agrees to pay teachers per diem at their salary for attendance equivalent to one complete school day.

ARTICLE 18
Mentor Teachers

- A. A mentor teacher shall be defined as a master teacher as set forth in Section 1526 of the Michigan School Code.

The district agrees to give first consideration to qualified bargaining unit members in making mentor assignments. It is further agreed that the assignment as a mentor is voluntary. The final decision relative to the assignment rests with the district.

Interested applicants will be screened based upon a variety of factors which include by way of illustration, credentials, years of teaching experience, ongoing participation in professional development as well as classroom management and techniques.

Mentors will be notified in writing of the assignment with a copy of the appointment letter provided to the Association, within thirty (30) calendar days of the first work day of the new teacher.

- B. The role of mentors will include involvement at some point in the initial development and/or changes in the new teacher's Individualized Development Plan and professional support, assistance, guidance and instruction to the new teacher in fulfilling the goals and objectives associated with the teacher's Individualized Development Plan.

It is understood that the responsibility to evaluate teacher performance rests with the administration and therefore, mentor teachers will not serve in that capacity.

- C. In general, the role of a mentor will be for the entire duration of the period required by statute. The parties further agree that nothing in this Agreement will be construed to prevent the use of the provisions contained herein for a period in excess of three years.

Mentors wanting to be relieved of an assignment or new teachers wanting a change in assigned mentors will make their request in writing to the Principal. Changes will be made for good cause shown by the initiating party (mentor, administration; new teacher).

- D. The full year compensation of mentors will be issued at the end of each school year and will be paid in accordance with the following schedule:

First year	\$300.00
Second year	\$200.00
Third year	\$100.00

ARTICLE 19
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 are establishing a comprehensive grievance procedure under which local 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 Section I of the Public Employment Relations Act.
- B. The Board agrees that it will not, during the period of this Agreement, directly or indirectly, engage in or assist in any unfair labor practices as defined by Section 10 of the Public Employment Relations Act.
- C. On scheduled school days, when a decision is made to cancel sessions because of weather or other conditions beyond control, the Superintendent or the Assistant Superintendent shall be responsible for contacting the building principals or their delegates by telephone. These individuals are then, in turn, responsible for contacting building L.E.A. representatives from their school. From that point on, the teachers themselves will assume the responsibility of operating a fan-out system of communications to notify the rest of the teaching staff of the cancellation of school.
1. If the announcement states that schools are closed, teachers are not to report and will receive full pay.
 2. If the announcement states that schools are closed and teachers are to report, then teachers must report. However, this provision will not be used on days of inclement weather or physically inoperative facilities. If a teacher is unable to report, s/he shall be paid for such absence.
 3. If some school buildings are not opened due to weather conditions, but other schools in the same district are in session, all teachers who have reported will be expected to remain unless excused by administrative decision.
 4. Teachers having previously scheduled personal business days will be charged for those days.
 5. The following procedures will be utilized in the instance of delayed starts or early dismissals due to inclement weather and/or other conditions beyond the control of the district.
 - a. The decision to delay the start of school or to announce an early dismissal will be made as early as possible to allow for the earliest notification parents/students/staff. Note: weather conditions may change causing the delay of school after individuals are on the way to school.
 - b. The teacher fan-out will be used in all delays in the start of school. It will be the responsibility of the Superintendent or the Assistant Superintendent

to contact the news media and the building principals or their delegates by phone. The building principals or their delegates are responsible for contacting LEA building representatives from their schools. From that point on the teachers themselves will assume the responsibility of operating the teacher fan-out (Article 19 , Section C).

- c. Teachers will not need to report during the period of time of delay except as per contract, 15 minutes prior to the start of school for students.
- d. No teacher shall be required to report for duty earlier than fifteen (15) minutes before the delayed start of school. Nothing shall prohibit a teacher from volunteering assistance in the supervision of students during the time teachers are not required to be in attendance (Article 5, Section A).
- e. In the event of an early release of students from school, the teacher's day shall end at the close of the pupils' day (Article 5, Section A).
- f. Each administrator will review this procedure with the teaching staff at the first staff meeting of school year. It shall also be included as part of the teacher handbook.

ARTICLE 20

Student Discipline and Teacher Protection

- A. The teacher's authority and effectiveness in her/his classroom is at an optimum when the administration provides sufficient backing and support to the teacher. Therefore, the Board recognizes its responsibility to give all reasonable support and assistance to teachers with respect to the maintenance of control and discipline in the classroom. Whenever it appears that a particular pupil requires the attention of special counselors, social workers, law enforcement personnel, physicians or other professional persons, the Board will take steps to assist the teacher with respect to such pupil.
- B. Suspension of students from school may be imposed only by a principal or his/her designated representative. School authorities will endeavor to achieve correction of student misbehavior through counseling and interviews with the student and his/her parents when warranted. Transfer of the student to another teacher or other measures, short of suspension, will be first exhausted.
- C. Any case of assault upon a teacher due to a school related incident shall be promptly reported to the Board or its designated representative. The Board will provide legal counsel to advise the teacher of her/his rights and obligations with respect to such assault and shall render all reasonable assistance to the teacher in connecting with handling of the incident by law enforcement and judicial authorities.
- D. If any teacher is sued as a result of any responsible and ethical action taken by the teacher while in the pursuit of her/his employment, the Board will provide, upon request of the affected teacher, legal counsel and will render all necessary assistance to the teacher in her/his defense. Provided however, in cases where the teacher is the sole defendant and

has elected Board provided counsel, the Board will be responsible for legal fees and costs involving an appeal only when such an appeal is taken upon the advice of said counsel.

- E. Time lost by a teacher in connection with any incident mentioned in this Article shall not be charged against the teacher.
- F. Complaints against a teacher which are considered serious enough to be recorded in the teacher's file shall first be reported to the teacher.
- G. When a parental complaint is brought to the attention of an administrator, the following procedures will be followed:
 - 1. Before any action is taken, the administrator shall inform the teacher, and hear the teacher's side of the story. From this point on, the teacher may, upon request, have Association representation present during discussions or meetings.
 - 2. If a conference between the teacher and parent is warranted, it should be set at a time and place mutually agreeable to the parent and the teacher, no later than three days following report of the complaint. The teacher may, upon request, have the principal or her/his designee present at this meeting.
 - 3. If the situation is still unresolved and the principal or her/his designee was not present at the parent/teacher meeting, a meeting of the three parties shall be scheduled by the principal or her/his designee at a time which is mutually agreeable to the three parties.
 - 4. If further attention to the situation is necessary, the principal or her/his designee may have the flexibility to take further steps toward resolution prior to referring the matter to the Superintendent or her/his designee.
 - 5. When brought to the Superintendent or her/his designee, s/he shall meet with the principal or her/his designee, teacher, parent(s) and Association Representatives. The Superintendent or her/his designee shall have latitude in meeting with the parties as a whole or separately and shall use his/her best efforts to bring the matter to closure.
- H. If, as a result of parental complaint, it is proposed that a student be placed in another classroom, prior to a final decision, both sending and receiving teachers shall be given the opportunity to share their views regarding the benefits of such move.

ARTICLE 21

Professional Grievance Procedure

- A. A grievance is defined as an alleged violation of a specific Article or Section of this Agreement or an inequitable application of policy.
- B. A grievance must be filed within twenty (20) school days of the occurrence or reasonable knowledge thereof.

C. The primary purpose of this procedure is to secure, at the lowest level possible, equitable solutions to the problems of the parties. Nothing contained herein shall prevent any employee from presenting a grievance to the employer and to have said grievance adjusted without intervention of the Association if said adjustment is not inconsistent with the terms of the collective bargaining agreement and the Association has been given an opportunity to be present at said adjustment. The grievance procedure, herein outlined, affords the sole and exclusive remedy for complaints and grievances under this Agreement, and the sole method of expression or communication of a view, grievance, complaint, or opinion or any matter related to the conditions or compensation of public employment of their betterment.

D. Prior to Level One of the grievance procedure there should be a personal discussion of the issue or concern between the grievant, the immediate supervisor, and an Association Representative who shall attempt to resolve the problem as simply as possible. This meeting, however, shall not interfere with timely filing of a grievance.

Level One - A teacher with a grievance shall submit it, in writing, to his immediate supervisor or principal, individually, together with his Association Representative or through the Association Representative. Said grievance shall name and be signed by the employee(s) involved and shall contain a statement of facts upon which the grievance is based. A written answer shall be returned to the Association within seven (7) school days of the date the grievance is filed at Level One.

E. Level Two - In the event the grievance is not satisfactorily resolved at Level One, notice of intent to proceed to Level Two shall be given to the Superintendent, or his/her designated representative within ten (10) school days of receipt of the written decision at Level One.

If the Association gives notice to proceed with the grievance, a meeting shall be held between a representative of the Association and the Superintendent, or his designated representative, within seven (7) school days of receipt of notifications that the grievance is being pursued.

A written answer shall be returned to the Association within seven (7) school days of said meeting.

F. Level Three - In the event the grievance is not satisfactorily resolved at Level Two, notice of intent to proceed to Level Three shall be given to the Board of Education, by submitting said notice to the Secretary of the Board, within ten (10) school days of receipt of the written decision at Level Two. If the Association gives notice to proceed with the grievance, a hearing shall be held before at least two (2) members of the Board of Education, within fifteen (15) school days of receipt of notification that the grievance is being pursued. A written answer shall be returned to the Association within ten (10) school days of said meeting.

G. Level Four - If the decision of the Board is not satisfactory to the Association, the grievance may be submitted to Arbitration within thirty (30) school days of the receipt of the written answer at Level Three. Said letter of intent to proceed to Arbitration shall be submitted to the Superintendent.

The parties will attempt to select an arbitrator by mutual agreement. If they cannot agree on an arbitrator within five (5) school days after notice is given, the Association shall submit the grievance to the American Arbitration Association and the arbitrator shall be selected in accordance with their rules which shall likewise govern all arbitration proceedings. The Board and the Association shall not be permitted to assert in such arbitration proceedings any ground or 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.

- H. The fees and expenses only of the arbitrator under this Article shall be jointly shared by the Board of Education and the Education Association. Any other expenses such as costs involved in presenting witnesses, etc., shall be borne by the party incurring such expenses.
- I. If a grievance arises from an action of authority higher than the principal or involves more than one school building, the Association may present such grievance at Level Two of the grievance procedure. The Superintendent may request that said grievance be returned to Level One for disposition.
- J. The Association shall be given access to all pertinent information and records necessary to the determination and processing of the grievance.
- K. All days are school days unless otherwise indicated.
- L. The dismissal of any probationary teacher subject to the normal four-year probationary period shall be excluded from the grievance procedure if dismissal occurs during the first year of probation only.

ARTICLE 22

Miscellaneous Procedures

- A. This Agreement shall supersede any rules, regulations, or practices of the Board which shall be contrary to or inconsistent with its terms. It shall likewise supersede any contrary or inconsistent terms contained in any individual teacher contracts heretofore in effect. All future teacher contracts (individual) shall be made expressly 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 except where it is in conflict with the law.
- B. If any provision of this Agreement or any application of the Agreement to any employee or group of employees shall be found contrary to the law, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.
- C. The Linden Board of Education and Local 10/MEA/NEA, Linden Unit hereby agree that any changes in the Master Agreement which were not bargained and agreed to by both parties but which were inadvertently printed in the successor Master Agreement shall not be honored by either party. Conversely, any changes in the Master Agreement which

were bargained and agreed to by both parties but which were inadvertently omitted in the printed successor Master Agreement shall be honored by both parties.

- D. All contract references to day shall mean calendar days unless otherwise specified as, for example, school days.
- E. The Board and the Association agree to meet one time per month, or as necessary, throughout the school year to address issues related to the contract.
- F. The Board and the Association will establish a health insurance study committee. This committee will be comprised of representatives from the teachers' bargaining committee and representatives from the administrative bargaining committee. This committee will be established and have a regular meeting schedule on or before October 1, 2006 and will complete their investigation by March 1, 2007.

ARTICLE 23

Part-Time Positions

- A. Part-time teachers shall be compensated on a pro-rata basis to reflect the fraction of a full-time position for which they are employed. All benefits, including insurance except as provided in Section B, shall be pro-rated on the same basis. All portions of the teacher day shall be similarly pro-rated for part-time teachers. For purposes of this Article, full-time teaching shall be defined as five-fifths (5/5) of a daily teaching assignment.
- B. Part-time teachers who teach less than two-fifths (2/5) of a daily teaching assignment shall receive pro-rata salary and seniority and are ineligible for insurance benefits. Part-time teachers who teach two-fifths (2/5) or more of a daily teaching assignment shall receive pro-rata salary, seniority and benefits including insurance. Such teachers may choose to combine pro-rata portion of all insurance premium payments toward full payment of one or more benefits.
- C. Job Sharing

With administrative approval, the following procedure may be instituted. For the purpose of this Agreement, job sharing shall mean the occupation of a single staff position by two (2) individuals with each assignment being at least half-time. A maximum of two (2) full-time positions, one (1) per elementary and one (1) per secondary, for the purpose of job sharing may be made available. No teacher in the district shall be involuntarily transferred in order to create or participate in shared time positions. Employment conditions for participants in the Job Sharing Program shall be as follows:

1. The job sharing arrangement will be for the contractual year. In order to continue in the program, the employee must reapply for the next contractual year. However, no employee shall be awarded a job sharing position for more than one year until all other bargaining unit members who wish to participate, have done so.
2. Upon leaving the job sharing Program, employees shall return to the position(s) previously held.

3. Daily work schedules shall be determined jointly between the job sharing participants and the administration.
4. Reimbursement shall consist of the pro-rated payment of salary, retirement, and insurance premiums.
5. Sick leave and personal leave shall be pro-rated.
6. Seniority and salary experience shall be pro-rated.
7. Arrangements shall be made prior to implementation of a Job Sharing position to equalize preparation time between the Job Sharing participants.
8. Job Sharing participants shall attend parent-teacher conferences, in- service programs, staff meetings scheduled in accordance with this Agreement, and additional work days scheduled for preparation and/or evaluation occurring at the beginning of the school year, the end of the first semester, and the end of the school year.
9. Job Sharing participants shall agree that joint planning will occur whenever they have joint responsibility for the same students. In order to accommodate this requirement, individual arrangements will be made with the Administration prior to implementation. In addition, the Job Sharing participants and their building administrator shall meet quarterly or at the discretion of the administrator to review the Job Sharing arrangement.
10. Job Sharing arrangements shall be made prior to August 1 for the coming school year.

ARTICLE 24
Negotiations

- A. The Board agrees not to negotiate with any teachers' organization or individual teachers with regard to the terms of this Agreement other than the Association for the duration of this Agreement.
- B. Neither party in any negotiations shall have any control over the selection of the negotiating or bargaining representatives of the other party. The parties mutually pledge that their representatives will be clothed with all necessary power and authority to make proposals, tentative agreement subject to ratification.
- C. Between March 1st and 15th of the year this Agreement expires, the parties shall initiate negotiations for the purpose of entering into a successor Agreement for the forthcoming years.
- D. Copies of this Agreement titled "Agreement between Local 10, M.E.A., N.E.A. representing Linden teachers, and Linden Community Schools" shall be printed at shared cost--50% each--within sixty (60) days after the Agreement is signed and presented to all teachers now employed, hereafter employed, or considered for employment by the Board.

Master Agreement between Linden Education Association and Linden Board of Education

Further that the Board shall furnish twenty-five (25) copies of the Master Agreement to the Association for its use.

ARTICLE 25


Duration

This Agreement shall be in effect as of the first day of September 2006, continue in full force and in effect for one (1) year through the 31st day of August 2007.

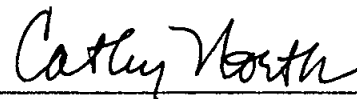
This Master Contract has been approved and its conditions agreed to by the parties concerned. Therefore, the representatives of both parties affix their signatures below indicating their approval for the term as listed above.

LINDEN BOARD OF EDUCATION

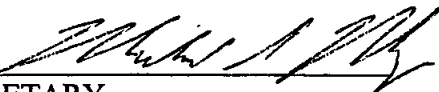
LOCAL 10/MEA/NEA, LINDEN UNIT



PRESIDENT



PRESIDENT



SECRETARY



LOCAL 10/MEA/NEA, LINDEN UNIT

DATED: September 1, 2006

SCHEDULE A
Salary Schedule
2006-2007

<u>Years of Experience</u>	<u>BA</u>	<u>BA+15</u>	<u>MA</u>	<u>MA+15</u>	<u>MA+40 or Ed. Spec.</u>
0	33,738	35,426	37,242	39,103	41,060
1	34,561	36,289	38,194	40,103	42,110
2	36,289	38,103	40,200	42,209	44,319
3	38,103	40,009	42,311	44,425	46,648
4	40,009	42,008	44,530	46,757	49,095
5	42,008	44,108	46,870	49,213	51,672
6	44,108	46,315	49,330	51,796	54,385
7	46,315	48,630	51,919	54,516	57,240
8	48,630	51,062	54,645	57,377	60,247
9	51,062	52,539	57,514	60,390	63,408
10		59,108	63,558	66,741	70,069

Max 10 Years

1. Five (5) years experience in K-12 public schools in Michigan or any state that has reciprocity with Michigan will be accepted with full credit on the schedule.
2. All credits counted toward salary movement must:
 - Be graduate credits
 - Earned in a planned program of study from an accredited college or university
 - Be earned after credits used for placement on the current scale/step (ex: credit toward a MA+15 payment must be earned after the MA was awarded)
3. Adjustments in salary will be made effective at the beginning of the teacher's work year following presentation no later than October 1st of satisfactory proof of having completed the necessary requirements for receipt of such advanced preparation differential. Adjustments in salary will be made effective at the beginning of the second semester following presentation no later than March 1st of satisfactory proof of having completed the necessary requirement for receipt of such advanced preparation differential.
4. A teacher may choose to have his/her salary paid in 21 or 26 payments. This choice shall be made in writing during teacher orientation.

SCHEDULE B
Fringe Benefits

- A. The Board shall provide without cost to the bargaining unit member a MESSA PAK for a full twelve (12) month period for the bargaining unit member and their entire family.
- B. Bargaining unit members who do not select MESSA PAK A will select MESSA PAK B.
1. Plan A
MESSA CHOICES II (includes \$5000 AD & D Basic Term Life)
\$5/10 Co-pay on prescriptions
\$40,000.00 Life Insurance with AD & D
VSP 3 (July to July plan year)
Delta Dental 80/80/80 \$1300.00 ortho max (\$1000.00 maximum class I and II)
(July to July plan year)
Long Term Disability
60 Calendar Days - Modified Fill
66 2/3 of salary to a monthly maximum of \$4500.00
Freeze on offsets - Workers Compensation, Social Security, Retirement
Pre existing condition waiver
Alcoholism/substance addiction/mental/nervous pregnancy
illness/disability as any other illness
Waiver of premium
 2. Plan B
\$45,000.00 Life with AD & D
VSP 3 (July to July plan year)
Delta Dental 80/80/80 \$1300.00 ortho max (\$1000.00 maximum class I and II)
(July to July plan year)
Long Term Disability
60 Calendar Days - Modified Fill
66 2/3 of salary to a monthly maximum of \$4500.00
Freeze on offsets - Workers' Compensation, Social Security, Retirement
Pre existing condition waiver
Alcoholism/substance addiction/mental/nervous pregnancy
illness/disability as any other illness
- C. The Board shall provide to each eligible employee LTD insurance commencing after 60 calendar days or exhaustion of the teacher's sick leave, whichever is later. The Board may choose to self-insure for the period from 60 to 90 days of disability.
- D. For those teachers who choose not to be covered by the Board paid health insurance and instead enroll in Plan B, the Linden Board of Education shall contribute directly into each individual teachers' 403(b) plan through MEA Financial Services the following amounts:

<u># of Staff Taking Option</u>	<u>Payment</u>
0-20	\$110
21-25	\$250
26-30	\$350
31-35	\$450

36-40	\$550
41+	\$650

The above amounts shall be based on the number of teachers electing Plan B as of the end of open enrollment each year (usually October 1).

SCHEDULE C
Extra-Curricular Activities

- A. All extra-curricular assignments will be posted on or before May 15 each year except as provided in Section C of this Schedule.

Extra-duty assignments will be considered voluntary unless required as part of the responsibility of a classroom teaching position (Secondary Vocal, Secondary Instrumental, Elementary Performing Arts).

Bargaining unit members (including those on layoff) will be given preference in assignments covered by Schedule C. The Board reserves the right to select the most qualified teacher applicant for Schedule C positions.

- B. Extra-curricular duties will be compensated within thirty (30) days after completion of the activity subject to the following general condition:

1. Pay shall be based upon the BA+15 column of the current year unless the teacher does not have a BA+15 or higher degree level, the teacher will be paid on the BA column.

The pay of non-bargaining unit members shall be at the Board's discretion but shall in no instance exceed the pay level which have been authorized to a bargaining unit member.

2. Bargaining unit members who receive \$2000 or more in extra-curricular salary may choose to have their salary paid in two (2) lump sums, one halfway through the season and the second when all responsibilities for the season are complete. Up to six (6) years of Linden or other K-12 public school experience in the same or related coaching field (ex: a person with coaching experience in cross country could get experience credit toward track, but coaching track would not earn experience credit in baseball) will be accepted for initial placement on the salary scale. Salary experience is not gender specific.
3. Every attempt will be made to maintain a 1:25 ratio of coaches to athletes and instrumental instructors to band members.
4. In the event that a person coaches both boys and girls teams during the same season, the pay rate will be 150% of the highest rate for that sport.

<u>Football</u>		<u>Basketball</u>	
High School		High School	
Head	11%	Head	11%
Ass't.	7%	Ass't.	7%
Middle School	6%	Middle School	6% (each for 2 coaches)
<u>Cross Country</u>		<u>Wrestling</u>	
High School		High School	
Head	8%	Head	11%
Middle School	6%	Middle School	6%
<u>Ice Hockey</u>		<u>Golf</u>	
High School		High School	
Head	9%	Head	8%
<u>Baseball/Softball</u>		<u>Track</u>	
High School		High School	
Head	9%	Head	9%
Ass't.	6%	Ass't.	6%
Middle School	6%	Middle School	6% (each for 2 coaches)
<u>Cheerleading</u>		<u>Volleyball</u>	
High School		High School	
Fall	4%	Head	11%
Winter	4%	Ass't.	7%
Competitive Cheer	2%	Middle School	6%
Ass't.			
Fall	2½%		
Winter	2½%		
Middle School			
Fall	2½%		
Winter	2 ½%		
<u>Soccer</u>			
High School			
Head	8%		
Ass't.	6%		
<u>Intra-Mural</u>			
	7% (26 Week Season)		

3. All Schedule C staff will be paid as per agreement of this contract, except two (2) staff members who will continue to be paid as in the past (during the school year). The positions held by these staff are vocal music director and band director.

C. After three (3) year of satisfactory administrative evaluation, the positions will no longer be posted. Upon resignation or unsatisfactory evaluation of any coach, first opportunity to fill the vacancy would be from the Linden teaching staff and the position will be posted pursuant to Section A of this schedule. Payment for Schedule C positions will be made within thirty (30) days of completion of the activity and administrative evaluation.

Master Agreement between Linden Education Association and Linden Board of Education

- D. Notice of non-renewal will be given within thirty (30) work days following the last contest of the season based upon an evaluation of performance in the position. No provisions of Article 15, Teacher Evaluation, apply to C and D assignments. A non-renewal shall not be arbitrary, capricious or discriminatory.

OTHER ACTIVITIES

District T.V. Production Advisor	4%
Drama - High School	2%
<i>(All practices must be outside the regular school day and auditions open to all high school students.)</i>	
Musical - High School	3%
<i>(All practices must be outside the regular school day and auditions open to all high school students.)</i>	
Instrumental - High School	10%
Marching Band	4%
Battery Instructor	2%
Pitt Instructor	4%
Head guard Instructor	2%
Assistant guard Instructor	2%
Guard Tech	4%
Marching Tech	
Winter Guard	
Head Instructor	3%
Assistant Instructor	2%
Guard Tech	1%
Instrumental - Middle School	7%
Vocal - High School	5%
<i>(To be divided equitably between persons with after school responsibilities.)</i>	
Vocal - Middle School	2%
<i>(To be divided equitably between persons with after school responsibilities.)</i>	
Elementary Performing Arts (Music & P.E.) (**)	1%
Middle School Student Council Advisor	1%
Elementary Student Council Advisor	1%
High School Student Council Advisor	2%
Sponsors of Clubs & Organizations	1%
<i>(As approved by the board with a list available to bargaining unit members for consideration. Includes Pom Pom. Meetings and activities must be held outside the regular school day.)</i>	
Freshman & Sophomore Class Advisors	1% each class
Junior & Senior Class Advisors	2% each class
<i>(For each class if same person does for both years - otherwise 1%.)</i>	
Academic Coach (*)	8%
<i>(Percentage split if two coaches, i.e. two coaches @ 4% or one @ 8%.)</i>	
Elementary Performing Arts	1%
Elementary Camp - \$50 per person for overnight(s) stay (with approval of building administrator).	
\$200 per person per session of 5th grade camp - Camp Director (no additional overnight payment).	

WORKING ATHLETIC EVENTS

Gate Keeper	\$13	Ticket Seller	\$10
Score Keeper	\$10	Ticket Taker	\$10
Time Keeper	\$10		

- (*) Academic coaching includes High School Challenge, Metro League Academic League & Genesee County Academic League.

Master Agreement between Linden Education Association and Linden Board of Education

- (**) Providing each grade takes part in a program, with minimum of two (2) performances each year per building.

LINDEN COMMUNITY SCHOOLS
 SCHEDULE C
EVALUATION FORM FOR SCHEDULE C/D

NAME _____ POSITION _____

NO. OF YEARS IN POSITION _____ DATE OF EVALUATION _____

Evaluation is based on observations occurring throughout the season.

DESCRIPTOR	EXEMPLARY	COMPETENT	ADEQUATE	INADEQUATE	UNACCEPTABLE	N/A
Communication						
Staff Interaction						
Interaction with Participants						
Knowledge/Expertise						
Cooperation/Leadership						
Administrative/Organizational Ability						
Equipment/Facility use and Care						
Overall my opinion of the individual's performance						
Recommendation to return individual to same position for forthcoming year				YES	NO	

COMMENTS:

 Administrator

 Director/Coordinator

 Date

 Date

The signature of the director/coordinator does not necessarily indicate agreement with the above appraisal, but indicates he/she has seen it. The staff member may attach a memo explaining his/her disagreement regarding any aspect of this evaluation.

PERFORMANCE EVALUATION RATING SCALE:

Coaches will be evaluated in these performance areas using the following rating scale as referenced in the Schedule C/D evaluation form. Descriptors for each area are attached.

EXEMPLARY	Understands concepts and demonstrates skill in this area at the expert level
COMPETENT	Understands concepts and demonstrates skill in this area at the mastery level
ADEQUATE	Understands concepts or demonstrates skills in this area at the minimal acceptable level of performance
INADEQUATE	Needs to focus upon and increase concept understanding or demonstrated skill in this area
UNACCEPTABLE	Lacks knowledge/understanding of concept or demonstrated skill in this area
N/A	Evaluator lacks adequate data to rate performance in this area

DESCRIPTOR 1: Communication

Indicators:

- ✦ Communicates with administrative staff.
- ✦ Communicates, contacts, and cooperates with universities regarding potential college players.
- ✦ Reports to media after events, game results and program information (outstanding players/award winners/record breaking performances).
- ✦ Communicates expectations and policies with parents through preseason parent/player informational meetings. A coach will develop written communications that deal with team rules, procedures, and policies.
- ✦ Keeps athletic director informed.
- ✦ Cooperates with booster group regarding fundraisers, keeping them informed annually of program needs that cannot be met under normal operating budget.
- ✦ Cooperates and communicates with parents during the entire year.
- ✦ Develops rapport with other teachers and administrators.

DESCRIPTOR 2: Coach/Staff Interaction

Indicators:

- ✦ Establishes appropriate rapport with coaching staff. Holds ongoing meetings during the season to lead the development and coordination of the entire program.
- ✦ Establishes fundamental philosophy, skills and techniques to be taught by the staff.
- ✦ Evaluates staff, acknowledges success and discusses areas where improvement is needed.
- ✦ Oversees the development of lower level coaches.

DESCRIPTOR 3: Coach/Player Interaction

Indicators:

- ✦ Provides written team rules to all players, including award criteria.
- ✦ Provides training rules to team members in writing and discusses the importance of a safe, healthy lifestyle throughout the season.
- ✦ Is fair, understanding, tolerant, sympathetic and patient with team members.
- ✦ Uses all possible ethical means to motivate athletes, emphasizing the values of competitive athletics, acceptable personal behavior and the importance of positive decision making.
- ✦ Shows an interest in athletes in classrooms and off season activities.
- ✦ Makes the sport an enjoyable educational experience.
- ✦ Monitors and corrects inappropriate team behavior.
- ✦ Encourages the involvement and participation of all potential athletes.

DESCRIPTOR 4: Coaching Knowledge/Expertise

Indicators:

- ✦ Is knowledgeable in matters pertaining to the support regarding rules, philosophy, and strategy.
- ✦ Develops a well organized practice schedule which utilizes staff and team to its maximum potential.
- ✦ Knows the medical aspects of the position, including first aid and injury policies.
- ✦ Develops a practice schedule that provides time for both individual and team development.
- ✦ Works to maximize team performance consistent with quality of athletes available.
- ✦ Self evaluates, looking for new coaching techniques and ideas to improve knowledge and skill to improve self.
- ✦ Attends workshops, participates in professional development activities to improve coaching performance.

DESCRIPTOR 5: Cooperation/Leadership

Indicators:

- ✦ Is cooperative in sharing facilities.
- ✦ Is prompt in meeting team for practices, games and releasing practices at a predetermined time.
- ✦ Sets a positive example in appearance, behavior, language and conduct during a contest.
- ✦ Displays enthusiasm in coaching.
- ✦ Demonstrates self-control and poise in areas related to coaching responsibilities.
- ✦ Is receptive to suggestions and constructive criticism.
- ✦ Delegates authority with responsibility while remaining accountable.

DESCRIPTOR 6: Administrative/Organizational Ability

Indicators:

- ✦ Checks eligibility prior to season, and weekly eligibility of athletes involved.
- ✦ Makes sure all participants have a physical prior to any participation.
- ✦ Checks schedules and bus times to insure accuracy.
- ✦ Attends MHSAA rules meetings.
- ✦ Participates in parents nights, awards assemblies, and banquets.
- ✦ Provides training rules to all team members.
- ✦ Provides proper supervision in locker room, training room, weight room, gym and buses.
- ✦ Provides athletic director with a completed end of the year report (awards sheets, inventory, season summary, and budget requests).
- ✦ Attends coaches meetings.
- ✦ Operates within the budget and uses appropriate procedure for the purchase of equipment.

DESCRIPTOR 7: Equipment/Facility Use and Care

Indicators:

- ✦ Responsible for issues, collection, inventory and care of equipment.
- ✦ Demonstrates concern for the care of equipment.
- ✦ Takes responsibility to secure facilities during and after use (training rooms, weight room, equipment room and building).
- ✦ Accepts responsibility to insure that the playing/practice facilities are well maintained.
- ✦ Takes responsibility to know the condition of locker rooms before and after use.

SCHEDULE D
Miscellaneous Pay Scales

- A. All extra-curricular assignments will be posted on or before May 15 each year except as provided in Section C of Schedule C.
- B. ADULT EDUCATION PROGRAM - Teachers employed in the Adult Education Program of the Linden Community Schools shall be paid consistent with the current community education rate.
- C. VOCATIONAL CERTIFICATION - A maximum payment of 5% of teacher's salary (exclusive of any extra pay) will be made to those teachers having a vocational certificate issued by the State of Michigan and are teaching in a vocational area of instruction for which reimbursement will be received. Teachers teaching less than a full load shall be pro-rated on the basis of 1/5 (1%) for each class period taught within the vocational certification. Teachers newly employed for vocational instruction beginning with the 1980-81 school year shall not receive such payment.
- D. SUMMER SCHOOL PROGRAMS - Summer school salaries will be paid consistent with the current community education rate.
- E. ELEMENTARY CURRICULUM COORDINATOR - One coordinator per building of the following subjects: Math, science, language arts social studies shall be paid at 1½ % on the BA + 15 column.
- F. DEPARTMENT CHAIRS
High school and middle school department chairs shall be established as follows:

The following departments will be designated as 6-7-8 and another 9-10-11-12:
Math, Science, Social Studies, Language Arts (includes foreign Languages).

The following departments will be designated as K-12:
Music, PE/Health

The middle school will have the following departments:

1. Student Services: Special Education, Counselor, Social Worker
2. Applied Arts (Tech Prep., Computer Science, Art, Media)

The high school will have the following departments:

1. Special Education
2. Counselors/Social Worker
3. Applied Arts (Art, Business, Drafting, Media)

Teachers interested in being a department chair shall apply as per a Schedule C position.

Department chairs will be paid \$100 per teacher in each department. Teachers teaching less than a full load within a department shall be pro-rated on the basis of 1/5 for each class period taught within the department.

The following will be duties for both Curriculum Coordinators and Department Heads:

1. Attend area specific curriculum coordinator meetings/department head meetings and other designated curriculum meetings and workshops.
2. Facilitate the communication of curriculum information to staff.
3. Remain up to date on current curriculum information and trends.
4. Become a leader and resource person for the building in the specific subject area.
5. Meet and work collaboratively with other curriculum coordinators and the administration to enhance curriculum articulation and K-12 scope and sequence.
6. Enhance communication across grade levels and departments related to curriculum goals, plans and issues.
7. Assist in the coordination or ordering, inventorying and distribution of curriculum instructional materials in cooperation with the building principal.
8. Advise the administration on subject area budget and needs.
9. Assist in planning and offering relevant staff development.

G. NORTH CENTRAL ACCREDITATION CHAIR- Each building will have one NCA Chair position. The position may be shared. When the position is shared in the building, the 8% will be divided equally between the Co-Chairs. The rate of pay is established at 8% of the BA + 15 scale if applicable.

H. SUBSTITUTE PAY - Regularly employed teachers, when substituting within the system by appointment of the administration, may choose to be paid or accumulate compensation time. The rate of pay for secondary teachers shall be (\$18) per period, elementary teachers shall receive (\$9) per period. Teachers may use one period of their accumulated "comp time" in groups of 6 hours, except in the middle school where accumulated time must be in groups of 7 periods. Teachers must request their "comp time" 48 hours prior to actual use. Building administrators have the right to deny such requests when there is a shortage of subs. No "comp days" shall be taken after Memorial Day. Unused "comp time" may be converted to pay or sick hours at the end of the school year.

If there is a shortage of substitutes on any given day at the elementary level, "elementary qualified" subs brought in to cover the secondary absences will be reassigned to cover elementary classrooms whenever possible. Exceptions will be allowed for secondary subs filling long-term vacancies for secondary subs who have made pre-arrangements with the absent teachers.

I. LUNCHROOM SUPERVISOR - Lunchroom supervision will be paid at the rate of (\$9) per lunchroom period.

J. MIDDLE SCHOOL SUPERVISOR (outside of regular teacher day) - Must currently be a member of Linden Middle School staff and available from 6:45 a.m. - 7:45 a.m. daily for

supervision of students. After school duties will be arranged. \$11.00/hour, pro-rated to the nearest quarter hour.

K. MILEAGE - Teachers who, in the pursuit of their duties, are required to provide transportation shall be reimbursed for such costs. These duties shall be defined as:

1. Transportation between school buildings in the Linden Community School District for reimbursable programs only.
2. Travel to other school districts at the request of the administration and where the trip is required to fulfill the teaching situation.
3. Teachers required to travel as a part of their duties will be paid at the end of each semester at the maximum allowable rate established by the IRS. The established mileage rate for the current school year will be based on the maximum allowable IRS rate on the first day of school. Teachers must submit documentation of mileage for reimbursement and administrative approval within two (2) weeks after the first semester and on check out day of the second semester.

L. CURRICULUM STAFF DEVELOPMENT - Teachers who participate in Board approved curriculum and/or staff development activities shall be compensated at \$21 per hour when meetings or activities are held outside the regular school day. Participation shall be voluntary. Prior to accepting responsibility for such extra assignment, each teacher shall be informed of the estimated time which will be involved, as well as approximate meeting dates.

M. SEVERANCE PAY - In appreciation for services rendered the district, a severance payment will be offered, except in cases of discharge, on the basis of unused accumulated sick days. A lump sum payout of \$12 per unused sick day for the bargaining unit members with less than 5 years service to the district, of \$18 per unused sick day for bargaining unit members with five through 8 years of service to the district and of \$25 per unused sick day for bargaining unit members with 9 years or more service to the district shall be made to a maximum of \$2,000.

N. LONGEVITY - Beginning with her/his eleventh (11th) year of teaching experience in Linden, each teacher shall receive in a separate check the first pay in December as listed below:

11 th Year	\$ 400.00
15 th Year	\$1300.00
20 th Year	\$1600.00
25 th Year	\$1900.00

O. INCENTIVE FOR EARLY NOTIFICATION OF RETIREMENT OR RESIGNATION - In consideration for their early notification, teachers who provide administration with an unconditional and irrevocable letter of resignation effective with the end of the current school year (i.e. June 30th) will receive the following incentive in their final paycheck:

- \$500 - by January 15
- \$400 - by February 15
- \$300 - by March 15

SCHEDULE E
Linden Community Schools
Teacher Evaluation Process

INTRODUCTION

The purpose of this document is to enable teachers and their supervisors to interact meaningfully regarding the professional qualities and behaviors which the school district expects its teachers to exhibit. Core characteristics of highly effective teachers based on National Board for Professional Teaching Standards (NBPTS) are outlined in the teacher evaluation form pages which follow. Teachers will be able to measure their own performance using these standards as a measure of excellence.

The appraisal process should be collaborative in nature, so that teachers and supervisors may work together to create a positive climate which focuses on continuous professional improvement. The evaluation process will include two classroom observations and a final evaluation meeting. Each classroom observation will include a pre-observation conference, classroom visits totaling at least 30 minutes in length, and a post-observation conference which will include a written observation assessment by the administrator. The post-observation conference will allow the supervisor and teacher to review and discuss the teacher's current performance as indicated on the evaluation form. The final evaluation meeting will include a discussion of the teacher's cumulative job performance as well as a review of IDP goal progress if applicable.

The teacher will complete the self-assessment document included with this packet. The document is meant to serve as a tool for reflection and as a guide for continuous professional growth. The self-assessment form will not become part of the teacher's personnel file.

This form and process have been designed to promote the idea that teacher effectiveness should be appraised consistently across the district. It should be recognized that the results of each evaluation should be tailored to reflect the unique abilities, needs, and aspirations of each teacher.

DIRECTIONS

For each of the five categories assessed within this booklet, the evaluator will provide an overall rating using the following scale:

- 4 = Superior
- 3 = Effective
- 2 = Needs Improvement
- 1 = Unacceptable
- NA = No Knowledge or Observation

Narrative is required for any area marked 1 or 2.

In addition to the overall rating in each category, several "specific indicators" are listed. These indicators are intended to illustrate the sorts of specific teacher and /or student behaviors which, when present, will contribute to effective teaching performance. The evaluator will use notations next to these items in order to elaborate upon the overall rating, using the following system:

- + = this sign indicates that the evaluator finds the teacher is employing this particular indicator effectively
- = this sign indicates that the evaluator views this as an area which is unsatisfactory and merits special attention.

Not all of the specific indicators will be marked. This is intentional, since the purpose of the notations is to project a sense of priority and focus for the teacher. The absence of a notation does not connote either satisfactory or unsatisfactory performance in that area.

This evaluation tool has been designed to focus on five core characteristics descriptive of effective teaching performance based on National Board for Professional Teaching Standards criteria. They are:

- 1) *Teachers are committed to students and their learning.*
- 2) *Teachers know the subjects they teach and how to teach those subjects to students.*
- 3) *Teachers are responsible for managing and monitoring student learning.*
- 4) *Teachers think systematically about their practice and learn from experience.*
- 5) *Teachers are members of learning communities.*

METHOD OF OBSERVATION AND DETERMINATION

The evaluator will determine the effectiveness of instruction through observations of the class and through discussions with the teacher and students. The observations may include a review of the following as well as other items pertinent to teacher effectiveness:

- a. tests and test results
- b. student writings
- c. questions students ask
- d. answers students give
- e. classroom discussions
- f. displays of student work
- g. class activities
- h. mastery of activities and/or skills
- i. lesson plans
- j. student assignments/projects
- k. goals and objectives
- l. classroom rules/procedures/organization
- m. district curriculum guides
- n. attendance and grade book
- o. class outline/syllabus
- p. participation in meetings/conferences/committees

WHAT TEACHERS SHOULD KNOW AND BE ABLE TO DO

Adapted from
The National Board for Professional Teaching Standards (NBPTS)

AREAS OF TEACHER PERFORMANCE WITH DESCRIPTORS AND EXAMPLES.

1. Teachers are Committed to Students and Their Learning.

a. *Teachers recognize individual differences in their students and adjust their practice accordingly.*

Descriptors:

1. Learn about the family and community factors which shape their individual students' orientation and learning in school;
2. Diagnose student interest, abilities, and prior knowledge;
3. Plan instructional activities using their awareness of student interest and prior knowledge;
4. Assess when to alter instructional plans based on individual needs and achievement of students;
5. Monitor students and adjust methods based on this behavior.

Examples:

- Use pre-post assessments
- Determine student interests and lessons reflect this
- Show sensitivity in development of activities and assignments
- Lesson design reflects the varied needs of the students
- Monitor learning and adjusts plans based on results

b. *Teachers understand how students develop and learn.*

Descriptors:

1. Use their understanding of individual and social learning theory, and of child and adolescent development theory to form their decisions about how to teach;
2. Strive to provide multiple context in which to promote and evaluate student achievement;
3. Recognize that in a multicultural nation students bring to the schools a range of achievements.

Examples:

- Provide opportunities for students to demonstrate learning in multiple ways
- Use motivational techniques that reflect understanding of developmental levels
- Use age appropriate materials, use of time
- Use good mix of cooperative, competitive, and independent activities
- Recognize what different students bring to school and capitalize on their strengths
- Kids are given a variety of ways to express what they know

c. *Teachers treat students equitably.*

Descriptors:

1. Distribute attention equitably among all students;
2. Establish constructive relationships with students;
3. Employ varied strategies in meeting the needs of diverse students.

Examples:

- Distribute attention equitably
- Seek opinions of all
- Trust is established
- Encouragement and support is extended to all
- Focus is on learning rather than kids punishment

d. *Teachers' mission extends beyond developing the cognitive capacity of their students.*

Descriptors:	Examples:
<ol style="list-style-type: none"> 1. Show concern for students' dignity, self-concept, and motivation; 2. Maximize student development in the affective and physical domains. 	<ul style="list-style-type: none"> • Development of communication skills • Conflict management • Problem-solving skills • Dignifies incorrect responses • Multi-sensory activities • Activities to promote motor skills

2. Teachers Know the Subjects They Teach According to the Linden Community Schools Curriculum and How to Teach Those Subjects to Students.

a. *Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.*

Descriptors:	Examples:
<ol style="list-style-type: none"> 1. Understand the substance of their subjects including factual information as well as central organizing concepts-and relevant student outcomes; 2. Expose students to different modes of critical 3. Teach students to think analytically about content; 4. Appreciate the integrity of the methods, substance, and structures of subject area knowledge; 5. Appreciate the complexity and richness of their disciplines, and the links to other disciplines. 	<ul style="list-style-type: none"> • Interdisciplinary lessons • Factual information, plus thinking skills • Metacognitive opportunities for kids • Information is correct • Higher level thinking (synthesize/evaluate/analyze) • Use of manipulative/hands on experience/model • Writing process used • Pre-reading skills used

b. *Teachers command specialized knowledge of how to convey a subject to students.*

Descriptors:	Examples:
<ol style="list-style-type: none"> 1. Demonstrate the most appropriate ways to present subject matter to students (e.g., analogies, metaphors, experiments, demonstrations, and illustrations); 2. Know the most common misconceptions held by students, the aspects that they will find most difficult, and the kinds of prior knowledge, experience, and skills that the learning of particular topics; 3. Apply their knowledge of students and learning and teaching and subject matter; 4. Keep current with curricular materials and evaluate those materials based on an understanding of curriculum theory, of students, of subject matter, and of the district's, school's, and their own educational aims. 	<ul style="list-style-type: none"> • Include appropriate available materials • Connect learning to real life application • Include appropriate content in lesson • Construct learning in accordance with student misconceptions

c. *Teachers generate multiple paths to knowledge.*

Descriptors:

1. Understand the value of both structured and inductive learning;
2. Help students to learn to pose problems and work through alternative solutions in addition to teaching them about the answers that others have found to similar problems;
3. Understand that "knowledge" is a combination of information, understanding, skills, dispositions, propositions, and beliefs;
4. Seek ways to apply interdisciplinary thinking and practice as they teach;
5. Teach student to apply knowledge to problems never before encountered.

Examples:

- Students learn by discovery
- Students learn the value of seeking alternative solutions
- Learning is developed and assessed based on information, understanding, and skills
- Thematic teaching
- Students apply knowledge in new situations

3. Teachers are Responsible for Managing and Monitoring Student Learning.

a. *Teachers are cognizant of their objectives.*

Descriptors:

1. Understand the applicable student goals and outcomes of the Linden Community Schools curriculum;
2. Present appropriately planned instruction, elaborate when appropriate, develop activities to help meet these objectives and draw upon a range of useful resources to help attain these objectives;
3. Clearly state to students their learning objectives and why they are important.

Examples:

- Can articulate why they are teaching what they are teaching – outcomes (relationship to district outcomes)
- Lesson design logically leads to outcomes
- Thematic teaching
- Tell kids what objectives are

b. *Teachers call on multiple methods to meet their goals.*

Descriptors:

1. Set high expectations for all students;
2. See themselves as a model and a guide of student learning, as well as active participants;
3. Know and employ a variety of effective instructional skills;
4. Vary instructional settings and employ a range of instructional materials and human resources;
5. Enlist the knowledge and expertise of their fellow faculty members in a variety of ways as they seek to provide their students with as rewarding a learning experience as possible.

Examples:

- Provide prompts, doesn't accept incorrect or no answers
- Create opportunities for students to be actively engaged in learning, discovering
- More student talking than teacher
- Lesson design/implementation
- Work with other disciplines (art, music)
- Work with grade level colleagues in implementing new ideas

c. *Teachers orchestrate learning in group settings.*

Descriptors:

1. Effectively groups students to maximize student achievement;
2. Matches appropriate forms of social interaction to the various instructional formats;
3. Develop social expectations by which students and teachers act and interact. Assist students in developing responsible behaviors that affect their own learning and that of their peers.
4. Utilize methods of classroom management that enhance student learning and prevent disruptive behavior. Teach positive behaviors that lead to effective learning.
5. Evaluate methods used and make appropriate changes. Search for new forms of organization that expand their repertoire and prove effective.

Examples:

- Cooperative learning – when to do ability grouping, same vs. heterogeneous; how to construct groups and learning activities
- Movement, talking, various noise levels
- Conflict management
- Learning success leads to better behavior
- Student engaged in meaningful learning
- Teaming, conferencing with students
- Result of discipline is that kids become “better”
- Responsibility training/teaching for students

d. *Teachers place a premium of student engagement in learning.*

Descriptors:

1. Know and use strategies to motivate student learning and monitor student participation in learning;
2. Match the classroom atmosphere to the particular educational activity. Know that motivating students is not always equivalent to making learning fun, for learning can require difficult work;
3. Know how to encourage students even in the face of failure.

Examples:

- Active engagement in a variety of ways
- Praise, prompt, lead
- Encourage risk-taking
- Time on task
- Learning in transition times

e. *Teachers regularly assess student progress.*

Descriptors:

1. Judge the overall success of planned activities in terms of student learning with relation to the goals and outcomes of the Linden Community Schools curriculum;
2. Employ a variety of evaluation methods and understand that the purposes, timing, and focus of an evaluation affect its form;
3. Monitor individual students to determine how much they have learned;
4. Devise self-assessment opportunities for the students so that they gain a sense of responsibility for monitoring their own learning.

Examples:

- Multiple methods of evaluation
- Self-assessment

4. Teachers Think Systematically About Their Practice and Learn from Experience.

a. *Teachers are continually making challenging decisions that test their judgment.*

Descriptors:	Examples:
<ol style="list-style-type: none"> 1. Demonstrate flexibility to satisfy multiple priorities; 2. Combine professional knowledge of sound teaching practices, relevant student outcomes and the interests of the students in making instructional decisions; 3. Make decisions based on established theory and reasoned judgment. 	<ul style="list-style-type: none"> • Utilizes ways of doing things smarter not harder • Interdisciplinary lessons to accomplish multiple goals • Articulates rationale for teaching decisions based upon (3)

b. *Teachers seek the advice of others and draw on education research and scholarship to improve their practice.*

Descriptors:	Examples:
<ol style="list-style-type: none"> 1. Engage in professional development; 2. Reflect on their teaching to improve their practice; 3. Stay abreast of current research and incorporate new findings into their practice; 4. Commit to continued professional growth; 5. Model the virtues of education. These include: curiosity and a love of learning; tolerance and open-mindedness; fairness; and justice; appreciation for human diversity and dignity; and such intellectual capacities as careful reasoning, the ability to take-multiple perspectives, to be creative, to take risks inherent in new learning, and to adopt an experimental and problem-solving orientation. 	<ul style="list-style-type: none"> • Keep a journal, dialoguing with other educators, on-going modification of lesson plans • How do you know a lesson is successful? • How do you know the students have learned what you were teaching? • From your professional development, what have you used in your current teaching practice? Conferences, workshops, professional Reading, classes, peer coaching, Research, writing/publishing, presenting at workshops, study groups. • Set goals for professional growth. • Participate in professional organizations.

5. Teachers are Members of Learning Communities.

a. *Teachers contribute to school effectiveness by collaborating with other staff.*

Descriptors:	Examples:
<ol style="list-style-type: none"> 1. Actively participate in school improvement and accreditation process; 2. Attend to issues of continuity and equity of learning experiences for students which cut across achievement and grade levels, special and general education, and disciplines; 3. Demonstrate the interpersonal skills of teamwork and a willingness to work together in the interest of the school community; 4. Participate in the coordination of services to students; 5. Assume responsibility in cooperation with their administrators for the character of the school's instructional program. 	<ul style="list-style-type: none"> • Implement NCA/School Improvement strategies • Make necessary adaptations and accommodations for all students • IEP's, 504 plans, Team player, mentoring novices • Serving on school committees • Work to support the climate and uniqueness of the school

TEACHER SELF ASSESSMENT PRE-CONFERENCE

Teacher Name: _____ Grade: _____ Date: _____
Last Name First Name

Subject Area: _____ Evaluator: _____
Last Name First Name

Probationary Teacher: _____ Tenure Teacher: _____ Time: _____

1. Teacher is committed to students and their learning.

Exceeds Expectations _____ Meets Expectations _____ Below Expectations _____ Unsatisfactory _____

a. Teacher recognizes individual differences in his/her students and adjusts.

- 1. Knows student's names and is familiar with their backgrounds.
- 2. Diagnoses student's interest, abilities, and prior knowledge
CA-60 _____ Past Teachers _____ Parents _____ Etc. _____
- 3. Uses interest, prior knowledge in lesson plans and instructional activities.
- 4. Assesses and alters plans based on needs and achievement of students.
- 5. Adjusts teaching methods based on student behavior.

Other _____

b. Teacher understands how students develop and learn.

- 1. Uses techniques that reflect knowledge of developmental levels.
Gives clear, explicit directions _____
- 2. Multiple contexts for students to demonstrate achievement.
Cooperative _____ Competitive _____ Hands-On _____ Independent Activities _____
- 3. Knows differences and range of interests and achievement in students.

Other _____

c. Teacher treats students equitably. Extends beyond developing cognitive capacity.

- 1. Distributes attention equitably.
- 2. Creates trusting student relationships. Shows concern for student's dignity.
- 3. Uses a variety of strategy activities in meeting needs of diverse population.
Affective _____ Physical _____ Cognitive _____

Other _____

2. Teacher knows the subject according to district curriculum and how to teach it.

Exceeds Expectations _____ Meets Expectations _____ Below Expectations _____ Unsatisfactory _____

a. Teacher shows knowledge of subjects, how it is organized, and linked to others.

- 1. Knows subjects concepts and curriculum/student outcomes.
Presents Accurate Information _____ Communicates Ideas Logically _____
- 2. Exposes students to different modes of thinking.
- 3. Teaches analytical, higher level thinking skills (synthesis/evaluation/analyze).
- 4. Uses manipulative / hands-on experiences.
- 5. Appreciates integrity of subject area and knowledge.
Links Subject to Other Disciplines _____ Develops Interdisciplinary Lessons _____

Other _____

b. Teacher displays specialized knowledge of how to convey a subject to students.

- 1. Demonstrates most appropriate way to present subject area.
Experiments ___ Demonstrations ___ Illustrations ___ Analogies ___
- 2. Knows misconceptions of subject.
- 3. Applies knowledge of student and subject to real life applications.
- 4. Keeps current with curricular materials and theory in subject area.

c. Teacher generates multiple paths to knowledge.

- 1. Values structured and inductive learning by discovery.
- 2. Students are able to pose problems and work through alternative solutions.
Elicits and responds to student's questions appropriately ___
- 3. Combines information understanding. Uses supplementary material when needed.
- 4. Apply interdisciplinary teaching and learning.
Uses thematic teaching ___
- 5. Students apply knowledge to new problems.
Other _____

3. Teacher is responsible for managing and monitoring student learning.

Exceeds Expectations ___ Meets Expectations ___ Below Expectations ___ Unsatisfactory ___

a. Teacher is cognizant of his/her objectives.

- 1. Selects lessons that meet goals and outcomes of district curriculum.
- 2. Lesson plans designed to meet district curriculum outcomes.
- 3. Students understand objectives and why they are important.
Activities Match ___
Other _____

b. Teacher calls on multiple methods to meet their goals.

- 1. Sets high expectations for all students and communicates guidelines well.
- 2. Models student learning.
Demonstrates consistency in handling behavior problems ___
- 3. Vary instructional settings with instructional resources.
Art ___ Music ___ P.E. ___ Technology ___
- 4. Enlists the knowledge and expertise of fellow faculty.
- 5. Works well with colleagues (mentor) in implementing ideas.
Other _____

c. Teacher orchestrates learning in group settings.

- 1. Cooperative group learning is used.
- 2. Develop social behavior that matches instruction.
- 3. Assists students in developing responsible behaviors.
Conflict Management ___
- 4. Self evaluates methods used and makes appropriate changes.
- 5. Searches for new forms of organization that expands repertoire.
Other _____

d. Teacher places a premium on student engagement in learning.

- 1. Engages students.
Maximizes Time on Task ___ Minimizes Transition Times ___
- 2. Matches atmosphere to activity.
- 3. Knows how to encourage (praise) students.
Other _____

Master Agreement between Linden Education Association and Linden Board of Education

e. *Teacher assesses student progress.*

- 1. Matches learning to goals and outcomes of district curriculum.
- 2. Uses a variety of evaluation methods.
Multiple Assessments _____
- 3. Monitor individual students to determine how much they learned.
- 4. Helps students with self-assessment.
Other _____

Strengths:

Weaknesses:

Linden Community Schools
Teacher Evaluation Form

Teacher's Name Building Assignment School Year

Current Employee Status:

Probationary Year _____ Tenured _____

Dates:

1st Observation:

Pre-conference _____ Observation _____ Post-conference _____

2nd Observation:

Pre-conference _____ Observation _____ Post-conference _____

IDP Created: _____

Final Evaluation Conference: _____

Evaluator: _____

Position: _____

1) Teachers are committed to students and their learning.

The effective teacher recognizes individual differences in her/his students and adjusts practices accordingly. S/he understands how students develop and learn and s/he treats students equitably. Her/his mission extends beyond developing the cognitive capacity of their students.

Rating System

Overall Rating for this Item

(4) Superior (3) Effective (2) Needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st obs. assm't	2nd obs. assm't
---	-----------------	-----------------

Specific Indicators:

1 st	2 nd	
		a. The teacher demonstrates a commitment to the academic success of all students.
		b. Students appear comfortable in the classroom.
		c. The teacher demonstrates an understanding of individual student needs.
		d. The teacher praises the students frequently.
		e. The teacher shows patience when working with students.
		f. The students are allowed to make choices regarding educational activities in the classroom.
		g. The teacher is polite and treats each student with respect.
		h. The teacher speaks with a positive and enthusiastic tone.
		i. The teacher listens to students and accepts feedback.
		j. The teacher uses vocabulary appropriate to the age group.
		k. The teacher provides for adequate processing time for student response.
		l. The teacher has constructed the daily plan so that lessons flow naturally from activity to activity.
		m. The teacher provides engaging activities that encourage student involvement and minimize disruptions.
		n. The teacher employs an effective instructional plan for students on a daily and long-term basis.
		o. The teacher provides an introduction and closure to each lesson.
		p. The teacher's materials are readily available and appropriate for the lesson's content.
		q. The teacher's required assignments are reasonable and purposeful.
		r. The teacher helps students become organized.
		s. The teacher returns student assignments within a reasonable amount of time.
		t. The teacher allocates appropriate time for the planned activity.
		u. The teacher uses various questioning techniques to promote and expand discussions.

COMMENTS:

1st Observation Assessment:

--

2nd Observation Assessment:

--

2) Teachers know the subjects they teach and how to teach those subjects to students.

The effective teacher appreciates how knowledge in her/his subjects is created, organized, and linked to other disciplines. S/he commands specialized knowledge of Linden Community Schools curriculum and how to convey her/his subject(s) to students.

Rating System	Overall Rating for this Item	
(4) Superior (3) Effective (2) Needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st obs. assm't	2nd obs. assm't

Specific Indicators:

1 st	2 nd	
		a. Students are learning the subject matter and/or skills of the class at an appropriate rate.
		b. Students turn to and rely on the teacher as knowledgeable in the subject area and/or activity/skill area.
		c. Students are mastering or have mastered the goals and objectives for the class.
		d. Students are prepared for subsequent classes that rely on the current class as a foundation.
		e. Students are developing critical thinking and problem solving skills.
		f. Students can demonstrate their knowledge in a variety of ways.
		g. The teacher demonstrates current knowledge of subject matter.
		h. The teacher demonstrates current knowledge of specific instructional practices for the area(s)/grade level taught.
		i. The teacher follows the district curriculum.
		j. The teacher delivers the curriculum at the proper instructional level.
		k. The students demonstrate evidence of working toward identified learner outcomes.
		l. The teacher's lesson directly relates to desired instructional outcomes.
		m. The teacher communicates short-term objectives and long-term goals.
		n. The teacher's lessons are presented in a logical sequence.
		o. The teacher takes responsibility for student learning.
		p. The teacher serves various roles ... i.e., coach, discussion leader consultant, information provider, demonstrator, etc.
		q. The teacher plans and provides appropriate instructional activities.
		r. Student assignments and activities are interesting and challenging.
		s. The teacher monitors and assists student practice of newly-learned critical skills.
		t. The teacher presents lessons and activities, which cause students to use higher order thinking process.
		u. The teacher models the skills which students are expected to master.

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				v. The student approaches assigned tasks independently, with little, if any, further teacher assistance.
				w. The teacher provides the student with meaningful feedback when evaluating student work.
				x. The teacher is cognizant of, and plans instruction for students with different learning styles.
				y. The teacher plans lessons allowing for hands-on student involvement when appropriate.
				z. The teacher uses instructional time effectively and efficiently.

COMMENTS:

1st Observation Assessment:

--

2nd Observation Assessment:

--

3) Teachers are responsible for managing and monitoring student learning.

Effective teachers are cognizant of their objectives and call on multiple methods to meet their goals. They create a positive classroom atmosphere in which all students feel comfortable with themselves and each other.

Rating System

Overall Rating for this Item

(4) Superior (3) Effective (2) Needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st obs. assm't	2nd obs. assm't
---	-----------------	-----------------

Specific Indicators:

1st	2nd	
		a. The teacher is consistent in applying rules and in dealing with students.
		b. The teacher establishes and communicates clear and fair rules.
		c. The teacher clearly communicates to students what is expected of them, both as to behavior and assignments.
		d. Students comply with the teacher's expectations regarding behavior and learning.
		e. The teacher demonstrates smooth and effective transitions between activities.
		f. Students complete assigned tasks and activities and lessons as instructed by the teacher.
		g. Students do not disrupt other students from learning as they complete assignments and activities.
		h. The teacher treats students in a fair and equitable manner.
		i. The teacher is actively engaged with students.
		j. The teacher positions himself/herself in the classroom in ways which encourage optimum learning.
		k. The teacher is aware of the activities that are occurring in the classroom even when working with individual students and responds appropriately.
		l. The students are on task.
		m. The teacher provides clear directions for classroom activities.
		n. The teacher expects and encourages all students to be actively involved in classroom activities.
		o. The students demonstrate an understanding of classroom goals and objectives.
		p. The students readily follow teacher directives.
		q. The teacher's high expectations are evident by student response and behavior.
		r. The teacher continuously monitors student understanding and adjusts instruction accordingly.
		s. The teacher plans lessons which relate whenever possible to everyday, real world situations.

Master Agreement between Linden Education Association and Linden Board of Education

			t. The teacher develops and administers assessments appropriate to the instructional outcomes.
			u. The teacher accesses, when available, technology and other resources beyond the textbook in instructional planning and delivery.

COMMENTS:

1st Observation Assessment:

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2nd Observation Assessment:

--

4) Teachers think systematically about their practice and learn from experience.

Effective teachers continually make challenging decisions that test their judgment. They seek the advice of others and draw on education research and scholarship to improve their practice.

Rating System

Overall Rating for this Item

(4) Superior (3) Effective (2) Needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st obs. assm't	2nd obs. assm't
---	-----------------	-----------------

Specific Indicators:

1st	2nd	
		a. The teacher remains current regarding new instructional practices and curriculum issues, and undertakes on-going training.
		b. The teacher is punctual.
		c. The teacher is conscientious in his / her attendance.
		d. The teacher's attire is appropriate.
		e. The teacher is knowledgeable about, and complies with, Board policies, administrative rules and regulations, and state laws, which pertain to his/her professional responsibilities.
		f. The teacher completes necessary written reports accurately and promptly.
		g. The teacher seeks out available resources and/or other staff, which may be useful in improving the performance of his/her students or his/her own teaching performance.
		h. The teacher exhibits the qualities of reliability and dependability in undertaking his/her professional responsibilities.
		i. The teacher is willing to be innovative to enhance student learning.
		j. The teacher maintains the appropriate teacher/students(s) relationships.

COMMENTS:

1st Observation Assessment:

2nd Observation Assessment:

5) Teachers are members of learning communities.

Effective teachers contribute to school effectiveness by collaborating with other staff.

Rating System

Overall Rating for this Item

(4) Superior (3) Effective (2) Needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st obs. assm't	2nd obs. assm't
---	-----------------	-----------------

Specific Indicators:

1st	2nd	
		a. The teacher exhibits a professional attitude that contributes positively to the workplace.
		b. The teacher demonstrates the willingness to be actively involved in activities such as curriculum development, school improvement planning, and/or other professional activities.
		c. The teacher demonstrates the willingness to be involved in student activities.
		d. The teacher is a team player, and successfully collaborates with colleagues on meeting student school-related needs and other matters.
		e. The teacher communicates regularly and effectively with parents.
		f. The teacher sets professional goals to improve instruction and/or classroom performance, and strives to attain those goals.
		g. The teacher exhibits practices that promote good public relations.

COMMENTS:

1st Observation Assessment:

2nd Observation Assessment:

EVALUATOR'S SUMMARY (Strengths, Areas of Concern, Recommendations for Improvement and Professional Participation): (sheets may be attached)

TEACHER'S COMMENTS: (sheets may be attached)

THIS TEACHER'S JOB PERFORMANCE IS:

Satisfactory _____ Unsatisfactory _____

SIGNATURES:

Signature of Evaluator: _____ Date: _____

I understand that my signature is not intended to indicate my agreement with the evaluation, but provides the required record that I have read this evaluation and that I have been offered an opportunity to discuss this evaluation with my evaluator. I also recognize my right to attach comments concerning this evaluation to this document.

Signature of Staff Member: _____ Date: _____

**Adapted from Davison Community Schools Evaluation Instrument 1994 and NBPTS Standards*

SCHEDULE F

Calendar
2006-2007

		<u>Students</u>	<u>Teachers</u>
August 29 Tues.	New Teacher Orientation		
August 30 Wed.	Teacher Professional Development Day		
August 31 Thurs.	Teacher Professional Development Day		2
September 5 Tues.	First Day of School for Students	19	19
October 19 Thurs.	Early release for All Students K-12		
	Secondary Parent Teacher Conferences		
October 20 Fri.	Secondary Parent Teacher Conferences (Early release for Secondary Students)	22	22
November 15 Wed.	Elementary Parent Teacher Conferences (Early release for Elementary Students)		
November 16 Thurs.	Early release for All Students K-12 (Elementary Parent Teacher Conferences)		
November 17 Fri.	Elementary Parent Teacher Conferences (Early release for Elementary Students)		
November 22 Wed.	Thanksgiving Recess begins at end of day		
November 27 Mon.	Classes Resume	20	20
December 22 Fri.	Christmas Recess begins at end of day	16	16
January 2 Tues.	Classes Resume		
January 15 Mon.	Martin Luther King Day—no classes		
January 18 Thurs.	End of First Semester		
	Early release for All Students K-12		
January 19 Fri.	Records Day—no classes		
January 22 Mon.	Second Semester Begins	20	21
February 16 Fri.	Early release for All Students K-12		
February 19 Mon.	President's Day—no classes	19	19
March 1 Thurs.	Secondary Parent Teacher Conferences (Early release for All Students K-12)		
March 2 Fri.	Secondary & Elementary Parent Teacher Conferences (Early release for Secondary Students)		
March 15 Thurs.	Early release for All Students K-12	22	22
April 5 Thurs.	Spring Break begins at end of day		
April 16 Mon.	Classes Resume		
April 19 Thurs.	Early release for All Students K-12	15	15
May 17 Thurs.	Early release for All Students K-12		
May 28 Mon.	Memorial Day—no classes	22	22
June 8 Fri.	Last Day for Students		
June 11 Mon.	Last Day for Teachers	6	7
181 Student Days			
185 Teacher Days			

Early release days are scheduled as professional development time for district staff except on dates specified as parent conference time.

1. The calendar will not be deemed to include additional uncompensated work time for teachers associated with Individual Development Plans or the time new teachers spend with mentors as is required under the provisions of the Tenure Act and Michigan School Code.
2. In the event any provision of this Agreement creates a condition whereby the district is deficient in terms of meeting the number of days or hours of student instruction, the student and staff schedules will be subject to renegotiations between the parties following verification of the deficiency.
3. Days on which school is closed due to inclement weather will be rescheduled at the end of the school year to assure a sufficient number of days and hours to receive full state aide payments with the last day for teachers to immediately follow.

In the event the law changes in such a fashion that the make-up of such time is not required in order to receive full state aid payments, section 3 will be deemed null and void.

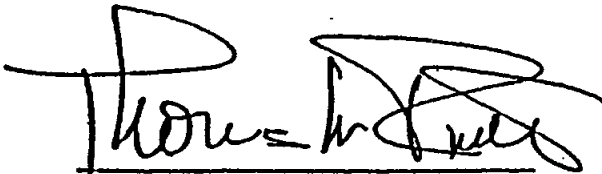
4. A total of 12 hours of parent teacher conferences will be established for each teacher per school year. One early release day in the fall may be used for parent teacher conferences. Conferences shall be scheduled at the building level with consideration of convenience to parents and district wide schedules. Teacher attendance is mandatory, however, when extenuating circumstances exist where the teacher cannot attend, the teacher shall find an alternative date for parents to meet with the classroom teacher.
5. Records Day in January is an optional work day. However, teachers must submit records according to the deadline set by the building administrator.
6. One (1) Open House for each teacher per school year will be scheduled, on a date mutually agreeable between the administration and the teachers. Teachers are encouraged to attend their building Open House as scheduled, unless extenuating circumstances exist where the teacher cannot attend. If a teacher is unable to attend, he/she shall notify the building principal as soon as possible and ensure appropriate materials are available in the classroom for parent review during the scheduled Open House. Appropriate materials shall include providing notification to parents to contact the teacher by phone for further information or to schedule a meeting with the teacher to discuss Open House materials.
7. In the year 01-02, six additional minutes will be added to the end of the school day in all buildings.

LETTER OF UNDERSTANDING
BETWEEN THE
LINDEN SCHOOL DISTRICT
AND LOCAL 10/MEA/NEA (LINDEN UNIT)

RE: Freedom of Information Act (FOIA)

The parties have mutually agreed to the following on all requests for information regarding a bargaining unit member under the Freedom of Information Act (FOIA). In order for requests to be honored by the district, all requests must be in writing and include the name, address and phone number of the persons(s) or entity making the request.

1. Upon receipt of a FOIA request for personnel data regarding a bargaining unit member, the district will request the 10-day extension allowable under the law, unless the day extension is not necessary.
2. The district will notify the employee(s), as soon as possible, in writing, who are the subject of the FOIA request and the local Association President. The union representative may agree to notify the employee in lieu of the district notification.
3. The district will allow the identified employee(s) and the Association representatives to review the FOIA request(s), the materials in the personnel file and all other public documents subject to the FOIA request prior to their release.



For the Board

10/05/00

Date



For the Association


10-6-00

Date

LETTER OF UNDERSTANDING
BETWEEN THE
LINDEN SCHOOL DISTRICT
AND LOCAL 10/MEA/NEA (LINDEN UNIT)

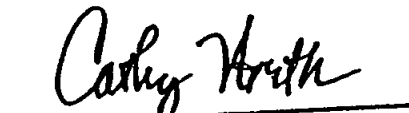
RE: Professional Development

The parties have mutually agreed to further explore, during the term of this Agreement, optional professional development time for teachers when clarification is provided by the State on several issues including per diem funding.



For the Board

10/05/00
Date



For the Association

10-6-00
Date

LETTER OF UNDERSTANDING
BETWEEN THE
LINDEN COMMUNITY SCHOOLS
AND THE
LINDEN EDUCATION ASSOCIATION

Linden Community Schools and the Linden Education Association hereby agree as follows:

1. All requirements of the NCLB/ESEA Act of 2001 shall be complied with.
2. Teachers not meeting the "highly qualified" definition under the Act shall be offered the local assessment option which shall be monitored by the individual teacher's building school improvement committee. The building school improvement committees shall rely on the state standards in assessing the qualifications of the teacher. In the event the teacher or the building school improvement committee fails to respond in a reasonable time the school administration shall intervene to insure compliance with the Act.
3. If for any reason, one or more of the teachers fail(s) to meet the Act's definition of "highly qualified" after providing them the opportunity to utilize the local assessment option, the district and the Linden EA shall meet prior to January 2006 to agree on a mutually acceptable placement for the teacher(s) pursuant to the collective bargaining agreement.

Elizabeth Leonard
Linden Community Schools

Carley North
Linden Education Association

6/08/05
Date

6-08-05
Date

LETTER OF UNDERSTANDING
BETWEEN THE
LINDEN SCHOOL DISTRICT
AND LOCAL 10/MEA/NEA (LINDEN UNIT)

This letter of understanding is between the Linden Community Schools and the Linden Education Association regarding the counselor's summer work schedules:

It is understood that, beginning with the 2002-03 school year, each of the school counselors shall work up to an additional ten (10) works days, as needed, beyond the normal school year work schedule. Additional time needed, beyond ten (10) days, shall require approval of the Superintendent or his/her designee. Notification of work days scheduled shall be made in writing to the counselors and the Linden Education Association prior to May 20th of each school year by the building principal. Each counselor shall be provided the opportunity of equal workdays.

Pay shall be on a per diem basis with the annual salary divided by the number of teacher contract workdays. When days are worked, additional time sheets with dates listed and authorized signatures included shall be submitted to the central office payroll division.

The Master Schedule will be developed according to the agreed upon timeline (see attached) which shall include input from the BAC, Department Heads and the building principal.

The signatures below acknowledge this agreement on the above conditions.

Elizabeth Leonard 9/10/02

Elizabeth Leonard
Superintendent

Cathy North

Cathy North
President, Linden EA

9-19-02

Tentative Master Schedule Development/Linden Middle School

- 10-10-02 Curriculum Review with Department Chairs/RCE/Exploratories
- 01-10-03 Curriculum Revisions/Proposals from Department Chairs to Principal for Review/Adoption
- 02-03-03 Grade Level Guides Ready for Printing
- 02-11-03 Preparation of Preliminary Master Schedule Begins
- 03-04-03 Orleans Hanna Testing for 7th Graders by 7th Grade Math Teachers
- 03-11-03 Orleans Hanna Results to 7th Grade Math Teachers and Math Department
- 03-12-03 Fine Arts Request (Band, Choir, Drama) Mailed Home with Progress Reports
- 03-19-03 7th and 8th Grade Fine Arts (Band, Choir, Drama) Requests Due
- 03-25-03 Math Placement Meeting with Math Department for 8th Grader Algebra Placement
- 04-01-03 Band Placement Testing for all Elementary 5th Grade Students
- 04-04-03 6th and 7th Grade Requests Deadline for Teams 2003-2004
- 04-15-03 5th Grade Parent Orientation
- 04-23/24-03 5th Grade Visit/Orientation Linden Elementary
- 04-28/29-03 5th Grade Visit/Orientation Central Elementary
- 05-02-03 Incoming 5th Grade Parent Request Deadline
- 05-09-03 5th Grade Band Request Forms to Counselor
- 05-19-03 First Draft to Master Schedule
- 05-20-03 Notification to Counselor for Additional Summer Work