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INDEX

A

Arbitration.....21

Assignment Meeting.....9

 Teacher's options.....9

Assignment Procedures.....6

 Declaration of intent.....9

 Exchanges.....7

 Multi-age positions.....11

 Reduction in staff.....7

 Relocation of a program.....7

 Special ed positions.....7

 Staff returning from leave.....6

 Temporary Assignments.....5

 Title I positions.....7

 Bubble position.....8

 Certification and 12 semester hours credit.....12

 changes after the May assignment meeting.....12

 Combination grades.....11

 Elementary art, music and pe.....7

 Maintaining a teaching assignment.....12

 Secondary art, music and pe positions.....7

 Teacher on layoff.....7

 Team position.....11

 Timeline.....8

 Trial/experimental positions.....11

 Vocational ed positions.....7

 Vocational endorsement.....12

Association.....

 Exclusive Bargaining Representative.....2

 Meeting dates.....17

B

Bargaining Representatives.....

 Selection of.....4

C

Code of Ethics.....17

Computer Technology and Networks Policy.....27

D

Dues.....16

E

EMPLOYMENT STANDARDS.....14

F

Feepayers.....16

G

Grievance.....4, 15, 86

Grievance.....

 Arbitration.....21

 Arbitration exemptions.....21

 Definition of.....20

 Confidentiality.....20

 Improperly deprived of any professional compensation or advantage.....21

 Timeline extensions.....21

 Timelines.....20

L

LAYOFF AND RECALL.....5

 Notification of.....13

 Consideration for adult ed vacancies.....13

 Priority on substitute list.....13

 Recall procedures.....13

LEAVE OF ABSENCE.....

 Time credited to years of experience.....5

M

Matters not specifically covered by this Agreement.....	4
Michigan Employment Relations Commission.....	4, 15
MPEA days.....	17
N	
NEGOTIATING PRACTICES.....	4
Negotiations begin.....	4
No reprisals.....	4
Selection of negotiating or bargaining representatives.....	4
Team released from regular duties.....	4
P	
PERSONNEL COMMITTEE.....	18
President's released time.....	17
PROFESSIONAL GRIEVANCE PROCEDURE.....	20
PROFESSIONAL STUDY COMMITTEE.....	19
PSC Chairperson stipend.....	19
R	
Ratification.....	4
RIGHTS OF THE ASSOCIATION.....	15
Association membership or feepayer.....	15
MPEA days.....	17
Association meeting dates.....	17
Code of Ethics.....	17
Dues payments.....	15
PAC contributions.....	16
Right to information.....	15
Right to use buildings and facilities.....	15
Right to use bulletin boards.....	15
Right to use school mail.....	15
RIGHTS OF THE BOARD.....	3
RIGHTS OF THE TEACHER.....	23
Complaint against any teacher.....	26
Right to legal counsel.....	23
Adequate lesson plans.....	26
Administering meds/procedures.....	24
Assault by a child.....	23
Attendance on Act-of God days.....	26
Corporal punishment.....	23
Drug testing.....	27
IEPC -right to attend.....	27
Items provided to new teachers.....	26
Maintenance of control and discipline.....	23
Monitoring and observation.....	25
Personnel files.....	25
Professional Conferences.....	25
Progressive Discipline.....	27
Property loss or damage.....	24
Reasonable physical force.....	23
Right to request assistance.....	27
Special Education programs.....	23
Threatened with civil action.....	23
Transporting students.....	24
Use as substitute.....	25
Workman's Compensation.....	24
S	
Seniority List.....	
Definition of.....	5
Leaves of absence credited.....	5
Same date of hire.....	5
Same number of years of teaching experience.....	5
Tiebreakers.....	5
STAFFING (Assignment)PROCEDURES.....	5
T	
Tenure Law.....	26

V	
VACANCIES.....	5
Definition of.....	6
Notices of.....	6
Postings.....	6
Voluntary Reduction in teaching time.....	13
W	
Work Opportunities.....	6

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

This Agreement is entered into this 13th day of December 2005 by and between the Board of Education of the Mt. Pleasant Public Schools of Mt. Pleasant, Michigan, hereinafter called the "Board" and the Mt. Pleasant Education Association affiliated MEA/NEA, hereinafter called the "Association."

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

If any provision of this Agreement or any application of the Agreement to any teacher or group of teachers shall be found contrary to law, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect. Furthermore, any such provision or application shall be subject to negotiations between the parties.

PREAMBLE

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

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

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

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

ARTICLE I

RECOGNITION

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

ARTICLE II

RIGHTS OF THE BOARD

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

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

ARTICLE III

NEGOTIATING PRACTICES

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

ARTICLE IV

VACANCIES, STAFFING PROCEDURES, LAYOFF AND RECALL

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

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

A. Temporary Assignments

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

B. Seniority List

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

1. Tenure is defined as the bargaining unit member's probationary or tenure status with the school district as determined by law.
2. Seniority shall be defined as length of continuous service within the bargaining unit from the last date of hire as a bargaining unit member. Last date of hire shall be defined as the teacher's first day of work. Seniority shall continue to accumulate during Board approved leaves of absence. Seniority shall continue to accumulate while a teacher is on layoff. Seniority shall accumulate the same for part-time teachers as for full-time teachers.
3. In the event two or more teachers have the same date of hire, the relative place of such persons on the seniority list will be determined by the total years of teaching experience. Teaching experience shall be defined as total years of employment as a teacher in any K-12 school system.

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

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

Article IV - Vacancies, Staffing Procedures, Layoff and Recall (continued)

C. Notices of Vacancies

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

D. Additional Work Opportunities

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

E. Assignment Procedures

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

1. Vacancies for the subsequent school year shall be posted and filled in accordance with the provisions of this article. In filling such vacancies, it is recognized that the selection is the sole right of the Board. The assignment thus awarded to a teacher shall be considered the teacher's "current assignment" at the assignment meeting.
2. Staff members returning from leave will be placed in the current assignment held when

Article IV - Vacancies, Staffing Procedures, Layoff and Recall (continued)

the leave was granted, if available. A position is not available if the position is held by a person with greater seniority or the position no longer exists. A teacher returning from leave shall participate in all assignment procedures. A teacher on layoff will not participate in assignment procedures. After the staffing meeting, vacancies will be filled according to the recall procedures in this article.

3. If the student population at any building is such that a reduction in staff is required, the building staff will be informed of the number of positions to be eliminated. Each teacher whose position is known to be reduced or eliminated for the following school year shall be given prompt notification of such reduction or elimination by the building principal.

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

4. If a reduction in staff is required after the staffing is completed due to financial conditions as determined by the Board, a reduction in student population whether by natural population changes or redistricting, or other demonstrable need, the parties shall proceed with staffing as outlined in Section E, Paragraph 9 of this article. The Association shall be notified of the reason(s) for layoff within five business days of the Board's decision.

5. Within the timelines provided below, teachers shall retain current assignment, accept a vacant position, or exchange current assignment with another teacher within the building and/or between buildings/departments. In all cases this becomes the teacher's current assignment for staffing purposes.

- a. All exchanges must be mutually agreed upon by the teacher(s) and the administrator(s) involved.
- b. All special education positions will be staffed as a department by the Special Education Director. When changes in sites, levels, and/or areas of certification are necessary, the director will first seek volunteers. If no one volunteers, then assignments shall be made on the basis of seniority and certification. These assignments will not be allowed to alter the order of teachers being recalled or laid off.

Title I positions shall be staffed as a department by the administrator who directs the Title program.

- c. Elementary art, music and physical education positions will be staffed as a department by the Assistant Superintendent for Personnel. Secondary art, music and physical education positions will be staffed by department by building.
- d. All vocational education positions will be staffed as a department by the Associate Principal for Vocational/Technical Education.

Article IV - Vacancies, Staffing Procedures, Layoff and Recall (continued).

- E. 6. The procedures and timeline outlined below shall be followed:
- a. Prior to the start of the assignment process, all temporary assignments (defined in Section A of this Article) and all positions (retirements, etc.) known to be vacant for the upcoming year shall be posted.
 - b. By March 15, the Assistant Superintendent for Personnel will provide a staffing list of positions currently held and a seniority list to all bargaining unit members.
 - c. By the fourth Monday in March, all vacancies shall be posted in accordance with the provisions of this article. All applications for vacancies must be submitted to the Assistant Superintendent of Personnel within six (6) teaching days of the posting.

Positions within an elementary building created as a result of a group of students continuing to move to the next grade (i.e., bubble position) shall not be considered a vacancy for this step of the staffing procedure. When the "bubble position" first appears, the position shall be treated as a vacancy.

- d. By the first Monday in April, mutually agreed upon staffing exchanges may occur within the building and/or between buildings/departments. Staffing of the "bubble position" may occur within the building at this time.
- e. By the first Monday in May, all internal applicants, with the exception noted below, will be interviewed by the administration for all remaining positions and positions may be filled. An assignment, thus awarded to a teacher shall be considered the teacher's "current assignment" at the assignment meeting.

If a reduction in staff is required due to financial conditions, a reduction in student population whether by natural population changes or redistricting, or other need, the Administration will determine staff members who by virtue of their seniority, certification, tenure, and qualifications (as defined in this Article) will not participate in the interview/transfer process. These staff members will participate in the assignment meeting. A list of these staff members shall be submitted to the Association by March 15 and this list shall be subject to mutual agreement by the parties.

By the first Monday in May, all internal applicants not excluded in the preceding paragraph will be interviewed for all posted positions and positions may be filled. By the first Monday in May, all internal applicants will be notified of the names of the applicants who were awarded the vacancies. An assignment, thus awarded to a teacher, shall be considered the teacher's "current assignment" at the assignment meeting.

- f. By the Thursday after the first Monday in May an updated staffing list and a list of teachers who are expected to be without their current assignments at the May

Article IV - Vacancies, Staffing Procedures, Layoff and Recall (continued)

- (E. 6 f.) staffing meeting will be distributed to each teacher. The staffing assignment list shall be subject to articulation.

After this date no other exchanges shall occur. No other vacancies shall be filled until after the District assignment meeting.

- g. Seven days prior to the assignment meeting each teacher who is expected to be without his current assignment at the assignment meeting shall declare, in writing, the position he intends to select if it is available at the assignment meeting. This selection must be within the parameters defined in this article.

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

- h. By May 24, the District shall hold the District assignment meeting. If a teacher's current assignment is not available, he shall be placed according to his declaration of intent, if available, or he may choose a vacancy. If the position named in the declaration of intent is not available or if a teacher is displaced during this assignment meeting, the teacher may select any position available within the provisions of this article on the basis of tenure, certification, qualification and seniority. Displaced teachers are limited to the maximum teaching time they have previously been assigned.

- i. After the district assignment meeting, all vacancies shall be posted and filled in accordance with the provisions of this article.

- j. If, as a result of the staffing process, a teacher was displaced from all or part of his position, and if all or part of the same position becomes available prior to the start of the next year, that teacher shall be offered the position before it is posted. If the position is considered a vacancy during the next staffing process, that teacher shall be offered the position.

- k. If a teacher was displaced from all or part of his level (DK-4, 5-6, 7-8, or 9-12), he may claim a vacancy at that level at the end of the next staffing assignment meeting. If two or more claim the same position, the person with the higher seniority will receive the position.

People claiming a position under section i have precedence over people claiming a position under section j.

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

Article IV - Vacancies, Staffing Procedures, Layoff and Recall (continued)

- (E. 7) a. Current assignment.
- b. Parameters in the event a teacher's current assignment is not available:

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

1. May choose any bargaining unit vacancy

OR

2. Choose any position DK-4 held by a lesser seniored teacher.

NOTE: If previously assigned to grade 4, a person may choose a grade 5 position held by a lesser seniored teacher.

a. If all of the DK-4 positions are held by teachers with higher seniority than the displaced teacher and there are no DK-4 vacancies, the teacher may choose any position grades 5-6 held by a lesser seniored teacher.

b. If all of the 5-6 positions are held by teachers with higher seniority than the displaced teacher and there are no 5-6 vacancies, the teacher may choose any bargaining unit position held by a less seniored teacher.

5-6: If a teacher's current assignment in 5-6 is not available, the teacher's options are:

1. May choose any bargaining unit vacancy

OR

2. Choose any position 5-6 held by a lesser seniored teacher. NOTE: If previously assigned to grade 5, a person may choose a grade 4 position held by a lesser seniored teacher.

a. If all of the 5-6 positions are held by teachers with higher seniority than the displaced teacher and there are no 5-6 vacancies, the teacher may choose any position grades DK-4 held by a lesser seniored teacher.

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

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

1. May choose any bargaining unit vacancy

OR

2. Choose any position 7-12 held by a lesser seniored teacher.

Article IV - Vacancies, Staffing Procedures, Layoff and Recall (continued)

- a. If all 7-12 positions are held by teachers with higher seniority than the displaced teacher and there are no 7-12 vacancies, the teacher may choose any bargaining unit position held by a less senior teacher.
- b. Displaced teachers who held a combination of a secondary position and an elementary art, music or PE position are subject to the rules that govern the lost sections.

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

1. May choose any bargaining unit vacancy
- OR**
2. Choose any bargaining unit position held by a lesser senior teacher.

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

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

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

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

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

In the course of district curriculum development, a position may be created that is trial, experimental or time-limited. Prior to posting a position, the Board and MPEA shall mutually agree whether the position is a trial/experimental position. Any trial/experimental position shall be clearly labeled as such in the posting. In the event a teacher accepts a trial/experimental position, he may return after one or two years to his previous "current assignment" unless the position is held by someone with greater seniority. In such cases the teacher with less seniority shall be considered displaced. If the teacher does not elect to return to his current assignment after one or two years, the trial/experimental position shall become his "current assignment." If the trial position continues to exist beyond two

Article IV - Vacancies, Staffing Procedures, Layoff and Recall (continued)

- (E. 7. c.) years, it shall no longer be considered a trial/experimental position.

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

- d. For purposes of teaching art, music, and physical education in grades K-6 or in a subject area at West Intermediate School, a teacher must be appropriately certified and must have completed twelve (12) semester hours within a subject area discipline or meet the standards required by law or regulation, whichever is greater.
- e. For the purpose of maintaining a teaching assignment in K-6 art, music, and physical education or in a given subject area at West Intermediate, a teacher must possess a minimum of twenty (20) hours in the teaching subject(s) or meet the standards required by law or regulation, whichever is greater, at the time of the assignment meeting which occurs during that teacher's second year in the assignment. Failure to have such qualifications at this time shall cause that teacher to be displaced from that teaching position. If the teacher selects another position at West Intermediate, he must possess a major or minor on his teaching certificate in that area chosen.
- f. For the purpose of teaching pre-vocational or vocational courses a teacher must possess the appropriate vocational endorsement and the appropriate teaching certificate.
8. A statement of the personnel changes will be delivered to the Association President as soon after the assignment meeting as the Superintendent or his designee has finalized such information.
9. In the event there is a change in a teacher's current teaching assignment after the May assignment meeting, the affected teachers shall be given the opportunity to exercise their seniority rights to another position in accordance with the provisions of this Article. After declining a position which is less than that to which a teacher is entitled, the teacher's decision shall not be changed regarding that position unless a different or a greater portion of a position becomes available.
- E. 10. The Board shall provide written notification of tentative grade/course and hours assignment, room(s) and extended contract to all teachers by June 30th. This includes elementary teachers of art, music, physical education and computers. Notice of any change will be mailed to the teacher's current address of record.

F. Layoff

1. After all the staffing steps have been followed and a reduction in staff is determined by the Board to be necessary due to financial conditions, a reduction in student population whether by natural population changes or redistricting, or other need, members of the bargaining unit who do not have a position shall be laid off. The Association shall be notified of the reason(s) for layoff within five business days of the Board's decision.

Article IV - Vacancies, Staffing Procedures, Layoff and Recall (continued)

2. In the event of layoff, the laid off teachers will be notified by certified mail no later than thirty (30) days prior to the beginning of the semester the layoff is to become effective.
3. Individual Contract. In the event a teacher is properly laid off in accordance with provisions of this Agreement and the law, the teacher's individual contract of employment shall terminate and the Board's obligation to pay salary or fringe benefits shall cease after receipt of all amounts or benefits earned on a prorated basis equal to time worked. Teachers who are laid off during a contract year shall be considered as having completed the contract year for subsequent placement on the salary schedule if employed for one semester or more of the school year.
4.
 - a. Any laid-off bargaining unit member shall be sent a written notice of vacancies in the adult education day program and if an application is timely filed, that teacher will be interviewed and considered for the vacancy.
 - b. Laid-off tenured teacher(s) shall, upon their request, be given top priority on the substitute teacher list. Compensation for work as a substitute teacher shall be at the substitute teacher rate.

G. Recall

A teacher on layoff will not participate in assignment procedures. After the staffing meeting, vacancies will be filled according to the following recall procedures.

1. As openings become available, teachers' recall shall be in the reverse order of layoff, provided the person is certified and qualified as defined in this article for the position. Each teacher is responsible for keeping the District informed of his current address, certification(s), and qualifications.
2. Eligibility for recall for teachers shall terminate if the teacher:
 - a. Resigns
 - b. Fails to notify the Board by letter or phone of intent to return within five (5) working days of receipt of such notice by registered mail.
3. Probationary teachers shall lose recall rights three (3) years after the effective date of layoff. Tenured teachers shall lose recall rights five (5) years after the effective date of layoff. A teacher refusing an offer of recall to a position for which the teacher is certified and qualified will result in the teacher being deemed a voluntary quit and forfeiting any right of recall unless the teacher at the time of the offer of recall is tenured and employed under contract by another Michigan school district, in which case the teacher will continue to be eligible for recall during the 5-year period following the effective date of layoff. Refusal of a position which offers less than the amount of teaching time previously held shall not be grounds for forfeiture of right to recall. If the teacher has a current assignment that was voluntarily reduced in the past, he shall lose recall rights if he refuses a position equal to or greater than his current assignment.

H. Voluntary Reduction

If the teacher voluntarily reduces his teaching assignment with the board's agreement, he reduces his current assignment for future staffing purposes until or unless he applies for and is granted additional teaching time in the future.

ARTICLE V

EMPLOYMENT STANDARDS

The Board agrees to the following statement of policy:

- A. No new teacher shall be employed by the Board for a regular teaching assignment who does not have a Bachelor's degree from an accredited college or university.
- B. The employment of teachers upon special certificates is to be permitted only in cases of absolute necessity or where the teacher has outstanding credentials, and the Association shall be so notified in each instance.
- C. Since pupils are entitled to be taught by teachers who are working within their area of competence, teachers shall not be assigned, except temporarily and for good cause, outside the scope of their teaching certificates or their major or minor field of study and the Association shall be so notified in each instance.

ARTICLE VI

RIGHTS OF THE ASSOCIATION

- A. The Board agrees to observe the rights of teachers as outlined in Section 17.455 (9) Lawful to Organize; 17.455 (10) Unfair Labor Practices; 17.455 (11) Exclusive Representation Grievance Procedure, of Act 379 of Public Acts of Michigan 1965.
- B. The Board specifically recognizes the right of its professional staff to invoke the assistance of the Michigan Employment Relations Commission.
- C. The Board, through the superintendent or his designee, shall upon request provide the Association with any public documents which will assist the Association in developing intelligent, accurate, informed and constructive programs on behalf of the teachers and their pupils, together with any other available information which may be necessary for the Association to process grievances under this Agreement.
 - 1. The Association shall be provided with copies of the minutes of official Board meetings and all other printed materials that are distributed to Board members at official meetings except materials deemed confidential by law as soon as possible after such meetings. A copy of the official agenda of the meeting will be available to the Association at the Superintendent's office prior to said meeting.
 - 2. The Board shall furnish the Association all available information concerning the financial resources of the district including, but not limited to, tentative budgetary requirements and allocations.
- D. The Association or any committee thereof shall have the right to use school buildings and facilities without charge for professional meetings during times when the building is covered by the operating staff. Room arrangements shall be made with the principal involved.
 - 1. The Association shall have use of all equipment at reasonable times, when such equipment is not in use, and under procedures approved by the principal or superintendent of schools. The Association agrees to reimburse the Board for any damage to equipment entrusted to its use and care.
 - 2. All reasonable requests for use of office, lounge, and workroom bulletin boards shall be granted to the Association.
 - 3. School mail service shall be granted to the Association.
 - 4. The Association agrees to pay at school cost for all materials used for its purposes.
 - 5. Any deviations from above shall be done only with the full knowledge and consent of the building principal.
- E. In accordance with the terms of this article, each bargaining unit member within 30 days of employment shall, as a condition of employment, join the Association or pay a service fee to the Association.
 - 1. Association Members. Bargaining unit members joining the Association shall pay dues to the Association in accordance with its policies and procedures.

Article VI - Rights of the Association (continued)

2. Service Fee Payers. Bargaining unit members not joining the Association shall pay a service fee to the Association as determined in accordance with the legally permissible MEA policy and procedures regarding objections to political- ideological expenditures. The remedies set forth in this policy shall be exclusive, and unless and until the procedures set forth therein have been availed of and exhausted, all other administrative and judicial procedures shall be barred.
3. Non-payment of Dues or Service Fees. If a bargaining unit member does not pay the appropriate amount of dues or legally permissible service fee to the Association, upon written notification by the Association, the employer shall deduct that amount from the bargaining unit member's wages and remit same to the Association.

Should such involuntary payroll deduction become legally disallowed, the employer shall, at the written request of the Association, terminate the employment of such bargaining unit member within thirty (30) days of receiving the notification by the Association. The parties agree that the failure of any bargaining unit member to comply with the provisions of this article is just cause for discharge from employment.

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

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

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

It is recognized that a portion of the amount to be deducted from a member's pay may include a voluntary political action committee (PAC) contribution, provided that the employee has positively asserted his or her intent to contribute to the PAC at the start of the contract year.

It is understood that the voluntary PAC contribution shall be construed to be the first funds deducted at the start of a contract year, in its entirety, before any dues begin to be deducted. At that point, the deduction of dues will begin.

It is further understood that the PAC contribution funds so deducted shall be the first funds remitted to the MEA, and shall be remitted as PAC contributions.

In this way, the PAC contributions shall occur via payroll deduction on a "first-in, first-out" basis and shall occur in the same calendar year in which the employee positively asserted his or her intent to make a voluntary PAC contribution.

PAC contributions made under this arrangement are irrevocable, either as a whole or in part, once the total amount of the deduction is authorized and implemented. Should an employee leave the district prior to completion of the full year's deduction cycle, the

Article VI - Rights of the Association (continued)

- (E. 4.) amount necessary to cover the total amount authorized will be incorporated into the calculated final deduction amount.
5. The Association agrees to indemnify and hold the Board harmless against any and all claims, demands, costs, suits, damages, awards, judgments, or other forms of liability that may arise out of or by reason of any action taken by the Board for the purpose of complying with this article. It is specifically and expressly agreed that any payment for these specified reasons shall be made directly from the Association to the demanding party. The Association shall have full control of any litigation, including choice of attorney, and power to settle or compromise any claim, arising hereunder.
- F. The Association shall deal with ethical problems arising under the Code of Ethics of the Education Profession in accordance with the terms thereof and the Board recognizes that the Code of Ethics of the Education Profession is considered by the Association and its membership to define acceptable criteria of professional behavior. The Board shall not require any teacher as a condition of continued employment to violate the Code of Ethics of the Education Profession.
- G. There shall be twenty-five (25) MPEA days for use by the duly elected officers of the Association in the conduct of official Association matters and during which their absence from school is necessitated. Arrangements must be made one week in advance of the date of absence, via notification in writing by the Association President to the Superintendent.

Any deviations from the above must be approved by the Superintendent.

1. For the purpose of this Article, duly elected officers shall be defined as follows: MPEA President; MPEA Vice-President; the Secretary and/or Treasurer of the MPEA; and Delegate Assembly Representatives.
 2. Upon recommendation of the Association Executive Committee, members of the Association other than the duly elected officers may be awarded MPEA days.
- H. The president of the MPEA shall be granted 50% released time without loss of benefits or contractual rights during the term in office for the purpose of engaging in Association (local, state, national) activities.
1. Notification of the released time shall be made through the Administrative Assistant for Personnel by April 1 of the preceding year. The Board agrees to restore the president to his "current assignment", subject to the staffing process, upon expiration of his term of office.
 2. When the Association president has released time, he shall meet his contractual responsibilities.
 3. The Association agrees to reimburse the Board fifty (50) percent of the president's released time salary and a like percentage of the amount the Board pays to Michigan Public School Employees Retirement System (MPERS) equal to fifty (50) percent of the president's released time from his normally assigned job duties.
 4. The Board will provide benefits as specified in the Agreement.
- I. At the beginning of the school year, the Association shall provide a list of all Association meeting dates to the Administration. Time after the regularly scheduled school day on these dates shall be reserved for Association meetings.

ARTICLE VII

PERSONNEL COMMITTEE

- A. The Board and the Association shall appoint a personnel committee to serve in an advisory capacity to the Board. Such committee shall be representative of the administrative and teaching staff.
- B. The function of this committee shall be to review, evaluate and make reports on applications for leaves of absence, professional growth, extra pay for extra duty and other matters which may be assigned to the committee by joint action of the Board and/or the Association.
- C. The personnel committee shall meet as mutually agreed upon by the Board and/or the Association.

ARTICLE VIII

PROFESSIONAL STUDY COMMITTEE

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

ARTICLE IX

PROFESSIONAL GRIEVANCE PROCEDURE

A. Definitions

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

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

C. Procedure

1. A claim by a teacher or the Association that there has been violation, or a misinterpretation or misapplication of any provision of this Agreement that affects the welfare or condition of employment of a teacher or group of teachers may be processed as a grievance as hereinafter provided.
2. The grievant may within twenty (20) school days of the incident or the discovery thereof if not apparent at the time of the incident invoke the formal grievance procedure on a form set forth in Appendix III, signed by the grievant and a representative of the Association, which form shall be available for the Association representative in each building. A copy of the grievance form shall be delivered to the principal or supervisor concerned.
3. Within five (5) school days of receipt of the grievance, the principal or supervisor shall meet with the Association in an effort to resolve the grievance. The principal or supervisor shall indicate his disposition of the grievance in writing within three (3) school days of such meeting and shall furnish copy thereof to the Association.
4. If the Association representative is not satisfied with the disposition of the grievance, or if no disposition has been made within three (3) school days of such meeting (or eight school days from the date of filing, whichever shall be later), the grievance shall be transmitted to the Superintendent or his designee. Within five (5) school days, the Superintendent or his designee shall meet with the Professional Rights and Responsibilities Committee on the grievance. If the grievance relates to an individual or a group of individuals and their presence would assist in clarifying the issues involved with the grievance, the Superintendent or Association may request that the person(s) be present at the meeting. The Superintendent or his designee shall indicate his disposition of the grievance in writing within three (3) school days of such meeting, and shall furnish a copy thereof to the Association.

Article IX Professional Grievance Procedure (continued)

5. If the PR & R Committee is not satisfied with the disposition of the grievance by the Superintendent or his designee or if no disposition has been made within the period above provided, the grievance may within ten (10) days be submitted to arbitration before an impartial arbitrator. Only the Association, not an individual teacher, may appeal a grievance to arbitration.

If the parties cannot agree as to the arbitrator, he shall be selected by the American Arbitration Association in accord with its rules which shall likewise govern the arbitration proceeding. The arbitrator so selected shall confer with the parties and hold hearings promptly, or, if hearings have been waived, then from the date all proof and information has been submitted to him, and shall issue his decision not later than twenty (20) days from the date of the close of the same. The arbitrator's decision shall be in writing and shall set forth his findings of fact, reasoning, and conclusions on the issues submitted. The Board and the Association shall not be permitted to assert in such arbitration proceeding any ground or to rely on any evidence not previously disclosed to the other party. The arbitrator shall have no power to alter, add to, or subtract from the terms of this Agreement. Both parties agree to be bound by the award of the arbitrator and agree that judgment thereon may be entered in any court of competent jurisdiction.

6. The fees and expenses of the arbitrator shall be shared equally by the parties.
7. If any teacher from whom a grievance is sustained shall be found to have been unjustly discharged, he shall be reinstated with full reimbursement of all professional compensation lost less any unemployment compensation received during the time the teacher would have been working for the district. If he shall have been found to have been improperly deprived of any professional compensation or advantage, the same or its equivalent in money shall be paid to him.
8. Any action to discipline, demote, or discharge a teacher subject to a hearing under the Michigan Teacher Tenure Act shall be exempt from arbitration.
9. The time limits provided in this Article shall be strictly observed but may be extended by written agreement of the parties. In the event a grievance is filed after May 15 of any year and strict adherence to the time limits may result in hardship to any party, the Board shall use its best efforts to process such grievance prior to the end of the school term or as soon thereafter as possible.
10. If an individual teacher has a personal complaint which he desires to discuss with a supervisor, he is free to do so without prior written notification to the Association and opportunity for an Association representative to be present, but no adjustment of a grievance shall be inconsistent with the terms of this Agreement.
11. No reprisals of any kind shall be taken by either party or by any member of the administration against any party in interest, any Association representative, or any other participant in the grievance procedure by reason of such participation.

D. Miscellaneous

1. All documents, communications and records dealing with the processing of a grievance shall be filed separately from the personnel files of the participants.

Article IX Professional Grievance Procedure (continued)

2. The sole remedy available to any teacher for any alleged breach of this Agreement or any alleged violation of his rights hereunder will be pursuant to the grievance procedure; provided, however, that nothing contained herein will deprive any teacher of any legal right which he presently has, provided that if a teacher elects to pursue any legal or statutory remedy, such election will bar any further or subsequent proceedings for relief under the provisions of this Article.
3. In the course of investigation of any grievance, representatives of the Association shall report to the principal of the building being visited and state the purpose of the visit immediately upon arrival.
4. Every effort shall be made to avoid interruption of classroom activities and to avoid involvement of pupils in all phases of the grievance procedure.

ARTICLE X

RIGHTS OF THE TEACHER

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

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

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

Corporal punishment does not include physical pain caused by reasonable physical activities associated with athletic training.
 - 2. A bargaining unit member may use reasonable physical force as necessary to maintain order and control in a school or school-related setting for the purpose of providing an environment conducive to safety and learning. In maintaining that order and control, the person may use physical force upon a pupil as may be necessary:
 - a. to restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school district functions within a school or at a school-related activity, if that pupil has refused to comply with a request to refrain from further disruptive acts.
 - b. for self-defense or the defense of another.
 - c. to prevent a pupil from inflicting harm on himself or herself.
 - d. to quell a disturbance that threatens physical injury to any person.
 - e. to obtain possession of a weapon or other dangerous object upon or within control of a pupil.
 - f. to protect property.

Article X - Rights of the Teacher (Continued)

- (D.2. f.) Consistent with MCL 380.1312(7) in determining whether the employee acted in accordance with the above considerations, deference will be given to reasonable good-faith judgments made by the employee.

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

3. The employer will publish to all students and staff at the beginning of each school year such reasonable rules of conduct for students as shall be effective at the time. In addition to the general rules of the district, each teacher may establish additional rules for students during the time said students are in his charge.
- E. Teachers shall be expected to exercise reasonable care with respect to the safety of pupils and property of pupils and the Board, but shall not be responsible for loss or damage to any such property when such loss or damage is not the fault of the teacher. The Board shall provide comprehensive liability insurance protection for all teachers in its employ, with limits of \$500,000 for single injury; \$1,000,000 for single occurrence, and \$100,000 for the property of third parties against damages arising out of the negligence of any teacher while acting within the scope of his duties as such, subject to the exclusions contained in such policy. The Board shall continue to carry Worker's Compensation Insurance coverage for all teachers in the manner required by the laws of Michigan. Insurance carriers are to be selected by the Board.
- F. No teacher shall be required to provide health services, administer any first aid or medication or to perform any health screening. No teacher shall be required to perform procedures such as but not limited to suctioning, catheterization or attending to the personal hygiene needs of the student. It is understood that teachers will act in a reasonable manner in emergency situations.
- G. No teacher shall be required to transport any child for any reason.
- H. The Board shall continue to provide in sufficient quantity special and protective clothing (such as smocks for art and home economics teachers, and aprons for manual training and chemistry teachers) and safety devices required by the nature of the teaching assignment now furnished and uniformly used throughout the school system, and it shall provide for the maintenance and/or replacement of such articles. Other similar needs shall be considered by the Board upon request of the Professional Study Committee.
- I. The Board shall reimburse a teacher, in an amount not to exceed \$100 for loss, damage, or destruction while on duty in the school, of his personal property of a kind normally worn or brought to the school building, when the same has not been caused by the negligence of the teacher. This obligation shall not encompass wear, tear or gradual deterioration of property or loss of money. This obligation shall also extend to loss, damage, or destruction of a teacher's personal property while left unattended in any automobile parked on school premises, provided such automobile is equipped with a fully enclosed body, the doors and windows of which shall have been securely locked. This obligation shall not extend to any loss or damage to a motor vehicle of a teacher. This obligation shall extend only to any such loss, or that portion of such loss, not covered by insurance taken out by the teacher, and shall be payable only after the teacher has first exhausted all possibility of collecting for such loss under his own insurance, if any.

Article X - Rights of the Teacher (Continued)

- J. All monitoring or observation of a teacher shall be conducted openly and with full knowledge of the teacher. When such monitoring or observation is done by other than an administrator, it shall be done not only with full knowledge of the teacher, but also with the teacher's consent. It shall include, but not be restricted to, closed-circuit television, public address or audio systems and similar devices. This paragraph is not intended to restrict parents' rights under MCL 380.1137.
- K. Review of Personnel File
1. Each teacher shall have the right upon request to review the contents of his personnel files, maintained at the teacher's school or at the Administrative Building. A representative of the Association may, at the teacher's request, accompany the teacher in this review. The review shall be made in the presence of the administrator responsible for the safe-keeping of those files.
 2. Privileged information such as confidential credentials and related personnel references normally sought at the time of employment are specifically exempted from review. The administrator shall, in the presence of the teacher's authorized representative, remove these credentials and confidential reports from the file prior to a review of the file by the teacher.
 3. All communications, including evaluations by Mt. Pleasant administrators, commendations, and validated complaints directed toward the teacher which are included in the personnel file, shall be called to the teacher's attention at the time of inclusion.
- L. No regularly assigned teacher will be used as a substitute teacher, except for short-term emergencies and then only with his written consent. If a teacher agrees to serve as a substitute for another teacher, he shall be compensated at the rate of fifteen dollars (\$15.00) per class period if the substitution period is in excess of his regular class load.

If a teacher loses his preparation time due to the absence of an art, music, physical education, special education, computer teacher, media specialist or RESD personnel, etc. the teacher will be compensated at the rate of twenty dollars (\$20.00) per class period.

M. Professional Conferences

1. In the belief that attendance at professional meetings is desirable to maintain and improve professional competence and proficiency, and to enhance the educational program of the school district, teachers shall be encouraged to participate in such meetings.
2. Respecting the uniqueness of each building and/or department, the Board agrees that additional conference time may be granted at the request of the Department Coordinator and discretion of the immediate supervisor and the Superintendent.
3. Travel, meals, lodging, and registration shall be deemed appropriate expenses

Article X - Rights of the Teacher (Continued)

- (M.3) reimbursable by the Board, as shall the cost of substitute teachers needed to relieve participants.
4. Approved professional conference days shall count as teaching days.
- N. All new teachers shall be provided with copies of the following when the contract is offered: (1) Master Agreement; (2) Tenure Policies; (3) Certification Procedure; (4) Personnel Policies.
- O. Upon consideration for recommendation for tenure status, reassignment, or promotion, a teacher shall prior to the release of such information to the news media:
1. Be consulted with by his immediate supervisor prior to the review of his status before the Board.
 2. Be sent prompt written notice of any action taken by the Board pertaining to his employment status.
- P. Attendance at schools shall not be required for building teaching personnel if pupils are excused because of weather or travel conditions.
- Q. The Association recognizes the importance of long-term planning and daily preparation for learning experience based upon educationally sound goals and objectives. To assure the most efficient, effective use of pupil time, teachers shall plan for individual groups of children in a systematic manner. Teachers, from time to time, are expected to request the assistance of their immediate supervisors, in cooperatively evaluating the learning experiences developed for their pupils. Teachers shall assume the responsibility for providing adequate plans for the use of substitute teachers whenever their absence requires the presence of a substitute.
- R. All members of the bargaining unit shall have the right to all applicable provisions under the tenure law.
- S. With respect to any complaint against any teacher by a parent, guardian, student, another school employee, or citizen, the following procedures shall be followed:
1. The complaining party shall be encouraged to first attempt to resolve the problem directly with the teacher involved or the building principal. Then, at the request of either or both the complainant and teacher involved, the principal shall attempt to arrange a conference between all parties concerned in order to resolve the problem. If, however, either the complainant, or teacher objects to a conference of all the parties, the principal shall discuss the matter with the involved parties separately. In any event, the teacher shall be notified of the complaint. If, as a result of a parent or student complaint, a student suffers a reprisal, the teacher shall be subject to a disciplinary action.
 2. No action under this Section shall be taken upon any complaint directed toward a teacher, nor shall any notice thereof be included in said teacher's personnel file or evaluation, unless the matter is reported in writing to the teacher concerned within 10 school days of the complaint. In order for a complaint to be acted upon or to be included in said teacher's personnel file, it must be timely. That is, the complaint must be made within the school year in which the incident occurs or the summer of that school year.

Article X - Rights of the Teacher (Continued)

- (S. 2.) If the complaint relates to an alleged sexual offense with a student, the time limit shall not apply.

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

- T. The Board agrees to follow a policy of progressive discipline which includes verbal warning, written warning, reprimand, suspension with pay, suspension without pay, and discharge. In those incidents involving serious infractions, nothing shall obligate the Board to go through each step of the progressive discipline chain.

1. All information forming the basis for disciplinary action including clearly designated written confirmation of verbal warnings, clearly designated written warnings and reprimands will be given in writing to the teacher. The teacher shall be offered representation unless such representation is waived in writing on a form mutually agreed upon by the Board and the Association. If the Teacher waives his right to representation, the Association will be provided a copy of the waiver within five (5) school days. If an individual member waives his right to Association representation, he in no way waives the right of the Association to pursue a resolution through the grievance process. All copies will be noted on the original. Reprimanding shall be done in person or by certified letter.

2. A teacher shall have the right to have a representative of the MPEA present.

- U. The Board agrees not to perform or require random drug testing of bargaining unit members. Also the Board agrees not to perform or require total group drug testing of bargaining unit members.

- V. Subsequent to an initial Individualized Educational Planning Team (IEPT) meeting, general education teachers who are scheduled to continue providing services to a mainstreamed student will be invited to attend the student's IEPT to provide input which is consistent with the purpose and authority of the IEPT as set forth in the Michigan State Board of Education Rules for Special Education.

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

- W. The Association and the Board recognize that the Internet/Intranet is a vast resource capable of providing enhanced information gathering and communication skills to assist in educational, employment-related and Association endeavors. When the teacher is following the Board's Computer Technology and Networks Policy (7540 and 7540.01), the teacher shall not be disciplined nor held responsible by the district for inappropriate acts committed by a student or non-employee with regard to the internet/intranet.

Article X - Rights of the Teacher (Continued)

(W.)

1. Bargaining unit members' use of the Internet/Intranet is appropriate under all of the following circumstances:
 - a. support of the academic program;
 - b. telecommunications;
 - c. Association activities; and
 - d. reasonable personal and recreational usage to the extent that such use does not violate any express prohibitions of this Agreement and does not interfere with the bargaining unit members' assigned duties and responsibilities.
2. Bargaining unit members agree that the Internet/Intranet may not be used for commercial for-profit purposes.
3. The parties recognize that there is no legitimate expectation of privacy in electronic mail communications.
4. The employer will provide each bargaining unit member with a password for accessing the internet/intranet and electronic mail. Bargaining unit members agree to maintain confidentiality with regard to their passwords; however, it is understood that the employer has access to all bargaining unit members' passwords. The employer agrees to maintain bargaining unit members' passwords in a safe and confidential location where access to such passwords by students and third parties is as secure as possible.
5. The Association and the Board strongly encourage bargaining unit members to use the Internet/Intranet. The Board may post general information on the Internet/Intranet; this information shall also be posted in a prominent position.

TRAINING

6. Given the complexity of intellectual property law, workplace harassment and other potential claims with regard to use of the Internet/Intranet, the Board agrees to provide training or materials to assist bargaining unit members in avoiding unintentional violations.
7. Training or materials shall be provided for all bargaining unit members with access to the Internet/Intranet.
8. Use of or proficiency in Internet/Intranet use shall not be used for evaluation purposes in connection with such Board provided training.

ARTICLE XI

SICK LEAVE AND SICK LEAVE BANK

- A. The primary purpose of the sick leave allowance is to cover the absence of a teacher from school because of personal illness sufficiently severe that it would make his presence in school inadvisable. Sick leave applies to absences resulting from illness of the employee or a member of the immediate family. There shall be a limit of thirty (30) sick leave days per year for use by a teacher in relation to illnesses suffered by grandparents, father-in-law, mother-in-law, brother, sister, brother-in-law and sister-in-law. There shall be no limit to usage for spouse, children, either biological or adopted, parents and grandchildren. IF a teacher uses more than three sick days for the birth of a grandchild, the teacher may be required to provide a physician's statement that the grandparent is needed for the welfare of the grandchild or the parent of the grandchild. The Board shall have the authority to ask for medical verification whenever required by FMLA or when the district has a reason to suspect abuse of sick leave. Other requests may be approved by the Assistant Superintendent for Personnel.
- B. Each teacher shall be provided ten (10) sick leave days per year when the yearly contract goes into effect. Each year's unused portion of sick leave days shall accumulate to a maximum of one hundred and ten (110) days. Any teacher having more than 110 days was grandparented until that amount dropped below 110.
- C. During an unpaid leave a teacher receives no benefits except as required under the Family and Medical Leave Act (FMLA). An unpaid leave of absence not to exceed one year will be considered for health reasons without jeopardy to a tenure contract. The Board will grant automatically to the applicant any unused sick leave days that he has accumulated.
- D. All personnel who request leaves of absence during the school year for surgery or other medical treatment shall contact the Assistant Superintendent for Personnel so that the required FMLA forms can be completed.
- E. Any teacher who is absent because of injury or disease compensable under the Michigan Worker's Compensation Law shall receive from the Board the difference between the allowance under the Worker's Compensation Law and his regular salary for the duration of the illness and shall be charged against sick leave.

SICK LEAVE BANK

- F. To afford the maximum protection against a prolonged illness, the following sick leave bank shall be established for all teachers of the District, and each teacher covered by this Agreement shall participate as follows:
 - 1. Beginning each school year, each new employee shall contribute one (1) day of his sick leave to the bank. In order to help establish the bank during the 1968-69 school year, the Board of Education donated sick leave days equivalent in number to those donated by the teachers.
 - 2. When the sick leave bank falls to below one hundred and fifty (150) days, the Board shall assess each employee one (1) day of his sick leave.
 - 3. Additions to the bank may be made as required at the beginning of each semester according to the above limitations.

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

- (F.)
4. Any teacher on sick leave, having exhausted his own sick leave and personal days and after having waited three (3) days may apply to participate in the sick leave bank by filing an application in the office of the Assistant Superintendent for Personnel.
 5. A maximum of one hundred eighty (180) days may be granted per appeal from the bank at 80% of his regular daily rate of pay. The Sick Bank Appeal Board may require that a teacher apply for LTD benefits as a condition for continued use of the sick bank. As soon as an individual qualifies for long-term disability insurance benefits, sick bank coverage shall cease.
 6. Upon recommendation of the Appeal Board, additional days may be granted at the discretion of the Superintendent and the Appeal Board.
 7. Persons withdrawing sick leave days from the bank will not have to replace these days except as a regular contributing member of the bank.
 8. If it appears that an individual is abusing the above policy, the Appeal Board may direct said individual to be examined by two doctors of the Appeal Board's choosing to determine whether the illness is valid. The cost of such examination will be paid by the Board.
 9. The Appeal Board may grant or suspend sick leave days from the bank. Their judgment and/or decisions will be final.
 10. The sick leave Appeal Board shall consist of two (2) members of the Mt. Pleasant Education Association and two (2) representatives designated by the Board.
- G. The provisions and benefits of the sick leave bank terminate at the end of each school year. New requests must be submitted at the beginning of the next school year. If approved, the sick leave bank benefit will begin after the allotted ten (10) sick days have been used and the three (3) day required waiting period has been met.
- H. Thirty percent (30%) of an individual's unused sick days shall be contributed to the sick leave bank upon his retirement or termination. The number of sick days in the bank shall not exceed five hundred (500) days.

DONATED SICK DAYS

- I. Donated sick days may be granted to a teacher who is required for the essential care or recovery of an "immediate family" member. There shall be a limit of thirty (30) donated sick leave days per year for use by a teacher in relation to illnesses suffered by grandparents, father-in-law, mother-in-law, brother, sister, brother-in-law and sister-in-law.

There shall be no limit to usage for spouse, children, either biological or adopted, parents or grandchildren. Other requests may be approved by the Assistant Superintendent for Personnel.

1. Donation of Sick Days to Individuals:
 - a. A teacher may volunteer to donate one or more of his own sick days in whole day increments, up to 10% of his accumulated sick days, to any individual who qualifies under the guidelines listed below.
 - b. Any teacher with fewer than fifty (50) sick days is ineligible to donate days.
 - c. The decision to donate sick days is irrevocable. The individual donating days will complete a Sick Day Donation Form.
 - d. Unused sick days for each individual case will not be charged.

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

2. Eligibility: The decision to grant use of donated sick days may be based in part on, but not limited to, any of the following:
 - a. Review of other options available for the care of the immediate family member.
 - b. Determination of the seriousness of the case by the Appeal Board defined in section I. 3.h of this Article.
 - c. Information provided by doctor(s) as to the need for care of the individual.
 - d. The teacher must sustain a five (5)-day unpaid waiting period after exhausting all of his own sick and personal days.

3. General Information:
 - a. The individual requesting donated sick days must apply to the Assistant Superintendent of Personnel.
 - b. If approved by the Appeal Board for use of donated sick days, the teacher must remain in contact with the Assistant Superintendent of Personnel's office on a weekly basis.
 - c. Request for use of donated sick days will require the completion of Family and Medical Leave Act forms.
 - d. Insurance benefits will continue while the teacher is utilizing donated sick days.
 - e. A maximum of one hundred eighty (180) days may be granted per appeal from the donated days. The employee will receive 80% of his/her regular daily rate of pay.
 - f. If it appears that an individual is abusing the above policy, the Appeal Board may direct said individual to provide additional information from two doctors of the Appeal Board's choosing to determine whether the care of the "immediate family" member is required. The cost of such examination will be paid by the Board.
 - g. The Appeal Board may grant or suspend donated sick leave days. Their judgment and/or decisions will be final.
 - h. The Appeal Board for donated sick leave shall consist of two (2) members of the Mt. Pleasant Education Association and two (2) representatives designated by the Board.
 - i. The provisions and benefits of donated sick days terminate at the end of each school year.
 - j. Donated days shall be charged in the following manner: The teachers who donate will be placed on a list in descending order of accumulated sick days. One day at a time shall be charged from each donating teacher as needed, starting with the teacher who has the greatest number of accumulated sick days.

For example:

Teacher	A	B	C
Accumulated Sick Days	110	85	50 and
# of days each donates is	8	3	5, and
if 5 days are needed, they will be charged as follows:			
	-1	-1	-1
	-1	-1	

Teacher A would actually be charged only 2 donated days; the other 6 are not charged and remain in teacher A's accumulated sick days.

ARTICLE XII

LEAVE OF ABSENCE

- A. Any teacher whose personal illness extends beyond the period compensated under Article XI shall be granted a leave of absence without pay for up to two years or as allowed under State Statute. Upon request, an extension may be granted by the Board. Upon return from sick leave, a teacher shall be assigned to the same position if available, or if not available a substantially equivalent position.
- B. Leave of absence with pay not chargeable against the teacher's sick leave allowance shall be granted for the following reasons:
1. At the beginning of each school year, each teacher shall be granted one (1) professional day and two (2) personal days. Personal days not used in the preceding year may be carried over into the subsequent year to be used by October 31 of that school year. After October 31 each year, any unused personal days from the prior year shall accumulate as professional days. Unused professional days shall accumulate as professional days. If a teacher has used his accumulated professional days and wants to participate in a professional development activity which supports the district strategic plan or the building school improvement goals related to student achievement, a school business day(s) may be granted.
 - a. A professional day(s) may be used for any educational purpose at the discretion of the teacher. Notification should be made at least one week in advance of a planned absence.

It is agreed between the Board and the MPEA that the phrase, "any educational purpose", provides great latitude in the very broad range of topics or areas of learning that make up the scope of educational activity. It is further agreed that the phrase, "at the discretion of the teacher", provides the teacher with maximum latitude in selecting activities that clearly have at its core an educational purpose.

The teacher will indicate on the Leave Report or Request Form how the Professional Day will be used.

Examples of acceptable uses would include, but not be limited to, the following:

- Conferences and Workshops (It is not required that conferences and workshops be directly related to the teacher's current assignment.)
- Other district programs and activities
- School visitations and curriculum work
- District meetings

It is agreed that, when a teacher notifies the district of his/her intent to use a professional day as set forth in Article XII B.1., the teacher and the Assistant Superintendent for Personnel will take into consideration the whole of Section B

Article XII - Leaves of Absence (Continued)

- (B. 1. a.) of Article XII. If the Assistant Superintendent for Personnel believes that a particular use of a professional day is not in accord with this Agreement, the situation will be reviewed with the teacher and the Association.
- b. A personal day(s) may be used for any matter at the discretion of the teacher. Notification shall be given at least 24 hours in advance except in cases of emergency.
- c. Notification of the intent to use a personal day(s) or professional day(s) shall be made in writing. After being reviewed by the Assistant Superintendent for Personnel, one copy will be returned to the principal or immediate supervisor and one copy returned to the teacher for his personal file.
- d. Extension of travel time to participate in school conferences or visitations as designated within the professional day(s) may be granted on request to the Superintendent.
- e. The use of personal or professional day(s) shall be subject to the approval of the Assistant Superintendent for Personnel if the day(s) requested are prior to or following holidays and vacations. November 15 and the days associated with CMU's break shall not be included in the definition of holidays and vacations for purposes of this paragraph. The standard procedure is to grant this request for an individual only once in three years.
- f. There will be no loss of leave days or pay to teachers who pre-arrange personal or professional absences when schools are closed because of inclement weather, unless additional salary expense has been incurred or if professional absence occurs. Attempts will be made to cancel financial obligations.
- g. Professional days used to visit ongoing programs and demonstrations at conferences will be followed by formal feedback to staff.
- h. The Board of Education encourages teachers to participate in local and state conferences which are designed to enhance professional performance. A bank of 1/4 day per full-time teacher shall be held (non-cumulative) for teacher participation, used in conjunction with professional days as granted in B.1., providing no additional expenses shall be incurred by the Board. Each building or department staff shall develop policies for use of such days.
2. A maximum of five (5) school days for the death of a spouse, father, mother, grandparents, father-in-law, mother-in-law, children, grandchildren, brother, sister, brother-in-law, and sister-in-law. Additional time may be granted at the discretion of the Superintendent or his designee.
3. Three (3) school days for attendance at the funeral service of a person whose relationship to the teacher warrants such attendance. Extensions may be granted by the Superintendent or his designee.
4. Absences for jury duty; compensation received (not to include expense reimbursement),

Article XII - Leaves of Absence (Continued)

- (B 4.) other than from the Board for such service, shall be submitted to the Superintendent or his designee.
5. Court appearance as a witness in any case connected with the teacher's employment or the school, or whenever the teacher is required to attend any proceeding. Compensation received (not to include expense reimbursement), other than from the Board for such service, shall be submitted to the Superintendent or his designee.
6. One (1) day to take the selective service physical examination.
- C. Leaves of absence without pay, not to exceed one (1) year may be granted to tenured teachers upon application for the purpose of study and research.

Upon return from such leave, a teacher shall be placed in the same position on the salary schedule as he would have been had he taught in the district during such period; e.g., a teacher on step 5 before the leave would be placed on step 7 upon return from the leave.

D. Disability Leave

ANTICIPATED DISABILITY LEAVES PRELIMINARY PROVISIONS

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

Request for leave based on claim of anticipated disability:

1. Any employee who desires to continue in the performance of his duties during a period expected to lead to a state of disability shall be permitted to do so provided said employee is physically capable of continuing to perform his duties and further stating up to what date, in the opinion of his physician, the employee is capable of performing said duties.
2. All policies, practices, rules and regulations applicable to employees who are granted sick leave shall be applicable to all employees applying for leave under Section A of this regulation and policy. Such employees shall receive no lesser consideration than any other employee nor shall they receive any greater consideration.
3. The employee requesting a leave under the provisions of this Section D shall specify in writing the date on which he wishes to return to employment following recovery from said disability. Such requests shall be accompanied by a doctor's statement certifying the employee is able to return to work.
4. Where disability leaves have been approved, the commencement or termination dates thereof may be further extended or reduced for medical reasons upon application by the employee to the Board. Such extensions or reductions shall be granted by the Board for additional reasonable periods of time provided, however, the employee provides a doctor's statement recommending the extended leave time.

Article XII - Leaves of Absence (Continued)

- (D.) 5. The provisions of this regulation and policy shall not be deemed to impose on the Board any obligation to grant or extend a leave of absence of any certificated employee beyond the end of the contract school year in which the leave is obtained.
- E. A teacher (male or female) shall be entitled upon request to a leave of up to one year, without pay, to begin at any time between the birth of a child and six months thereafter.
- F. A teacher adopting a child (i.e., one (1) year of age or less) shall be entitled upon request to a leave without pay to commence at any time during the first year after receiving de facto custody of said child, or prior to receiving such custody if necessary in order to fulfill the requirements of adoption.
- G. An unpaid leave of absence up to one year shall be granted to any teacher for the purpose of participating in exchange teacher programs in other states, territories, or countries; military teaching programs; Peace Corps, teacher corps, or job corps as a full-time participant in such a program; provided the teacher states his intention to return to the Mt. Pleasant School system. Upon return from such leave, a teacher shall be placed in the same position on the salary schedule as he would have been had he taught in the district during such period; e.g., a teacher on step 5 before the leave would be placed on step 7 upon return from the leave.
- An unpaid leave of absence for up to one year may be granted to any teacher for the purpose of participating in foreign teaching programs or a cultural travel or work program related to his professional responsibility provided the teacher states his intention to return to the Mt. Pleasant School system. Time spent on such leave shall not count toward a step on the salary schedule; e.g., a teacher on step 5 before the leave would be placed on step 6 upon return from the leave.
- These leaves will not be extended more than once. Any waiver of this plan will be by mutual agreement between the Association and the Board.
- H. Teachers who are officers of the State Association or are appointed to its staff, shall, upon proper application, be given leave of absence for one (1) year without pay for the purpose of performing duties for the said Association. Teachers given leaves of absence without pay shall receive credit toward annual salary increment on the schedule appropriate to their rank; e.g., a teacher on step 5 before the leave would be placed on step 7 upon return from the leave.
- I. Military leaves of absence shall be granted to any teacher who shall be inducted or shall enlist for military duty to any branch of the Armed Forces of the United States until expiration of the first enlistment or the duration of the national emergency. Such teachers shall be restored to employment with the District and shall be given the benefit of any increments, provided that such teachers report for teaching assignments at the outset of the semester, immediately following such discharge from service; e.g., a teacher on step 5 before a one-year leave would be placed on step 7 upon return from the leave.
- J. A teacher elected or selected for a full-time public office which takes him from his teaching duties with the school system shall, upon prior written request, receive a leave of absence without pay for the term of such office or two (2) years, whichever is less. Unless such teacher returns within the time limit specified hereinbefore, such leave of absence shall terminate unless it has been renewed for a specific period with the approval of the Superintendent.

Article XII - Leaves of Absence (Continued)

- K. A teacher upon written request submitted at least thirty (30) days in advance shall be granted a leave of absence for a full semester or full school year provided there is a teacher on layoff who can be returned to work in the teacher's position and granting the leave would result in a net cost savings to the school district considering all costs attendant to the leave and return from leave. The teacher must begin and return from the leave at the end of a semester. Seniority will continue to accumulate while on this leave.

1. PARTIAL LEAVE

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

- M. All leaves of absence may be extended upon request by the teacher and approval by the Board of Education.
- N. The leaves established in sections C,E,F,G,H,I,J,K, AND L of this article shall be subject to the following conditions.
1. All leaves of absence shall be for the remainder of a semester or school year, or full semester or school year at the option of the teacher, unless otherwise arranged with and approved by the Board.
 2. Return to employment upon expiration of leave is subject to the provisions of Article IV, "Vacancies, Staffing Procedures, Layoff and Recall."

ARTICLE XIII

TEACHING CONDITIONS

A. Physical Environment

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

B. The School Day

1. A teacher shall recognize his obligation to be prepared to meet his classes, shall arrive in sufficient time to be prepared to meet his responsibilities to his classes, and remain for a reasonable amount of time after the close of the pupil's day, or after his last teaching assignment to make suitable preparation.
The suggested arriving and leaving times for all teachers shall be thirty (30) minutes prior to their first assignment and following their last teaching assignment. When an administrator notifies a teacher in writing of a parent request for a meeting or conference, the teacher shall, within three (3) school days, meet with the parent or have scheduled a meeting for a later date and notify the administrator of the scheduled meeting. If a mutually acceptable date cannot be reached,

Article XIII - Teaching Conditions (Continued)

- (B. 1.) the administrator shall, within the next five (5) school days, establish a meeting date and time during the teacher's work day or within thirty minutes before of after the work day.
2. It is understood that on Fridays, and on days preceding holidays, teachers shall be free to leave the school building at the time of the pupils' dismissal or as soon as teachers have ascertained that satisfactory arrangements have been made for pupils to reach home by walking, busing, or parent pick-up. In case of inclement weather, teachers shall be free to leave the school building at the time of the pupils' dismissal when the teachers have ascertained by checking with the building principal that satisfactory arrangements have been made for pupils to reach home by walking, busing, or parent pick-up.
 3. The work day in the elementary schools shall not exceed 424 minutes. Supervisors of elementary recess shall be paid the amount specified in Schedule B. In the event no teacher accepts the Schedule B position, the teachers in the building shall cooperatively schedule recess responsibilities shared by all teachers. In Title I buildings, the Title "room" will be scheduled on the recess rotation schedule for one slot. Special Education teachers will fill one slot in the rotation. Special Education teachers who travel between buildings will not be required to participate in recess rotation on days when they travel. Every attempt shall be made to schedule the elementary "specials" (library, music, physical education, and art) and recess responsibilities so that each elementary teacher may have one break each student instruction day unless the teacher(s) requests otherwise.

The following shall be designated as duty free/prep time for teachers of Grades 1-4:

Grade 1-4	per week
	Two 30-minute Physical Ed. Sessions
	One 56-minute Art Session
	Two 30-minute Music Sessions
	One 30-minute Library Session
	10 Recesses per week *

* These blocks are duty-free except when the teacher is participating in the recess duty program described in Article XIII B.3.

The following shall be designated as duty free/prep time for teachers of Grades 5 - 6:

Grade 5 - 6	per week
	Two 40-minute Physical Ed. Sessions
	Two 40-minute Art Sessions
	Two 40-minute Music Sessions
	Two 40-minute Computer Sessions
	One 30-minute Library Session
	No Scheduled Recesses

Sessions will not usually be made up due to inclement weather, assemblies, etc.

Article XIII - Teaching Conditions (Continued)

- (B. 3.) The following shall be designated as duty free/prep time for teachers of kindergarten DK-K:

Grade DK-K	per week
	Two 30-minute Physical Ed. Sessions
	Two 30-minute Music Sessions
	Two 30-minute Music or PE Sessions
	One 30-minute Library
	Recesses – Teacher’s Option *

* Grades DK and K teachers may supervise their own classes or participate in the building recess duty rotation.

There shall be no departure from these norms except by mutual agreement between the Board and the Association.

4. Teachers are responsible for maintaining regular hours of work at their assigned schools on all duty days unless otherwise directed by the administration.
5. All elementary teachers shall have a duty-free lunch period of not less than forty (40) minutes. All senior high teachers shall have a duty-free lunch period of not less than thirty-five (35) minutes, and West Intermediate teachers shall have a duty-free lunch period of not less than forty-six (46) minutes. Oasis teachers shall have a duty-free lunch period of not less than forty-five (45) minutes. All lunch periods include one passing time.
6. The normal work day at West Intermediate and Mt. Pleasant High School shall not exceed 424 minutes. On a normal workday high school preparation time shall be at least 52 consecutive minutes per day. West Intermediate preparation time shall be at least 42 consecutive minutes per day. Student passing time is not to be included in this calculation.

The normal work week at Oasis Alternative School shall not exceed 2,120 minutes, including a minimum of 235 minutes of preparation time.

Members assigned to non-traditional positions may flex their schedules so as not to exceed 2,120 minutes per week, including a minimum of 235 minutes of preparation when appropriate.

The teacher's workday shall follow the normal student day. Any deviation from this schedule shall be by mutual agreement of the Board and the Association.

7. For purposes of calculating the teaching time for a teacher who travels between West Intermediate and the High School, twenty-five (25) sections per week shall constitute full time.

For teachers who travel between West Intermediate and Grade 5-6 buildings, thirty (30) sections per week shall constitute full-time.

Article XIII - Teaching Conditions (Continued)

- (B. 7.) For the teacher whose schedule consists of nine (9) thirty-minute sections per day and who must travel between buildings more than twice a week, the teacher's schedule shall be reduced by one (1) thirty-minute section each time he travels beyond the two initial travel times.

For the purpose of calculating "Full-time" for art, music, physical education and computer teachers, the assigned class period sessions shall conform to the following:

No more than seven 40-minute sessions per day and 1400 minutes per week.

No more than nine 30-minute sessions per day and 1350 minutes per week.

No more than five 56-minute sessions per day and 1400 minutes per week.

For teachers traveling between K-4 and 5-6 buildings, "Full-time" shall be 1400 minutes per week. If the teacher is scheduled for less than 1400 minutes per week and the percent of time is greater than 96% of 1400 and no other class can be placed in the teacher's schedule without exceeding 100%, that teacher shall be considered to be "full time."

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

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

8. A teacher shall be ready to assume one voluntary extra-curricular activity which is not part of the extra pay for extra duty policy. If a teacher does not assume one voluntary activity, one may be assigned to that teacher. Performance of such activities shall not be included in a teacher's evaluation.
9. A teacher shall recognize his professional responsibility to attend and/or participate in PTA meetings. Teachers at MPHS and WI shall attend an Open House at the beginning of each year as scheduled in the calendar of the Master Agreement. Teachers shall attend parent-teacher conferences as scheduled in the calendar of the Master Agreement. When a teacher is unable to attend a scheduled conference time or is unable to meet with all parents in attendance during that time, the Administration will provide a form (mutually agreed to by the Association/Board) for parents to indicate their desire to meet with the teacher. Teachers will document on this form their efforts to contact the parents. Evening conferences and Open Houses shall not be included in a teacher's evaluation.
10. Teachers shall remain after the close of the pupil's day without additional compensation on two days each month to attend meetings called by the school principal. Such meetings shall last no longer than one hour and shall begin no later than ten minutes after

Article XIII - Teaching Conditions (Continued)

- (B. 10) the last regularly scheduled class. Teachers may place appropriate educationally related items on the agenda.

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

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

11. The Association and the Board agree that some supervisory responsibilities shared among secondary teachers on an equitable basis are necessary at school functions. The principal shall apprise the staff concerning which of these events teachers will be expected to attend and from which teachers may be excused.
12. Secondary school teachers shall not be required to teach more than two (2) subjects nor more than a total of three (3) teaching preparations in any one semester. Secondary special education teachers may have more than two (2) subjects and/or three (3) preparations in any one semester.
13. Exceptions to the provisions of item 12 above may be made if: (a) the teacher will give his written consent; and (b) the parties agree that it is in the best interests of the educational process.
14. Elementary teachers shall be guaranteed preparation time during the time when specialized teachers are with their students including library.
15. All teachers shall utilize their preparation time according to their own professional judgment. It is expected that teachers will normally be at the work site during the contractual day; for example, those teachers assigned a first or last period preparation time will normally be at the work site. It is expected for health and safety reasons that teachers notify the office when they leave the building during their preparation time. It is understood that teachers will not use their preparation time for outside gainful employment.

C. Alleviation of Crowded Conditions

1. The Association and the Board recognize that the availability of optimum school facilities for both student and teacher is desirable to insure the high quality education that is the goal of both the Association and the Board.
2. Every effort shall be made to accommodate each child in his neighborhood setting. Whenever an overload occurs, beyond the maximum listed in Article XIII C.3, after the fifth school day of the beginning of the semester, paraprofessional time shall be provided. A classroom overload of one student shall constitute the need for one hour per day of paraprofessional time.

Article XIII - Teaching Conditions (Continued)

- (C. 2.) In lieu of any or all of the aide time, the teacher may opt to receive in salary an amount equivalent to the cost of the aide's hourly rate. In the event that a paraprofessional cannot be hired after the position has been properly posted, the District will have the option of paying the teacher instead of providing the paraprofessional. Once an overload exists, it exists until the teacher is notified that a student has been removed from the class list. During the time that the overload exists, every day that counts toward state-funded student instruction time, regardless of whether the daily schedule has been altered, shall qualify for overload aide time or pay. The administration shall be responsible to submit to payroll the information necessary for overload payment..

Teachers shall not be required to turn in further documentation of overloads beyond the teacher's initial confirmation of the initial overload. Once an overload occurs and until written notice of its end is provided, any overload that exists beyond the fifth day of a semester shall require compensation to the teacher retroactive to the first day of the overload. Overloads that existed prior to the fifth day of the semester but did not continue beyond the fifth day shall not require compensation.

3. Because the pupil-teacher ratio is an important aspect of an effective educational program, every effort will be made to maintain classroom loads within the following maximum standards and to minimize the inequities within the elementary school to the extent possible except in traditional large group instruction or experimental classes where teachers have voluntarily agreed to exceed these maximums. After the fifth school day of the beginning of the semester, the Association president will be notified of any overloads that remain and will be notified of any subsequent overloads. Unless reasonably unavoidable, the maximum number of pupils per secondary teacher per day shall not exceed five (5) times the maximum number established below. (e.g.: 5 * 30 or 150 per math teacher.)

Article XIII - Teaching Conditions (Continued)

(C.3.b)	a.	<u>Elementary Schools</u>	<u>MAXIMUM PUPILS</u>
		Developmental Kindergarten	22 w/one parapro if # >20
		Kindergarten	26 w/one parapro if # >23
		Combination DK/K	24 w/one parapro if # >20
		Grade 1	26 pupils
		Grades 2 - 3	27 pupils
		Grades 4 - 6	29 pupils
		Combination Grades	24 pupils
	Multi-Age Classrooms	Lower Grade Max #	
	b.	<u>Secondary Schools</u>	<u>MAXIMUM PUPILS</u>
		Honors	25 pupils
		English	28 pupils
		Social Studies	30 pupils
		Mathematics	30 pupils
		Science	28 pupils
		Foreign Language	30 pupils
		General Education	30 pupils
		Speech	28 pupils
		Reading Improvement	15 pupils
		Sr. High Reading Lab/Resource Room	**
Music (General)		32 pupils	
Band	**		
Chorus	**		
Choir	**		
Art	30 pupils		
Health and Hygiene	30 pupils		
Physical Education	38 pupils*		
English Writing Courses	25 pupils		
		<u>MAXIMUM PUPILS</u>	
	Low Level Science	25 pupils	
	Low Level English	25 pupils	
	Low Level Math	28 pupils	

*Over 38 and up to 50 to be determined by mutual agreement of instructor and principal.

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

No overloads shall be scheduled in a class that requires work stations. In the event a work station becomes inoperable, the administration will have five (5) school days to either provide a workable station(s) or reduce the class size to match the number of operable work stations.

- c. Certified School Counselors
 For up to 450 students at each secondary building, there shall be at least one counselor. For every 100 students over 450, there shall be at least an additional .2 FTE counselor.

Article XIII - Teaching Conditions (Continued)

(C.3.) d. Psychologists Two (2)

e. Special Education

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

At the beginning of each school year, every effort shall be made to distribute special needs students evenly within elementary building classrooms at each grade level.

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

g. Exploratory Classes

Because of the nine (9) week or twelve (12) week rotation of these classes, the class size shall be equal. No class shall exceed the maximum number of twenty-four (24) students. The class load for exploratory teachers shall be six (6) times the maximum number of students per class.

h. Pre-vocational and Vocational Classes

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

D. The Board agrees to engage an instructional staff assistant (ISA) for thirty-six (36) hours weekly for the Mt. Pleasant High School, with work to be done within three (3) days, (simple copy work to be done within 24 hours) and seventeen and one-half (17.5) hours weekly for the West Intermediate School to relieve teachers of non-teaching responsibilities. For each elementary school the Board agrees to engage one (1) ISA for thirty (30) hours weekly. The best use of the ISA time shall be determined jointly by the certified staff and the principal of each elementary building at the first staff meeting of each school year. These instructional staff assistants will also assist with the end of the year audio-visual inventory. Plans for the orientation of ISA's and their substitutes, which will enable both ISA's and staff to work together more effectively, shall be formulated cooperatively within the individual buildings. When an instructional staff assistant is absent from his assigned duties, a substitute shall be hired unless the building requests otherwise.

E. Building Budget/Expenditures for Supplies

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

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

ARTICLE XIV

COORDINATORS

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

- A. A department shall consist of at least three (3) FTE (Full-time Equivalent) persons teaching in the same academic area.
- B. A Coordinator shall be elected by majority vote of department members, subject to approval by the Superintendent. The appointment shall be for a period of three (3) years. The building department coordinators shall report to the principal. K-12 coordinators shall report to the Assistant Superintendent for Curriculum and Instruction or other appropriate supervisors.
- C. All coordinators shall exercise such coordinating functions and serve as liaison between the teachers of the department, the school administration, and PSC. Key purposes of the coordinators include promoting and assisting in the development of K-12 curriculum, and coordinating and facilitating group decision making. At the first coordinators' meeting in the fall, secondary building principals shall provide all coordinators with copies of the building budget and monthly updates at each coordinators' meeting. Each elementary principal/special ed director/Title director shall provide a copy of the building budget and monthly updates to all teachers in the building / department / program.

Specific responsibilities to be performed include the following:

- *Chair regular department meetings (approximately one per month);
- *Assist in textbook/program review and selection, where appropriate;
- *Prepare department budget requests;
- *Assist new teachers in the department;
- *Assist teachers with information on standardized testing;
- *Serve as a liaison with sales and/or educational representatives;
- *Advise supervisors of department decisions regarding department conference/travel requests;
- *Assist substitute teachers, when feasible;
- *Act as resource person for teachers, administrators and PSC;
- *Report to and keep appropriate principal informed of department matters;
- *Serve on appropriate five-year cycle review committee;
- *Complete other mutually agreed upon functions.

Article XIV - Coordinators (Continued)

- (C.) Such department coordinators shall not be considered as supervisory employees, nor shall they perform any supervisory duties.
- D. Anyone elected as a building/K-12 department coordinator, whether as a permanent assignment or merely as acting coordinator, shall be compensated according to the following schedule based on the number of teachers including himself:
 - 1. 3.0% of BA Step 1 for those departments having 3 through 5 teachers.
 - 2. 3.4% of BA Step 1 for those departments having 6 through 9 teachers.
 - 3. 3.8% of BA Step 1 for those departments having over 9 teachers.
- E. Mileage allowance shall be given for travel to elementary schools to assist and consult when requested by administration.
- F. In lieu of a stipend, one (1) period of released time per day may be made available annually to a department coordinator for carrying out department responsibilities upon written request to the superintendent by March 1 of each year and approval by the superintendent by the third Monday of March of each year.
- G. Each coordinator will be provided with up to two half-days of released time per school year to complete any of the duties described above.

ARTICLE XV

TEACHER EVALUATION

- A. In the interest of facilitating and implementing a teacher evaluation program, a set of evaluative criteria was developed cooperatively by the Association and the Board.
 - 1. All evaluations of teachers shall be on the instrument and based on the criteria herein enclosed. (Appendix IV)
- B. Probationary teachers shall be evaluated in writing by the Administration by April 15 of each probationary year. Tenured teachers shall be evaluated every third year. Evaluations of tenured teachers shall be completed by May 15 of the evaluation year.
- C. More frequent evaluations may be requested by the Board if considered necessary, the rationale for which shall be sent in writing to the teacher and to the Association.
- D. All evaluation and/or observations of a teacher shall be conducted openly and with the full knowledge of the teacher. For purposes of evaluation, the use of eavesdropping, e-mail/internet software, closed circuit television, public address or audio systems and similar surveillance devices shall be strictly prohibited.
- E. Evaluation observations shall be on a form which is agreed to by the Board of Education and the MPEA. The observation forms shall be attached to the final evaluation form placed in the teacher's personnel file. At least two observations a minimum of sixty days apart shall be made in person by the evaluator for a minimum of 35 consecutive minutes each. Two days notice shall be given prior to the first formal evaluation observation. A copy of the written observation shall be given to the teacher.
- F. Any areas in the opinion of the evaluator, which need to be improved, shall be specifically noted in the observation report. Within 5 school days of the observation, the evaluator shall meet with the teacher to review the written observation report which shall list specific ways, means and steps the teacher is to take to improve the noted areas of concern. Follow-up observations shall address (1) difficulties previously noted; (2) suggestions provided and/or offered; (3) the teacher's progress in improving areas of concern.
- G. All probationary teachers shall be provided with an individual development plan (IDP) developed by the evaluator in consultation with the teacher and in conformity with the Michigan Teacher Tenure Act.
- H. A teacher shall have the opportunity to discuss his evaluation, shall have fifteen (15) school days to react or prepare a supplementary statement for inclusion in the evaluation if he wishes, and shall be given a copy of the evaluation for his own file.
- I. If, as a result of teacher evaluation, there is a question as to the continued employment of a probationary teacher, such teacher may request a hearing before the entire Board of Education. The teacher may request that an Association Representative be present at the hearing.

ARTICLE XVI

PROFESSIONAL BEHAVIOR AND ACCOUNTABILITY

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

ARTICLE XVII

SUBSTITUTE TEACHERS

- A. The Board agrees at all times to maintain an adequate list of substitute teachers. Teachers shall be informed of a telephone number to call before 6:30 a.m. whenever possible to report unavailability for work. Once a teacher has reported unavailability, it shall be the responsibility of the administration to arrange for a substitute teacher. Where a substitute is needed for more than one day, efforts will be made to provide continuity.
- B. Whenever possible, qualified substitutes will be provided for teachers of specialized education classes (i.e., art, library, music, physical education).
- C. Section 1236 of the School Code, paragraphs 1-3:
 - 1. If a teacher is employed as a substitute teacher with an assignment to one specific teaching position, then after 60 days of service in that assignment the teacher shall be granted for the duration of that assignment leave time and other privileges granted to regular teachers by the school district, including a salary not less than the minimum salary on the current salary schedule for that district.
 - 2. A teacher employed as a substitute teacher for 150 days or more during a legal school year of not less than 180 days, or employed as a substitute teacher for 180 days or more by an intermediate school district that operates any program for 220 days or more as required by administrative rule, shall be given during the balance of the school year or during the next succeeding legal school year only the first opportunity to accept or reject a contract for which the substitute teacher is certified, after all other teachers of the school district are reemployed in conformance with the terms of a master contract of an authorized bargaining unit and the employer.
 - 3. As used in this section, "day" means the working day of the regular, full-time teacher for whom the substitute teacher substitutes. A quarter-day, half-day, or other fractional day of substitute service shall be counted only as that fraction. However, a fraction of a day that is acknowledged by the school district and paid as a full day shall be counted as a full day for purposes of this section.
- D. The Board and the Association recognize the need for qualified substitute teachers. If asked, teachers may provide input regarding the quality of a substitute's work in order to allow the board to determine the effectiveness of a substitute teacher. If provided the designated substitute evaluation form used district-wide, the teacher will respond.

ARTICLE XVIII

SALARY SCHEDULE AND OTHER BENEFITS

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

All teachers shall be provided their individual Salary Statements by November 1 of each school year. In addition to Salary Statements, each teacher whose certificate is expiring during the school year or the following summer shall be given notice of the date of expiration by November 1 of the current school year.

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

B. Other Benefits

1. Terminal Pay

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

2. Long Service Increments

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

In 2005-06 an additional stipend of \$614.90 shall be paid to the teachers who have completed 25 years and to those who have completed 30 years as a Mt. Pleasant Public Schools teacher.

Beginning in 2006-07:

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

After twenty five years of service as a teacher in the Mt. Pleasant Public Schools, the longevity pay increment shall be seven percent (7%) on the first step of the BA column; after 30 years of service, the increment shall be 5%. Thus, total longevity pay shall be :

Article XVIII - Salary Schedule and Other Benefits (Continued)

After 12 years = 5% of the BA step 1;
After 16 years = 10% of the BA step 1;
After 20 years = 15% of the BA step 1;
After 25 years = 22% of the BA step 1; and
After 30 years = 27% of the BA step 1.

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

3. Payroll Schedule

- a. Members may elect to receive their salary under one of the following options:
 - i. Contract Year: Spread in equal installments over the contract year, generally September to August (26 pays)
 - ii. School Year: Spread in equal installments over the school year, generally September to June (21 pays)
 - iii. Lump Sum At End: Spread in equal installments as though over the contract year, with a lump sum in June for the balance (20 + 1 pays)
- b. Teachers who have elected to receive their salary in contract year installments (i. above) may request to switch to the lump sum option (iii. above) by written notification to the chief financial officer on or before May 1.
- c. The above language shall not be construed to prohibit the first pay from beginning in August when the bi-weekly payroll schedule dictates.
- d. It is also recognized that from time to time, it will be necessary to schedule contract year pays (i. above) over 27 pays instead of 26 pays. In that case, the following will occur:
 - i. Contract year pays will be spread over 27 pays.
 - ii. School year pays will continue to be spread over 21 pays.
 - iii. Lump sum option pays will be spread over 21 + 1 pays, with the lump sum being equal to 6/27 of the contract amount.
- e. A determination shall be made by April 1 of each year whether 27 pays will be required for the following contract year. The association president shall be notified by April 1 if it is determined that 27 pays shall be necessary.

4. Credit for Outside Teaching Experience

Article XVIII - Salary Schedule and Other Benefits (Continued)

- (B. 4.) Newly employed teachers of the Mt. Pleasant Public Schools and all others who qualify may be given up to ten (10) years credit for their experience in other K-12 school systems.

This provision shall not be construed to require the District to grant full credit in other school systems up to the ten (10) year maximum. By way of illustration, the Superintendent may authorize placement at step 5 for a newly employed teacher with ten (10) years of experience in other K-12 school systems.

5. Credit for Military Service

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

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

7. Adjustment on Salary Schedule

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

8. INSURANCE BENEFITS

- a. The Employer shall provide to the bargaining unit member working half-time or more the following MESSA-PAK for a 12-month period, either Plan A or Plan B for the teacher and his/her family. It is the responsibility of each teacher to timely apply for appropriate benefit coverage. An open enrollment period shall be provided annually. No teacher shall be eligible for benefit coverage until properly enrolled.
- b. No teacher shall actually be covered for benefits until expiration of the waiting period, if any, and until the effective date of the coverage which shall be determined by the policy, plan or program requirements. The school district is not responsible for benefits available under said plan, program or policy for any period when the employee is not covered. The terms and conditions of the plan, program, or insurance policy determine eligibility for benefits.

Article XVIII - Salary Schedule and Other Benefits (Continued)

(B. 8. b.) PLANA:

OPTION 1: MESSA PAK A--MESSA CHOICES II

Full Family MESSA CHOICES II with XVA2 Rider; (\$5.00 generic/\$10.00 brand name prescription drug co-pay);
Long Term Disability 66 2/3%, \$3000 monthly maximum, 180 calendar days modified fill, freeze on offsets, alcoholism/drug addiction and mental/nervous same as any other illness, COLA;
Delta Dental Class I at 100%, Class II at 80%, Class III at 80%, Class I, II, and III Annual Maximum = \$1000, Class IV at 80% with Lifetime Maximum = \$2000; \$15,000 Term Life AD & D;
Full family VSP 2 for the bargaining unit member and his entire family.

Teachers electing OPTION 1 shall be provided Choices II at no cost to the teacher until the premium cost exceeds the District's obligation. The District's obligation shall be to pay \$1180 per month plus seventy percent (70%) of the MESSA Super Care I PAK A premium increase over \$1180 per month for each year beginning with the increase in 2005-06. The teacher shall be responsible for the remaining thirty percent (30%) of the increase. If the quote for Choices II (using all members) exceeds the Board's obligation, the teacher will make up the difference between the Board's obligation and the Choices II quote.

OPTION 2: MESSA PAK A – MESSA SUPER CARE 1

[Full Family Super Care 1 Rev with \$100/\$200 Deductible, XVA2 Rider MESSA Preferred RX (\$5.00 generic/\$10.00 brand name prescription drug co-pay);
Long term disability, 66 2/3%, \$3000 monthly maximum, 180 calendar days modified fill, freeze on offsets, alcoholism/drug addiction and mental/nervous same as any other illness, COLA;
Delta Dental Class I at 100%, Class II at 80%, Class III at 80%, Class I, II, and III Annual Maximum = \$1000, Class IV at 80% with Lifetime Maximum = \$2000; \$15,000 Term Life AD & D;
Full family VSP 2 for the bargaining unit member and his entire family.

Effective as soon as MESSA Choices II is available to Mt. Pleasant Public School teachers in 2005-06, teachers electing Super Care 1 shall contribute toward the cost of the insurance the difference per month between the MESSA quote for Super Care I (using all members) and the quote for Choices II (using all members) in addition to the teacher's monthly obligation (if any) under Option 1 (Choices II).

d. Payments made by payroll deduction from a teacher's paycheck for any insurance premium payments under Option 1 or 2 shall be made pursuant to an IRS qualified Section 125 plan. The payroll deduction for the yearly amount

Article XVIII - Salary Schedule and Other Benefits (Continued)

(B. 8. d.) shall be made over twenty (20) paychecks starting with the second paycheck of the school year.

e.. PLAN B:

Bargaining unit members not electing one of the options in MESSA-PAK Plan A will select MESSA-PAK Plan B. Plan B shall include:

Cash in an amount equal to \$ 300.00 per month for twelve (12) months;

MESSA Preferred RX (\$5.00 generic/\$10.00 brand name prescription drug co-pay);

Long term disability, 66 2/3%, \$3000 monthly maximum, 180 calendar days modified fill, freeze on offsets; alcoholism/drug addiction and mental/nervous same as any other illness, COLA;

Delta Dental Class I at 100%, Class II at 80%, Class III at 80%, Class I, II, and III Annual Maximum = \$1000, Class IV at 80% with Lifetime Maximum = \$2000; \$15,000 term life AD & D; Full Family VSP 2 for the bargaining unit member and his entire family

9. Sabbatical Leave

- a. Any professional employee of the Mt. Pleasant Public Schools who has satisfactorily served the school district in a full-time contractual professional capacity for seven (7) consecutive years or more may file an application for sabbatical leave. (A one-year approved leave of absence shall not interrupt the consecutive years, nor shall it be included within the total). Requests will be reviewed by the Joint Personnel Committee and their recommendations shall be given to the Board.
- b. Preference in granting such leaves will be given on the basis of length of service in the system and other factors that demonstrate the advisability of granting such a leave.
- c. No professional employee will be granted more than two (2) sabbatical leaves, a minimum of seven (7) years having elapsed between the first and second leave.
- d. A sabbatical leave may be granted for a period of not less than one (1) full semester nor more than two (2) full consecutive semesters.
- e. The compensation for the professional employee on a sabbatical leave shall be one-fourth (1/4) of the salary which he would receive if employed on a full-time contract salary basis in his position. All other benefits accrued by other professional employees under this Contract, such as hospitalization insurance, life insurance, increments, etc., shall be provided to the employee on sabbatical leave. During the term of this Agreement, the teacher on sabbatical leave shall be considered to be in the employ of the Board.
- f. Sabbatical leave may be granted for the following purposes:

Article XVIII - Salary Schedule and Other Benefits (Continued)

- (B. 9. f.)
 - 1. For a formal study in a program of recognized courses conducted by a recognized college or university in the United States or abroad.
 - 2. For individual research, study, travel or writing.
- g. The employee on sabbatical leave will be required to file periodic reports with the superintendent of schools as follows:
 - 1. An initial report setting forth the plan of study.
 - 2. A mid-semester progress report.
 - 3. An end-of-semester final report.
- h. The application for fall, spring, or full-year sabbatical leave must be filed with the superintendent of schools between January 1 and February 15. These requests shall be acted upon by the Joint Personnel Committee and the Board of Education prior to the beginning of the staffing process in April. If additional leaves are still allowed under the conditions specified in Section B.9.j. of this Article, teachers may still apply for sabbatical up to August 15 for the second semester.
- i. A sabbatical leave once granted may not be terminated before the date of expiration unless authorized by the Board of Education upon the request of the applicant and recommendation of the superintendent and the Association.
- j. The Board shall limit the number of teachers on sabbatical leave at any time to one percent (1%) of the total professional staff.
- k. The teacher shall agree to remain in the employ of the Mt. Pleasant Public Schools for a period of not less than one (1) full year for a semester's leave; or two (2) full years for a full year's leave.

10. Tuition Reimbursement

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

11. Flex Spending Plan for Medical and /or Child Care Expenses

The district will make available a Flex Spending Plan for Medical and/or Child Care expenses in accordance with federal law. The Employer will make known to the Plan Administrator that the parties' intended use of the Flex Spending Plan is limited to medical and/or child care expenses directly related to the negotiated benefits and programs provided under the terms of the Master Agreement.

The plan is not intended to serve as a vehicle to be used by insurance companies and/or other vendors in the general public to gain access to the MPEA membership for purposes of promotion and sale of their products.

ARTICLE XIX

CONTINUITY OF OPERATIONS

- A. Both parties recognize the desirability of continuous and uninterrupted operation of the instructional program during the normal school year and the avoidance of disputes which threaten to interfere with such operations. Since the parties have established a comprehensive grievance procedure under which unresolved disputes may be settled by an impartial third party, the parties have removed the basic cause of work interruptions during the period of this Agreement. The Association accordingly agrees that it will not, during the period of this Agreement, directly or indirectly engage in or assist in any strike, as defined by the Public Employment Relations Act.
- B. The Board agrees that it will not engage in a lockout, nor during the period of this Agreement, directly or indirectly engage in or assist in any unfair labor practice as defined in Section 10 of the Public Employment Relations Act.
- C. Nothing in this Article shall require the Board to keep schools open in the event of severe inclement weather or when otherwise prevented by act of God.

ARTICLE XX

MISCELLANEOUS PROVISIONS

- A. Copies of this Agreement shall be reproduced at the expense of the Board and presented, prior to the signing of their annual contracts, to all teachers now employed or hereafter employed by the Board.
- B. Should any part of this Agreement be found contrary to law, it does not invalidate any other part of the Agreement.
- C. To further understanding and to aid in the most effective implementation of the terms of this Agreement, representatives of the bargaining teams of both the Association and the Board shall meet on a regular basis. For the purpose of discussion and articulation of this Agreement, the parties shall meet in October, February, and April. Ratification procedures must be followed for any proposed changes, additions and/or deletions to this Agreement to take effect.
- D. The staff and administration are mutually participating in School Improvement Teams which involve cooperative site-based decision-making and planning with the goal of improved student achievement. Site-Based Decision Making processes contemplate decision making groups organized around locations, programs, and large extensive problems that impact more than one location.

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

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

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

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

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

- E. Participation on a North Central Accreditation Team (NCA) is voluntary and shall not be a part of a teacher's evaluation or otherwise be used to discipline a teacher. NCA Teams are not empowered to make decisions. NCA proposals will be subject to the school improvement process as defined in this Article.
- F. The purpose of inservice is to offer relevant and productive opportunities for professional growth for the educational staff of the Mt. Pleasant Schools. Staff development needs are

Article XX - Miscellaneous Provisions (Continued)

(F.) determined by PSC, the District School Improvement Team or the individual buildings/programs.

G. A mentor teacher shall be defined as a master teacher as identified in section 1526 of the School Code and shall perform duties of a master teacher as specified in the code.

1. A mentor teacher shall be assigned in accordance with the following:
 - a. Every effort shall be made to have a mentor teacher be a tenured member of the bargaining unit.
 - b. Participation as a mentor teacher shall be voluntary. If an insufficient number of tenured members of the bargaining unit volunteer to be mentor teachers, the Board may assign a retired teacher(s) or a university professor(s).
 - c. The Administration shall notify the Association when a mentor teacher is matched with a probationary teacher (mentee).
 - d. Every effort shall be made to match mentor teachers and mentees who work in the same building and have the same area of certification.
 - e. The mentor teacher assignment shall be for one (1) year subject to review by the mentor teacher and the mentee after three (3) months. The appointment may be renewed in succeeding years.

2. The mentor teacher shall be available to provide professional support, instruction and guidance. The purpose of the mentor assignment is to provide a peer who can offer assistance, resources and information in a non-threatening collegial fashion. Because the purpose of the mentor/mentee match is to acclimate the mentee and to provide necessary assistance toward the end of quality instruction, the Board and the Association agree the relationship shall be confidential and shall not, in any fashion, be a matter included in the evaluation of the mentor teacher or mentee. Neither the mentor teacher nor the mentee shall be permitted to participate in any matter related to the evaluation of the other. Further, the mentor teacher shall not be called as a witness in any grievance or administrative hearing involving the mentee nor shall the mentee be called as a witness in any grievance or administrative hearing involving the mentor teacher.

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

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

Released time for the mentor and/or mentee may be provided as needed upon request. Mentors will not be reimbursed for conferences except upon specific approval by the Assistant Superintendent for Personnel.

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

5. The District will participate in a teacher induction/mentoring program mutually agreed upon by the parties. The induction/mentoring program will be implemented by the 2005-2006 school year. Continuation of the program from year to year requires mutual agreement.

ARTICLE XXI

ESEA IMPLEMENTATION

- A. The Board shall notify the Association and, if requested, will bargain with the Association over any implementation of the No Child Left Behind Act of 2001, as amended, 20 USC 6301 et seq, hereinafter referred to as "ESEA," (Elementary and Secondary Education Act) that may have any impact on wages, hours, working conditions or other terms and conditions of employment.
- B. School Improvement Plan Committee(s) established pursuant to the ESEA shall not engage in collective bargaining or have the authority to address employment matters.
- C. Any participation in a SIP Committee established pursuant to ESEA shall be voluntary.
- D. Every School Improvement Plan recommended by any SIP Committee established pursuant to ESEA shall be submitted to the bargaining representatives of the parties.
- E. The Board will reimburse a teacher who is currently assigned to teach in his minor and does not meet the "highly qualified" standard and who successfully passes the Michigan Teacher Certification basic skills test and/or subject area test(s) by the fourth Monday of March, 2006 for the cost of the successfully passed test(s).
- F. By November 1, 2003 the District will notify all bargaining unit members of their "highly qualified" status under the ESEA and the criteria under which they are qualified.

Bargaining unit members shall correct any inaccurate information provided in the District's November 1 notice.

By the fourth Monday in March 2006, those bargaining unit members who have not attained "highly qualified" status shall be listed as displaced for staffing purposes.

- G. Any member failing to meet the "highly qualified" provisions of the ESEA becomes displaced and retains all of his seniority rights accorded in Article IV of this Agreement.

ARTICLE XXII

INTELLECTUAL PROPERTY RIGHTS

- A. Professional staff members are encouraged to contribute to professional publications and to engage in approved professional research.
- B. Materials that might be considered for publication and/or production and which identify the District in any manner shall be cleared with the Superintendent prior to publication and/or production.
- C. Publications and productions shall be subject to the following copyright provisions:
 - 1. Rights to copyrights or patent of books, materials, devices, etc., developed by professional staff members on their own time without the use of District data and are not subject to the Freedom of Information Act are retained by the individual.

The decision regarding whether materials were produced independently of any work assignment or District data rests with the Superintendent.

Professional staff members who desire to publish or produce materials on their own time should make such action known to the Superintendent prior to the time such work is started in order that proper procedures can be established to assure that District interests and the interests of the staff member are protected.

- 2. All books, materials, devices, or products that result from the paid work time and/or prescribed duties of professional staff members shall remain the property of the District. The District shall retain all rights and privileges pertaining to the ownership thereof.

In the event that any of these products have commercial possibilities, the Superintendent is authorized to secure copyrights, patents, etc., which will ensure the ownership of the product by the District.

ARTICLE XXIII

DURATION OF AGREEMENT

This Agreement is a four-year Agreement and shall be effective upon ratification by both parties and shall continue in effect until the 30th day of June, 2007. This Agreement shall not be extended orally and it is expressly understood that it shall expire on the date indicated. The 2004-05 salary increase shall be retroactive to July 1, 2004. The 2005-06 salary increase shall be retroactive to July 1, 2005. All salary increases shall be paid retroactively to all employees who worked any and all days during the respective school years including all MPEA bargaining unit members who have retired or separated from the district since July 1, 2004 and prior to ratification of this agreement.

MT. PLEASANT
EDUCATION ASSOCIATION

MT. PLEASANT
BOARD OF EDUCATION

By _____
Its President

By _____
Its President

By _____
Its Vice President

By _____
Its Vice President

By _____
Its Secretary

By _____
Its Secretary

By _____
Its Treasurer

By _____
Its Treasurer

By _____
Negotiating Team

By _____
Trustee

By _____
Negotiating Team

By _____
Trustee

By _____
Negotiating Team

By _____
Trustee

By _____
Negotiating Team

By _____
Superintendent of Schools

By _____
MEA Uniserv Director

By _____
Ass't Supt. for Personnel

By _____
Chief Negotiator

By _____
Chief Negotiator

Dated this _____ day of _____, 2005.

MPEA SALARY SCHEDULE
APPENDIX IA
Salary Schedule for the 2003-2004 School Year
 Same as 2002-2003 schedule

Step	B. A. 29991	B.A. + 30 M. A.	M. A. + 15	M. A. + 30	M. A. + 45
1	29,991	33,323	34,990	36,655	39,987
2	31,658	34,990	36,655	38,322	41,654
3	33,323	36,655	38,322	39,987	43,319
4	34,990	38,322	39,987	41,654	44,987
5	36,655	39,987	41,654	43,319	46,651
6	38,322	41,654	43,319	44,987	48,319
7	39,987	43,319	44,987	46,651	49,983
8	41,654	44,987	46,651	48,319	51,651
9	43,319	46,651	48,319	49,983	53,318
10	44,987	48,319	49,983	51,651	54,983
11		49,983	51,651	53,318	56,650
12		51,651	53,318	54,983	58,315
Must have M.A. to continue to the 11th and 12 th steps					
* over 12 years in Mt. Pleasant	46,486	53,150	54,818	56,482	59,814
* over 16 years in Mt. Pleasant	47,986	54,650	56,317	57,982	61,314
* over 20 years in Mt. Pleasant	49,485	56,149	57,817	59,481	62,813
* over 25 years in Mt. Pleasant	50,985	57,649	59,316	60,981	64,313
* over 30 years in Mt. Pleasant	52,484	59,148	60,816	62,480	65,812

The Board further agrees to pay the current retirement contribution for each teacher

MPEA SALARY SCHEDULE
APPENDIX IA
Salary Schedule for the 2004-2005 School Year
1 % over 2003-2004 schedule

Step	B. A. 30291	B.A. + 30 M. A.	M. A. + 15	M. A. + 30	M. A. + 45
1	30,291	33,656	35,341	37,022	40,387
2	31,975	35,341	37,022	38,706	42,071
3	33,656	37,022	38,706	40,387	43,752
4	35,341	38,706	40,387	42,071	45,437
5	37,022	40,387	42,071	43,752	47,118
6	38,706	42,071	43,752	45,437	48,802
7	40,387	43,752	45,437	47,118	50,483
8	42,071	45,437	47,118	48,802	52,167
9	43,752	47,118	48,802	50,483	53,851
10	45,437	48,802	50,483	52,167	55,532
11		50,483	52,167	53,851	57,217
12		52,167	53,851	55,532	58,898
Must have M.A. to continue to the 11th and 12 th steps					
* over 12 years in Mt. Pleasant					
	46,951	53,682	55,366	57,047	60,412
* over 16 years in Mt. Pleasant					
	48,466	55,196	56,880	58,562	61,927
* over 20 years in Mt. Pleasant					
	49,980	56,711	58,395	60,076	63,441
* over 25 years in Mt. Pleasant					
	51,495	58,225	59,910	61,591	64,956
* over 30 years in Mt. Pleasant					
	53,009	59,740	61,424	63,105	66,471

The Board further agrees to pay the current retirement contribution for each teacher

MPEA SALARY SCHEDULE
APPENDIX IA
Salary Schedule for the 2005-2006 School Year
1.5 % over 2004-2005 schedule

Step	B. A. 30745	B.A. + 30 M. A.	M. A. + 15	M. A. + 30	M. A. + 45
1	30,745	34,161	35,870	37,577	40,992
2	32,454	35,870	37,577	39,286	42,702
3	34,161	37,577	39,286	40,992	44,408
4	35,870	39,286	40,992	42,702	46,118
5	37,577	40,992	42,702	44,408	47,824
6	39,286	42,702	44,408	46,118	49,533
7	40,992	44,408	46,118	47,824	51,240
8	42,702	46,118	47,824	49,533	52,949
9	44,408	47,824	49,533	51,240	54,658
10	46,118	49,533	51,240	52,949	56,365
11		51,240	52,949	54,658	58,074
12		52,949	54,658	56,365	59,781
Must have M.A. to continue to the 11th and 12 th steps					
* over 12 years in Mt. Pleasant					
	47,655	54,486	56,196	57,902	61,318
* over 16 years in Mt. Pleasant					
	49,192	56,024	57,733	59,439	62,855
* over 20 years in Mt. Pleasant					
	50,729	57,561	59,270	60,977	64,392
* over 25 years in Mt. Pleasant					
	52,267	59,098	60,807	62,514	65,930
* over 30 years in Mt. Pleasant					
	53,804	60,635	62,345	64,051	67,467

The Board further agrees to pay the current retirement contribution for each teacher

MPEA SALARY SCHEDULE
APPENDIX IA
Salary Schedule for the 2006-2007 School Year
 2 % over 2005-2006 schedule

Step	B. A. 31360	B.A. + 30 M. A.	M. A. + 15	M. A. + 30	M. A. + 45
1	31,360	34,844	36,588	38,328	41,812
2	33,104	36,588	38,328	40,072	43,556
3	34,844	38,328	40,072	41,812	45,296
4	36,588	40,072	41,812	43,556	47,040
5	38,328	41,812	43,556	45,296	48,780
6	40,072	43,556	45,296	47,040	50,524
7	41,812	45,296	47,040	48,780	52,265
8	43,556	47,040	48,780	50,524	54,008
9	45,296	48,780	50,524	52,265	55,752
10	47,040	50,524	52,265	54,008	57,492
11		52,265	54,008	55,752	59,236
12		54,008	55,752	57,492	60,976
Must have M.A. to continue to the 11th and 12 th steps					
* over 12 years in Mt. Pleasant					
	48,608	55,576	57,320	59,060	62,544
* over 16 years in Mt. Pleasant					
	50,176	57,144	58,888	60,628	64,112
* over 20 years in Mt. Pleasant					
	51,744	58,712	60,456	62,196	65,680
* over 25 years in Mt. Pleasant					
	53,939	60,907	62,651	64,391	67,876
* over 30 years in Mt. Pleasant					
	55,507	62,475	64,219	65,959	69,444

The Board further agrees to pay the current retirement contribution for each teacher

APPENDIX I.B.

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

Non-Athletic Activities:

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

Athletic Activities:

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

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

- D. All Appendix I B positions currently held by non-bargaining unit members will be posted no later than June 1 of each year. For all posted extra duty positions, all bargaining unit applicants will be interviewed. Bargaining unit members who are not selected for the position will be given rationale, if requested. Non-bargaining unit members shall be compensated at no more than ninety-five (95) percent of the compensation which would be paid to a bargaining unit member with the same experience unless otherwise specified herein.

Appendix I B (Continued)

New employees of the Mt. Pleasant School System, and all others who qualify, may be given up to ten (10) years credit for extra-duty/extra-pay for their related experience. The extra-duty/extra-pay step, separate from the teaching experience step, shall only increment forward for experience in the Mt. Pleasant Public School System. The extra-duty experience step shall never be less than the teaching experience step. Those bargaining unit members currently on Schedule B pay shall be grandparented under the language in the preceding sentence. Effective for all bargaining unit members hired on Schedule B after 2005-06, it shall no longer be a requirement that the extra duty step shall never be less than the teaching experience step.

Bargaining unit members receiving extra duty pay shall be compensated at their B.A. experience step unless they were granted experience steps prior to becoming a bargaining unit member.

Extra pay for other duties is scheduled and incremented as follows:

FOOTBALL		TRACK: Men's and Women's	
1 Head	12%	1 Head	10%
BASKETBALL: Men's and Women's		CROSSCOUNTRY	
1 Head	12%	1 Head	8%
BASEBALL		GOLF: Men's and Women's	
1 Head	10%	1 Head	8%
WRESTLING		MUSIC	
1 Head	12%	Instrumental H.S.	14%
TENNIS: Men's and Women's		(includes band camp (2 weeks)	
1 Head	8%	marching band, pep band,	
		jazz band and full orchestra)	
		Vocal H.S.	8%
GIRLS SOFTBALL		H.S. Pit Director (musical)	2%
1 Head	10%	H.S. Musical Director . . .	2%
GIRLS VOLLEYBALL		Technical Director	2%
1 Head	10%	Producer	2%
SOCCER	10%	H.S. Stage Director	2%
SKIING	8%	Instrumental Inter. Sch. . .	7.5%
		Vocal Inter School	4%
CHEERLEADING		Inter.Musical Director . . .	2.5%
Basketball	4%	Inter.Stage Director	1.5%
Football	4%	Elementary Strings	
Competitive	8%	Director	3.0%
POM PON	4%	Intermediate Strings	
WOMEN'S SWIMMING. . . .	10%	Director	3.5%
MEN'S SWIMMING	10%	MENTOR PAY:	
		Year 1 of mentee	\$500
		Year 2 of mentee	\$300
		Year 3 of mentee	\$100
		SAFETY PATROL	
		McGuire and Rosebush . . .	2%
		Fancher, Ganiard, Pullen,	
		Vowles	3%

Appendix I B (continued)

(D.) INTRAMURALS

Senior High	2%
(Men's and Women's)	
Intermediate	2%
(Men's and Women's)	

PUBLICATIONS

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

DRAMATICS

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

DEPARTMENT COORDINATORS

PAID ON BA STEP 1	
3-5 Dept Members	3.0%
6-9 Dept Members	3.4%
10 or more Dept. Members	3.8%

PSC CHAIRPERSON	10%
PAID ON BA STEP 1	

Field Studies Coordinator . 5%

Recess \$500 for a recess duty
per year

MISCELLANEOUS

Radio Station	3%
Pep Club H.S.	3.5%
Pep Club Inter	1.5%
National Honor Society	2%
Class Advisors,	
Grades 9,10,11	2%
Grade 12	4%
K-6 Student Council.....	2%
WI Student Council.....	2%

BPA (per advisor (2)) 3%

CLOSE UP Advisor 2%
YOUTH IN GOVERNMENT2%

QUIZ BOWL Coach HS.....6%

MEAP Math Tutor Hourly Rate:

\$13 for 1-5 students
\$15 for 6-10 students
\$17 for 11-20 students

HS Senior Mini-Session, Drivers
Ed & Summer Hourly Teaching Rate
.00085 of BA Base of most
recently completed school year

Technical Support Specialist 3%
Paid on BA STEP 1

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

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

Appendix I B (Continued)

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

1. Traveling teachers shall receive the current IRS business mileage rate.
2. Teachers performing nonprofessional services, such as, but not limited to, ticket taking and selling, shall receive seven dollars (\$7.00) per hour for such service.
3. All dollars paid by a college/university to the Mt. Pleasant School District for supervising student teachers shall be given to the teacher(s) who provide such supervision.
4. Teachers of Drivers Education shall be paid an hourly rate determined by multiplying the salary figure on the B.A. base by the index figure of .00085.
5. One teacher per sixth grade class who attends camp will be paid \$100 provided s/he is present for the entire period and remains overnight. Stipends will not be paid for multi-age groups to attend two consecutive years.
6. Teachers supervising lunch shall receive \$10 per lunch period.

F. Special provisions for nondegree and degree personnel

1. Only years of occupational experience in a technical field which are required for vocational teacher certification in that field may be considered time in professional training. In the case of a person with previous teaching experience in his field, credit may be given for that experience on the same basis as that of other teachers.
2. In any instance that a degree person meets the qualifications for a position, the degree person shall receive preference over a nondegree person.
3. a. Newly employed vocationally certified personnel may be granted one (1) increment for each three (3) years of work experience beyond the years served in an apprenticeship to level ten (10) on the salary schedule where they shall advance at ninety percent (90%) of their experiential increment each year if a minimum of ten (10) semester hours of credit has been earned during the calendar year. After they have earned a Bachelor's degree and provisional teacher's certificate, they shall then be placed on

the appropriate level and rate of salary schedule.

- b. This provision is not retroactive and will apply only to personnel employed after the effective date of this Agreement.

Appendix I B (Continued)

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

H. Education Coordinator

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

Interested teachers shall apply in writing to the Assistant Superintendent for Personnel by March 1. Each teacher's specific assignment responsibilities for each year must be approved in writing by the Assistant Superintendent for Personnel by April 1. Selection shall be made by the Board of Education in its discretion by April 25. The final determination of such selection is vested in the Board. No teacher shall be granted this assignment more than once. Payment for each year will be made by June 30 of each year upon satisfactory completion of the fifty (50) hours and the specific assignment responsibilities.

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

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

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

High School Senior Mini-Session and summer teaching positions shall be paid at the hourly rate of .00085 of the most recently completed school year's BA base salary.

APPENDIX II.A
2003-2004 SCHOOL YEAR
See Calendar for non-work days (circled) article

1st Semester

August 25	Full Staff Day, No students; DK-12 PD in A.M.
August 26	Half day for elementary students. Full day for secondary students. First week Kindergarten & DK schedule arranged with Kindergarten & DK teachers.
August 27 & 28	Full day for elementary and secondary students
Aug. 29 & Sept. 1	No School – Labor Day weekend
September 3	High School Open House - 6:30-8:30 p.m.
September 4	West Intermediate Open House - 6:30-8:30 p.m.
October 15	High School P/T Conferences 12:00-2:30 & 6:30-8:30 p.m.
October 16	West Intermediate P/T Conferences -12:00-2:30 & 6:30-8:30 p.m.
October 17	West Intermediate P/T Conferences - 12:00-2:30 p.m.
October 23	Half day for DK-12 Students; DK-12 PD in P.M.
November 5	DK-K Conferences; students with a substitute all day 5-6 Students a.m.; 5-6 Conference Preparation/p.m.; (1-4 all day school) 5-6 Evening Conference 5:00 - 8:00 p.m.
November 6	Kindergarten Conferences in a.m.: Students with a substitute in a.m. (DK Conferences as needed) DK-6 students attend am; DK-4 Conference Preparation/p.m.; 5-6 Conferences 12:30 - 4:00 p.m. DK-4 Evening Conference 5:00 - 8:00 p.m.
November 7	DK-4 Students attend a.m.; Conferences 12:30 – 4:00 p.m. (5-6 all day school)
November 10	DK-6 Students attend a.m.; DK-6 Conferences 12:30 - 4:00 p.m.
November 10	Kindergarten Conferences a.m.: Students with a substitute in a.m.
November 26	Half day for DK-12 Students; DK-12 PD in P.M.
November 27 & 28	No School -- Thanksgiving
Dec. 22 - Jan. 2	No School – Winter Break

***High School Exam Schedule - 1st Semester**

January 14	Full Staff Day, Students attend a.m. for exams
January 15	Full Staff Day, Students attend a.m. for exams
January 16	Full Staff Day, Students attend a.m. for exams

Appendix II.A. (2003-2004 continued)

*West Intermediate Schedule - 1st Semester

January 15 Full Staff Day, Students attend a.m.
January 16 Full Staff Day, Students attend a.m.

2nd Semester

January 19 No School
January 20 Second semester begins
February 3 Half day for DK-12 Students; DK-12 PD in P.M.
February 18 West Intermediate P/T Conferences - 12:00-2:30 p.m. & 6:30-8:30 p.m.
March 8 No school – Winter Break
March 10 DK-K Conferences; students with a substitute all day
5-6 Students a.m.; 5-6 Conference Preparation/p.m.; (1-4 all day school)
5-6 Evening Conference 5:00 - 8:00 p.m.
March 11 Kindergarten Conferences in a.m.: Students with a substitute in a.m.
(DK Conferences as needed)
DK-6 students attend am; DK-4 Conference Preparation/p.m.;
5-6 Conferences 12:30 - 4:00 p.m.
DK-4 Evening Conference 5:00 - 8:00 p.m.
March 12 DK-4 students attend am. DK-4 Conferences 12:30 – 4:00 p.m.
(5-6 students attend full day.)
March 15 DK-6 Students attend am, DK-6 Conferences 12:30 - 4:00 p.m.
Kindergarten Conferences am: Students with a substitute in a.m.
March 18 High School P/T Conferences 12:00-2:30 & 6:30-8:30 p.m.
March 29-April 2 No school – Spring Break
April 9 No school – Good Friday
May 28 DK-12 students a.m.; DK-12 Professional Development in p.m.
May 31 No School – Memorial Day

*High School Exam Schedule - 2nd Semester

June 1 Full Staff Day, Students attend a.m. for exams
June 2 Full Staff Day, Students attend a.m. for exams
June 3 Full Staff Day, Students attend a.m. for exams

Appendix II.A. (2003-2004 continued)

*West Intermediate Schedule - 2nd Semester

June 2	Full Staff Day, Students attend a.m.
June 3	Full Staff Day, Students attend a.m.
June 2	Full Staff Day, Half Day a.m. for DK-12 students
June 3	Last Day of School - Full Staff Day; Half Day a.m. for DK-12 students
June 4, 7 etc.	Snow Day make-up, if needed; Exam schedule to be adjusted to accommodate make-up days.

- Each Grade Level/Department will be scheduled for one professional development day. Dates will be determined by September 30, 2003.
- In addition, each principal will include nine and one-half (9.5) hours of professional development in building staff meeting times during the course of the year prior to May 1.

No meetings will be scheduled during teacher workdays except on the first day of school and those half days designated for staff professional development.

*In the event school is closed on one or more of these days and, if exams are rescheduled, these days shall be rescheduled as half days as provided herein. If January 16, 2004 is an inclement weather day, Oasis Alternative School will schedule a full staff day/students attend am only on Wed., Jan. 21, 2004.

APPENDIX II.A
2004-2005 SCHOOL YEAR
See Calendar for non-work days (circled).

1st Semester

August 23	Full Staff Day, No students
August 24	Half day for elementary students. Full day for secondary students. First week Kindergarten & DK schedule arranged with Kindergarten & DK teachers.
August 25 & 26	Full days for elementary and secondary students
September 1	High School Open House - 6:30-8:30 p.m.
September 2	West Intermediate Open House - 6:30-8:30 p.m.
Sept. 3 & 6	No School - Labor Day weekend
October 13	High School P/T Conferences 12:00-2:30 & 6:30-8:30 p.m.
October 14	West Intermediate P/T Conferences -12:00-2:30 & 6:30-8:30 p.m.
October 15	West Intermediate P/T Conferences - 12:00-2:30 p.m.
November 3	DK-K Conferences; students with a substitute all day 5-6 Students a.m.; 5-6 Conference Preparation/p.m.; (1-4 all day school) 5-6 Evening Conferences 5:00 - 8:00 p.m.
November 4	Kindergarten Conferences in a.m.: Students with a substitute in a.m. (DK Conferences as needed) DK-6 students attend am; DK-4 Conference Preparation/p.m.; 5-6 Conferences 12:30-4:00 p.m.; DK-4 Evening Conferences 5:00-8:00 p.m.
November 5	DK-4 Students attend a.m.; Conferences 12:30 - 4:00 p.m. (5-6 all day school)
November 8	DK-6 Students attend a.m.; DK-6 Conferences 12:30 - 4:00 p.m.
November 8	Kindergarten Conferences a.m.: Students with a substitute in a.m.
November 15	No School
November 24	Half day for DK-12 Students
November 25 & 26	No School - Thanksgiving
Dec. 20 - 31	No School - Winter Break

***High School Exam Schedule - 1st Semester**

January 12	Full Staff Day, Students attend a.m. for exams
January 13	Full Staff Day, Students attend a.m. for exams
January 14	Full Staff Day, Students attend a.m. for exams

Appendix II.A. (2004-2005 continued)

*West Intermediate Schedule - 1st Semester

January 13 Full Staff Day, Students attend a.m.
January 14 Full Staff Day, Students attend a.m.

2nd Semester

January 17 No School

January 18 Second semester begins

February 28 No School – Winter break

March 9 DK-K Conferences; students with a substitute all day
5-6 Students a.m.; 5-6 Conference Preparation/p.m.; (1-4 all day school)
5-6 Evening Conferences 5:00 - 8:00 p.m.

March 10 Kindergarten Conferences in a.m.: Students with a substitute in a.m.
(DK Conferences as needed)
DK-6 students attend a.m.; DK-4 Conference Preparation/p.m.;
5-6 Conferences 12:30 - 4:00 p.m.;
DK-4 Evening Conferences 5:00 - 8:00 p.m.

March 11 DK-4 students attend am, DK-4 Conferences 12:30 - 4:00 p.m.
(5-6 students attend full day.

March 14 DK-6 Students attend am, DK-6 Conferences 12:30 - 4:00 p.m.
Kindergarten Conferences am: Students with a substitute in a.m.

March 15 West Intermediate P/T Conferences - 12:00-2:30 p.m. & 6:30-8:30 p.m

March 17 High School P/T Conferences 12:00-2:30 & 6:30-8:30 p.m.

March 25 No School – Good Friday

Mar. 25–Apr. 1 No school – Spring Break

May 27 DK-12 students a.m.; DK–12 Professional Development in p.m.

May 30 No School – Memorial Day

*High School Exam Schedule - 2nd Semester

June 1 Full Staff Day, Students attend a.m. for exams
June 2 Full Staff Day, Students attend a.m. for exams
June 3 Full Staff Day, Students attend a.m. for exams

*West Intermediate Schedule - 2nd Semester

June 2 Full Staff Day, Students attend a.m.
June 3 Full Staff Day, Students attend a.m.

Appendix II.A. (2004-2005 continued)

June 3	Full Staff Day, Half Day a.m. for DK-12 students
June 3	Last Day of School - Full Staff Day; Half Day a.m. for DK-12 students
June 6, 7 etc.	Snow Day make-up, if needed; Exam schedule to be adjusted to accommodate make-up days.

- In addition, each principal will include three and one-half (3.5) hours of professional development in building staff meeting times during the course of the year prior to May 1.

No meetings will be scheduled during teacher workdays except on the first day of school and those half/full days designated for staff professional development.

*In the event school is closed on one or more of these days and, if exams are rescheduled, these days shall be rescheduled as half days as provided herein. If January 14, 2005 is an inclement weather day, Oasis Alternative School will schedule a full staff day/students attend a.m. only on Wed., Jan. 19, 2005.

APPENDIX II.A
2005-2006 SCHOOL YEAR
See Calendar for non-work days (circled).

1st Semester

August 22	Full Staff Day, No students (DK-12 Prof. Dev. in p.m.).
August 23	Half day for elementary students. Full day for secondary students. First week Kindergarten & DK schedule arranged with Kindergarten & DK teachers.
August 24-26	Full days for elementary and secondary students
Sept. 2 & 5	No School - Labor Day weekend
September 7	High School Open House - 6:30-8:30 p.m.
September 8	West Intermediate Open House - 6:30-8:30 p.m.
October 12	High School P/T Conferences 12:00-2:30 & 6:30-8:30 p.m.
October 24	No School-DK-12 Professional Development
October 27	West Intermediate P/T Conferences -12:00-2:30 & 6:30-8:30 p.m.
October 28	West Intermediate P/T Conferences - 12:00-2:30 p.m.
November 2	DK-K Conferences 5-6 Students a.m.; 5-6 Conference Preparation/p.m.; (1-4 all day school) 5-6 Evening Conferences 5:00 - 8:00 p.m.
November 3	Kindergarten Conferences in a.m.: (DK Conferences as needed) DK-6 students attend am; DK-4 Conference Preparation/p.m.; 5-6 Conferences 12:30-4:00 p.m.; DK-4 Evening Conferences 5:00-8:00 p.m.
November 4	DK-4 Students attend a.m.; Conferences 12:30 - 4:00 p.m. (5-6 all day school)
November 7	DK-6 Students attend a.m.; DK-6 Conferences 12:30 - 4:00 p.m. Kindergarten Conferences a.m..
November 15	No School
November 23	Half day for DK-12 Students. DK-12 Prof. Dev. In p.m.
November 24 & 25	No School - Thanksgiving
Dec. 21 – Jan. 3	No School - Winter Break

***High School Exam Schedule - 1st Semester**

January 11	Students attend a.m. for exams
January 12	Students attend a.m. for exams
January 13	Students attend a.m. for exams

Appendix II.A. (2005-2006 continued)

*West Intermediate Schedule - 1st Semester

January 12	Students attend a.m. for exams
January 13	Students attend a.m. for exams
January 13	End of first semester - Half Day a.m. for DK-12 students

2nd Semester

January 16	No School DK – 12 Prof. Dev.
January 17	Second semester begins
February 22	DK-K Conferences; 5-6 Students a.m.; 5-6 Conference Prep/p.m.; (1-4 all day school) 5-6 Evening Conferences 5:00 - 8:00 p.m.
February 23	Kindergarten Conferences in a.m.: (DK Conferences as needed) DK-6 students attend am; DK-4 Conference Preparation/p.m.; 5-6 Conferences 12:30 - 4:00 p.m.; DK-4 Evening Conferences 5:00 - 8:00 p.m.
February 24	DK-4 students attend am, DK-4 Conferences 12:30 - 4:00 p.m. (5-6 students attend full day.)
February 27	DK-6 Students attend am, DK-6 Conferences 12:30 - 4:00 p.m. Kindergarten Conferences am:
March 15	West Intermediate P/T Conferences - 12:00-2:30 p.m. & 6:30-8:30 p.m
March 16	High School P/T Conferences 12:00-2:30 & 6:30-8:30 p.m.
Mar. 27- 31	No school – Spring Break
Apr. 14	No School- Good Friday
Apr. 17	No School DK-12 Professional Development (restricted absence)
May 29	No School – Memorial Day

*High School Exam Schedule - 2nd Semester

May 31	Students attend a.m. for exams
June 1	Students attend a.m. for exams
June 2	Students attend a.m. for exams

*West Intermediate Schedule - 2nd Semester

June 1	Students attend a.m.
June 2	Students attend a.m.

Appendix II.A. (2005-2006 continued)

DK-6 Schedule

June 1

Students attend a.m.

June 2

Last Day of School-Half day a.m. for DK-12 Students

June 5, 6, 7 etc.

Snow Day make-up, if needed; Exam schedule to be adjusted to accommodate make-up days.

No meetings will be scheduled during teacher workdays except on the first day of school and those half/full days designated for staff professional development.

*In the event school is closed on one or more of these days and, if exams are rescheduled, these days shall be rescheduled as half days as provided herein. If January 13, 2006 is an inclement weather day, Oasis Alternative School will schedule a full staff day/students attend a.m. only on Wed., Jan. 18, 2006.

APPENDIX II.A
2006-07 School Calendar

Teacher Days:

August 28, 29 and 30 Professional Development
(planned collaboratively by Administration and MPEA)

August 31 Staff meeting (1.5 hours) and teacher work day

1st Semester

September 5 Half day for elementary and full day for secondary students
Special First week Kindergarten & DK schedule

September 6 Begin full days for elementary and secondary students

October 26 No 7-12 Students.
WIS P/T Conference Schedule
Teacher work day/prep time a.m.
Conferences: 12:00 – 4:00 p.m.
Evening Conferences: 6:00 – 8:00 p.m.
High School P/T Conference Schedule
Teacher work day/prep time a.m.
Conferences: 11:00 a.m. – 1:30 p.m.
Evening Conferences: 4:30 – 6:30 p.m.
Full day for DK-6 students.

November 13 No DK-6 students.
DK-6 P/T Conference Schedule
Teacher work day/prep time a.m.
Conferences: 12:30 – 4:00 p.m.
Evening Conferences: 5:30 – 8:00 p.m.
7-12 students attend all day

November 14 No DK-6 students
DK-6 P/T Conference Schedule
Teacher work day/prep time a.m.
Conferences: 11:00 a.m. – 2:30 p.m.
Evening Conferences: 5:00 – 7:00 p.m.
7-12 students attend all day

November 15 No Students or teachers – Deer Day

November 23 & 24 No School – Thanksgiving

Dec. 21– Jan. 2 No School – Winter Break

2006-07 School Calendar

January 15 No Students – DK-12 Professional Development

High School Exam Schedule – 1st Semester

January 17 Students attend in a.m. for exams

January 18 Students attend in a.m. for exams

January 19 Students attend in a.m. for exams

West Intermediate Exam Schedule – 1st Semester

January 18 Students attend in a.m. for exams

January 19 Students attend in a.m. for exams

January 19 End of First Semester
No DK-6 students. DK-6 Professional Development in a.m.

2nd Semester

January 22 Second Semester begins

February 19 No Students or Teachers

March 15 No 7-12 students
WIS P/T Conference Schedule
Teacher work day/prep time a.m.
Conferences: 12:00 – 2:30 p.m.
Evening Conferences: 6:00 – 8:00 p.m.
High School P/T Conference Schedule
Teacher work day/prep time a.m.
Conferences: 11:00 a.m. – 1:30 p.m.
Evening Conferences: 4:30 – 6:30 p.m.
DK-6 students attend all day

March 28 No DK-6 students.
DK-6 P/T Conference Schedule
Teacher work day/prep time a.m.
Conferences: 12:30 – 4:00 p.m.
Evening Conferences: 5:30 – 8:00 p.m.
7-12 students attend all day

March 29 DK-6 P/T Conference Schedule
Teacher work day/prep time a.m.
Conferences: 11:00 a.m. – 2:30 p.m.
Evening Conferences: 5:00 – 7:00 p.m.
7-12 students attend all day

March 30 - Apr 6 No School – Spring Break

May 28 No School – Memorial Day

High School Exam Schedule – 2nd Semester

June 6 Students attend in a.m. for exams
June 7 Students attend in a.m. for exams
June 8 Students attend in a.m. for exams

West Intermediate Exam Schedule – 2nd Semester

June 7 Students attend in a.m. for exams
June 8 Students attend in a.m. for exams

June 8 Last Day of School – one-half day for DK-12

June 11, 12, 13... Snow Day make-up, if needed; Exam schedule to be adjusted to accommodate make-up days

No meetings will be scheduled during teacher workdays except on the first day of school and those half/full days designated for staff professional development.

*In the event school is closed on one or more of these days and, if exams are rescheduled, these days shall be rescheduled as half days as provided herein. If January 19, 2007 is an inclement weather day, Oasis Alternative School will schedule a full staff day/students attend a.m. only on Wed., Jan. 24, 2007.

APPENDIX II B

SCHOOL CALENDAR

- A. Prior to the adoption by the Board of the annual school calendar, the Board agrees to schedule a meeting with representatives of the Association to seek its advice and support on the content thereof.
- B. Duty days shall mean those days when pupils are in attendance, orientation and curriculum days.
- C. Teachers shall not be required to report for duty after the closing date of June.
1. Should a closing(s), because of conditions not within the control of school authorities, require the scheduling of an additional day(s) of student instruction to meet an annual instructional minimum required by law so as to qualify the Employer for full state aid, such additional instructional days will be rescheduled as shown in Appendix II.A.
 2. Bargaining unit members required to work on rescheduled instructional days shall be paid on a per diem basis rate for all make-up days beyond those required to receive full state aid funding from the State of Michigan. Such pay shall be calculated by dividing the employee's salary schedule step under this Agreement by the number of student days set forth in this Agreement.
 3. Should an instructional day be rescheduled and insufficient students attend to count it as a day of instruction, teachers will not be obligated to attend a subsequent rescheduling of the instructional day.
 4. The makeup of instructional time shall be undertaken only as necessary for the District to qualify for full state aid. Time lost for events beyond the District's control which close all DK-12 buildings will be subtracted from each building's scheduled time. If this causes any building to fall below the state minimum required time, all DK-12 buildings will make up the time necessary to bring all buildings to the minimum time required.

Once the above lost time has been subtracted, any additional time lost as a result of events beyond the District's control that close individual buildings will then be subtracted from the affected building's balance. After this calculation, any building that falls below or remains under the state minimum required time will make up the time on a building-by-building rather than district-wide basis as permitted by law.

If the District (or a building(s)) falls below the required number of student instructional hours, the District (or building(s)) will add a day to the end of the school calendar which will consist of the exact number of hours needed. If the hours exceed the length of a normal day, no make up day shall exceed the length of a normal work day. The parties may mutually agree to an alternative method for making up necessary instruction time.
 5. It is understood and agreed that in the event the rescheduling of the days at the end of the school year interferes with a teacher's scheduled return to school to upgrade his skills, the teacher may:
 - a) use his personal leave;

Appendix IIB - School Calendar (Continued)

- (C. 5.) b) use his sick leave; or
c) use unpaid leave time.
6. If, at any time during the life of this Agreement, it becomes lawful to count as days of pupil instruction, days when pupil instruction is not provided due to conditions not within the control of school authorities, such as due to severe storms, fires, epidemic or health conditions, it is agreed that the following school closing provision shall become immediately effective:
- When conditions not within the control of school authorities, such as severe storms, fires, epidemics, or health conditions, or a Board directive results in the closing of a school or other facility of the Employer, bargaining unit members shall be excused from reporting to duty without loss of pay. Days lost due to school closing under the foregoing circumstances shall not be rescheduled.
7. To the extent that any other provision of the Collective Bargaining Agreement, such as the school closing provision, school calendar or the like shall be inconsistent with the foregoing, such provisions shall be null and void as to the extent of the inconsistency.
8. In the event a teacher receives unemployment or under-employment benefits during the school year associated with his regular teaching assignment due to cancelled instruction days (as defined above), a teacher will have his pay adjusted so that his un/under-employment benefits and pay are equal to no more than his regular yearly wages had school not been cancelled.
9. Any decision to cancel and/or schedule days, or delay the starting time, shall not be grievable. It is understood that the normal day may have to be revised when the beginning of the day is delayed; however, the school day will not be extended beyond the normal close of the school day. On any scheduled student session days when students do not report, it is agreed bargaining unit members will be excused from reporting to duty.

APPENDIX III
PROFESSIONAL GRIEVANCE REPORT

School District _____
School _____

Grievance No. _____
Date of Violation _____
Date of Grievance _____

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

STATEMENT OF GRIEVANCE:

REMEDY REQUESTED:

Approved for processing:

Date _____

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

Principal's Disposition (1st level):

Date _____

Signature of Principal

Association's Disposition:

Date _____

Satisfactory _____ Unsatisfactory _____

Superintendent's Disposition (2nd level):

Date _____

Signature of Superintendent

Association's Disposition:

Date _____

Satisfactory _____ Unsatisfactory _____

APPENDIX IV

SCHEDULE OF EVALUATIONS AND REPORTS

By November 15

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

By December 1

First 35-minute observation (minimum) completed.

By February 15

Second 35-minute observation (minimum) completed.

By April 15

Formal evaluation completed for probationary staff.

By May 15

Formal evaluation completed for tenured staff.

By May 1

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

ASSUMPTIONS UNDERLYING PROFESSIONAL STAFF EVALUATION

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

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

CRITERIA FOR A SYSTEM OF EVALUATION

Formal evaluation processes should:

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

PROCEDURES FOR EVALUATION

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

If another evaluator (principal, assistant principal, administrative assistant for personnel/curriculum, or director) is requested by either the teacher or administrator, an additional planning conference shall be held with the new evaluator and teacher to discuss the evaluation procedure and criteria with a copy of the same to be provided to the teacher.
- II. Evaluation is a continuous process; therefore, the teacher identified by the evaluator as needing to improve should be counseled with immediately by the evaluator (principal, assistant principal, administrative assistant for personnel/ curriculum, or director).
- III. A minimum of three formal conferences shall be held during the school year for all probationary personnel. The initial pre-evaluation conference is included as one of the three conferences. The guideline dates for the evaluation process will be as follows: First pre-evaluation conference on or before November 15; first observation on or before December 1; second observation on or before February 15; and the Preliminary Recommendation on or before April 15; final recommendation, 60 days prior to end of the school year, normally on or before May 1.
- IV. At least three formal conferences shall be held each third year for tenured teachers. The pre-evaluation conference is included as one of the three conferences. The final conference and completion of the formal evaluation instrument shall be made on or before May 15.
- V. Upon completion of the final evaluation form and the conference, the teacher and the evaluator will check and sign the form in the appropriate spaces. The evaluation form, observation forms and support data are in triplicate. The copies are to be distributed as follows:
 - A. School district personnel file.
 - B. Principal's office.
 - C. Teacher.
- VI. The evaluator must be able to substantiate areas needing improvement.

- VII. The evaluator (principal, assistant principal, director, administrative assistant for personnel/curriculum) has final responsibility for completing the evaluation form; however, he may designate another Mt. Pleasant Schools administrator (principal, assistant principal, director or administrative assistant for personnel/curriculum) as a contributor to the evaluation process. Further, the teacher may request that an additional administrator serve as a contributor to the evaluation process. This contributor shall be chosen by the Administrative Assistant for Personnel from a list of three administrators' names provided by the teacher.

EVALUATION INSTRUMENT

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

- I. Descriptions of Instructional Setting:
- A. Types of students, numbers of identified EI, EMI, SLD's, gifted and other exceptional abilities
 - B. Number of Title I students
 - C. Total number of children taught
 - D. Teaching schedule
 - E. Preparations
 - F. Additional duties
 - G. Teaching out of field
 - H. Traveling teacher
 - I. Classroom structure (open concept, teaming, self-contained, etc)
 - J. Grade level(s)
 - K. Availability of teaching materials
 - L. Physical condition of the room and equipment.
- II. It is expected that most teachers will earn a rating of "competence" (2) in most areas: "competence" should not be construed to mean "merely adequate"; it means that the teacher meets expected professional standards. The rating "exceptional strength" (1) should mean what it says: that among all the performance areas, this teacher shows special talents in this area as defined by the criteria. Any area marked "needs improvement" (3) or "unsatisfactory performance" (4) requires written comments specifying the problem(s) as perceived by the evaluator. Ratings of 3 or 4 must be accompanied by specific suggestions for improving performance.

KEY TO EVALUATION:

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

A. Instructional Responsibilities:

1. The teacher demonstrating competence in this area: gives priority in planning and implementation to district curriculum objectives; devotes an appropriate amount of class time to the objectives in all subject areas for which he is responsible; and is aware of objectives in appropriate subject areas across grade levels.
2. The teacher demonstrating competence in this area: formulates objectives with long-term goals in mind and is capable of revising them according to need. The objectives are stated clearly enough for teacher and student to recognize when they are met.
3. The teacher demonstrating competence in this area: causes students to be physically prepared and usually gives students something to think about or recall which focuses their minds on the day's lesson.
4. The teacher demonstrating competence in this area: clearly states the purpose of the lesson as it relates to student outcome.
5. The teacher demonstrating competence in this area: organizes activities and disseminates information that is basic or essential to students' understanding of that particular objective.
6. The teacher demonstrating competence in this area: uses adequate measuring devices that relate to the stated objectives.
7. The teacher demonstrating competence in this area: uses a variety of resources (textbooks, A-V material, community resources, newspapers, magazines, etc.) when available that reinforce the stated objective of the lesson.
8. The teacher demonstrating competence in this area: provides organized information in a multitude of ways (i.e., lectures, small groups, demonstrations, individual seat work, guest presentations, etc.) that is basic to students' understanding of the content or process and enables them to see the relationships of each part to the whole.
9. The teacher demonstrating competence in this area: uses teaching strategies which foster a climate which supports problem solving, creative and critical thinking without risk.
10. The teacher demonstrating competence in this area: demonstrates an interest in the subject matter and exhibits a willingness to support the student in the learning process.

B. Classroom Management:

1. The teacher demonstrating competence in this area: establishes clear and reasonable rules and clearly communicates those rules to students.

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

C. Personal Qualities and Relationships:

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

- (C.) 6. The teacher demonstrating competence in this area: presents an effective professional image.
- III. Areas of Strength: This section should be used to identify areas of instructional, professional, and/or personal excellence regarding job performance during the school day not identified in Section II.
- IV. Suggestions for Improvement: This section would identify weaknesses in any of the areas of instructional and professional qualities in need of improvement regarding job performance during the school day not identified in Section II.
- V. Teacher's Planned Program for Professional Growth for Current Year: A program for improvement might include such things as (1) involvement in workshops, (2) additional college work in some particular area, (3) independent research or individual project in a certain unique area, (4) involvement in various phases of staff development, (5) spending more time in joint and individual planning, and (6) any other areas which the evaluator and teacher mutually agree to include after discussion at the fall pre-planning conference.
- VI. Planned Program for Professional Growth For Next Year: The program for professional improvement may include college course work, inservice education, independent research, independent program development, use of performance objectives, etc. This section should correlate with Section II and allow for input from both the evaluator and the teacher.
- VII. Professional Promise For Probationary Teachers (Evaluation summary): This section is for comments concerning the overall evaluation as related to the teacher's performance. Also, the following may be considered: Is the teacher well suited to the teaching profession? Does the individual demonstrate a potential in the field of education? Does the individual need additional training or experience in order to become a better educator?
- VIII. Trend of Teacher's Performance Since Last Reporting: This section is for a brief comment to indicate whether the teacher has been improving, consistent, or declining in his performance since the last reporting. The evaluator may qualify what he means by improving, etc., and may also state any pre-existing or present conditions which may affect the teacher's performance.

MT. PLEASANT PUBLIC SCHOOLS
TEACHER EVALUATION

NAME _____ POSITION _____

SCHOOL _____

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

DATE OF INITIAL PLANNING CONFERENCE _____

DATES OF OBSERVATIONS _____
(See attached observation forms)

***I. DESCRIPTION OF INSTRUCTIONAL SETTING:**

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

KEY TO EVALUATION:

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

A. INSTRUCTIONAL RESPONSIBILITIES:

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

- 1.
- 2.
- 3.
- 4.
- 5.

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

Teacher Evaluation (continued)

A. INSTRUCTIONAL RESPONSIBILITIES, Cont.

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

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

*COMMENTS: (Strengths)

*COMMENTS: (Areas Needing Improvement)

B. CLASSROOM MANAGEMENT

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

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

*COMMENTS: (Strengths)

*COMMENTS: (Areas Needing Improvement)

C. PERSONAL QUALITIES AND RELATIONSHIPS

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

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

1	2	3	4	N/A

*COMMENTS: (Strengths) _____

*COMMENTS: (Areas Needing Improvement) _____

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

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

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

*VI. PLANNED PROGRAM FOR PROFESSIONAL GROWTH FOR NEXT YEAR

*VII. PROFESSIONAL PROMISE FOR PROBATIONARY TEACHERS

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

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

EVALUATOR AND POSITION

PRINCIPAL'S SIGNATURE

DATE: _____

TEACHER'S SIGNATURE**

**TEACHER'S COMMENTS: _____

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

*Use additional pages, if necessary.

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

TEACHER OBSERVATION FORM

Page _____

Teacher: _____

Observer: _____

Date: _____

Time: _____ to _____

Observations:

Comments:

ACCOUNTABILITY FOR STUDENT GROWTH

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

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

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

OBJECTIVES: _____

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

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

**ESTABLISHING AND MAINTAINING QUALITY
RELATIONSHIPS AND COMMUNICATIONS**

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

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

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

OBJECTIVES:

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

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

COMMITMENT AND SUPPORT OF DISTRICT AND INDIVIDUAL SCHOOL GOALS

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

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

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

OBJECTIVES:

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

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

COMMITMENT TO PROFESSIONAL GROWTH

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

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

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

OBJECTIVES: _____

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

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

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

EVALUATOR AND POSITION

PRINCIPAL'S SIGNATURE

DATE: _____

TEACHER'S SIGNATURE**

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

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

*Use additional pages, if necessary.

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

DATE _____

**MT. PLEASANT PUBLIC SCHOOLS
ATHLETIC COACHING EVALUATION**

NAME _____ COACHING ASSIGNMENT _____

SEASON _____

____ PRE-SEASON MEETING (HEAD COACHES ONLY)

SCALE 1 - NEEDS IMPROVEMENT 3. - AREA OF EXCEPTIONAL
 STRENGTH
 2. - ACCEPTABLE N - NOT OBSERVED

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

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

Athletic Coaching Evaluation (continued)

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

Athletic Coaching Evaluation (continued)

CIRCLE ONE

COMMENTS

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

1 2 3 N

Evaluator and Position

Evaluator's Signature

DATE: _____

Coach's Comments:

Coach's Signature*

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

CRITERIA FOR EVALUATING ATHLETIC COACHES

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

a. **PROFESSIONALISM:**

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

B. **COACHING PERFORMANCE**

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

Criteria for Evaluating Athletic Coaches (continued)

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

C. ADMINISTRATION/ORGANIZATION:

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

**MT. PLEASANT PUBLIC SCHOOLS
PSYCHOLOGIST EVALUATION**

NAME _____ POSITION _____

SCHOOL _____

DATE OF INITIAL PLANNING CONFERENCE _____

DATES OF OBSERVATIONS _____
(see attached observation forms)

• DESCRIPTION OF SCHOOL PSYCHOLOGIST SETTING:

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

KEY TO EVALUATION:

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

A. ASSESSMENT OF STUDENTS AND CONSULTATION SERVICES

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

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

*COMMENTS: (Strengths)

*COMMENTS: (Areas Needing Improvement)

B. PERSONAL QUALITIES AND RELATIONSHIPS

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

1	2	3	4	N/A

*COMMENTS: (Strengths)

*COMMENTS: (Areas Needing Improvement)

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

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

Psychologist Evaluation (continued)

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

*VI. PLANNED PROGRAM FOR PROFESSIONAL GROWTH FOR NEXT YEAR

*VII. PROFESSIONAL PROMISE FOR PROBATIONARY TEACHERS

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

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

EVALUATOR AND POSITION

PRINCIPAL'S SIGNATURE

DATE: _____

TEACHER'S SIGNATURE**

**TEACHER'S COMMENTS: _____

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

*Use additional pages, if necessary.

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

**MT. PLEASANT PUBLIC SCHOOLS
TEACHER OF SPEECH AND LANGUAGE IMPAIRED
EVALUATION**

NAME _____ POSITION _____

SCHOOL _____

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

DATE OF INITIAL PLANNING CONFERENCE _____

DATES OF OBSERVATIONS _____
(see attached observation forms)

I. DESCRIPTION OF INSTRUCTIONAL SETTING:

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

KEY TO EVALUATION:

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

A. INSTRUCTIONAL RESPONSIBILITIES

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

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

Teacher of Speech & Language Impaired (continued)

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

*COMMENTS: (Strengths) _____

*COMMENTS: (Areas Needing Improvement) _____

B. CLASSROOM MANAGEMENT

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

*COMMENTS: (Strengths) _____

*COMMENTS: (Areas Needing Improvement) _____

Teacher of Speech & Language Impaired (continued)

C. PERSONAL QUALITIES AND RELATIONSHIPS

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

1	2	3	4	N/A

*COMMENTS: (Strengths)

*COMMENTS: (Areas Needing Improvement)

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

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

Teacher of Speech & Language Impaired (continued)

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

*VI. PLANNED PROGRAM FOR PROFESSIONAL GROWTH FOR NEXT YEAR

*VII. PROFESSIONAL PROMISE FOR PROBATIONARY TEACHERS

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

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

EVALUATOR AND POSITION

PRINCIPAL'S SIGNATURE

DATE: _____

TEACHER'S SIGNATURE**

**TEACHER'S COMMENTS: _____

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

*Use additional pages, if necessary.

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

Teacher of Speech & Language Impaired (continued)

CRITERIA for Section A, #11-14

11. Communicates the student's present level of performance

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

12. Presents and/or develops recommendations for the IEPT

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

13. Assesses and evaluates referred students

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

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

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

**MT. PLEASANT PUBLIC SCHOOLS
LIBRARY MEDIA SPECIALIST
EVALUATION**

NAME _____ POSITION _____

SCHOOL _____

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

DATE OF INITIAL PLANNING CONFERENCE _____

DATES OF OBSERVATIONS _____
(see attached observation forms)

I. DESCRIPTION OF INSTRUCTIONAL SETTING:

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

KEY TO EVALUATION:

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

A. INSTRUCTIONAL RESPONSIBILITIES

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

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

Library Media Specialist (continued)

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

	1	2	3	4	N/A
4.					
5.					

B. MEDIA CENTER MANAGEMENT

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

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

C. PERSONAL QUALITIES AND RELATIONSHIPS

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

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

*COMMENTS: (Strengths) _____

*COMMENTS: (Areas Needing Improvement) _____

Library Media Specialist (continued)

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

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

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

*VI. PLANNED PROGRAM FOR PROFESSIONAL GROWTH FOR NEXT YEAR

*VII. PROFESSIONAL PROMISE FOR PROBATIONARY TEACHERS

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

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

Library Media Specialist (continued)

EVALUATOR AND POSITION

PRINCIPAL'S SIGNATURE

DATE: _____

TEACHER'S SIGNATURE**

**TEACHER'S COMMENTS: _____

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

*Use additional pages, if necessary.

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

LIBRARY MEDIA SPECIALIST CRITERIA

A. Instructional Responsibilities

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

B. Media Center Management

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

Media Specialist Criteria (continued)

C. Personal Qualities and Relationships

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

**MT. PLEASANT PUBLIC SCHOOLS
SPECIAL EDUCATION TEACHER
EVALUATION**

NAME _____ POSITION _____

SCHOOL _____

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

DATE OF INITIAL PLANNING CONFERENCE _____

DATES OF OBSERVATIONS _____
(see attached observation forms)

I. DESCRIPTION OF INSTRUCTIONAL SETTING:

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

KEY TO EVALUATION:

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

A. INSTRUCTIONAL RESPONSIBILITIES

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

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

Special Ed Teacher Evaluation (continued)

A. INSTRUCTIONAL RESPONSIBILITIES - Cont.

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

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

*COMMENTS: (Strengths)

*COMMENTS: (Areas Needing Improvement)

B. CLASSROOM MANAGEMENT

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

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

*COMMENTS: (Strengths)

Special Ed Teacher Evaluation (continued)

*COMMENTS: (Areas Needing Improvement) _____

C. PERSONAL QUALITIES AND RELATIONSHIPS

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

1	2	3	4	N/A

*COMMENTS: (Strengths) _____

*COMMENTS: (Areas Needing Improvement) _____

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

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

Special Ed Teacher Evaluation (continued)

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

*VI. PLANNED PROGRAM FOR PROFESSIONAL GROWTH FOR NEXT YEAR

*VII. PROFESSIONAL PROMISE FOR PROBATIONARY TEACHERS

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

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

EVALUATOR AND POSITION

PRINCIPAL'S SIGNATURE

DATE: _____

TEACHER'S SIGNATURE**

**TEACHER'S COMMENTS: _____

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

*Use additional pages, if necessary.

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

**MT. PLEASANT PUBLIC SCHOOLS
COUNSELOR
EVALUATION**

NAME _____ POSITION _____

SCHOOL _____

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

DATE OF INITIAL PLANNING CONFERENCE _____

DATES OF OBSERVATIONS _____
(see attached observation forms)

***I. DESCRIPTION OF INSTRUCTIONAL SETTING:**

***II. KEY TO EVALUATION:**

Yes indicates accomplishment.

No indicates areas needing improvement and requires an improvement plan.

A. INDIVIDUAL AND GROUP SERVICES

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

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

*COMMENTS: _____
(Strengths)

*COMMENTS: _____
(Areas Needing Improvement)

Counselor Evaluation (continued)

B. PROGRAM MANAGEMENT

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

	Yes	No
1		
2		
3		
4		
5		

*COMMENTS: _____
 (Strengths)

*COMMENTS: _____
 (Areas Needing Improvement)

C. PERSONAL AND PROFESSIONAL QUALITIES

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

	Yes	No
1		
2		
3		
4		
5		
6		
7		

*COMMENTS: _____
 (Strengths)

*COMMENTS: _____
 (Areas Needing Improvement)

Counselor Evaluation (continued)

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

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

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

*VI. PLANNED PROGRAM FOR PROFESSIONAL GROWTH FOR NEXT YEAR

*VII. PROFESSIONAL PROMISE FOR PROBATIONARY TEACHERS

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

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

EVALUATOR AND POSITION

PRINCIPAL'S SIGNATURE

DATE: _____

TEACHER'S SIGNATURE**

Counselor Evaluation (continued)

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

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

*Use additional pages, if necessary.

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

Guidelines for use of Title I Teacher Evaluation/Professional Study Process

Two Components

Administrator completed assessment tool and Professional Study Plan

Two-year cycle with optional third year study

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

Year 2 – complete professional study and share information with Title I staff

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

Process – Year 1

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

The administrator will complete the evaluation form. Each area will be responded to with a yes, indicating competency, or a no, indicating need for improvement. Any areas marked no must be accompanied by specific suggestions for improving performance.

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

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

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

Process – Year 2

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

Optional Professional Study – Year 3

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

**MT. PLEASANT PUBLIC SCHOOLS
TITLE I TEACHER EVALUATION**

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

Name: _____ Position: _____

School: _____

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

Date of initial planning conference: _____

Dates of Observations: _____
(See attached observation forms)

Yes indicates competency

No indicates areas needing improvement and requires an improvement plan

I. DESCRIPTION OF INSTRUCTIONAL SETTING

II. ACCOUNTABILITY FOR STUDENT GROWTH

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

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

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

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

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

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

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

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

Title I Teacher Evaluation (continued)

_____ **Uses varied methods of presentation.**

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

_____ **Provides opportunities for higher order/critical thinking and accelerated learning for Title I students.**

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

Comments:

III. CLASSROOM MANAGEMENT

_____ **Establishes clear and reasonable expectations for learning and behavior.**

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

_____ **Recognizes classroom expectations and adjusts management techniques accordingly.**

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

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

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

Comments:

IV. COLLABORATION

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

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

Title I Teacher Evaluation (continued)

_____ **Effectively facilitates Title 1 needs assessment process.**

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

Comments:

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

_____ **Is knowledgeable about and effectively communicates Title I goals and guidelines.**

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

_____ **Maintains accurate records.**

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

_____ **Participates in district, program or building level committees.**

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

_____ **Assists classroom teachers in modifying instruction to meet the needs of Title I students.**

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

Comments:

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

VII. PROFESSIONAL PROMISE (probationary teachers only)

Title I Teacher Evaluation (continued)

VIII. TREND OF TEACHER'S PERFORMANCE SINCE LAST REPORTING

Evaluation shall be conducted by the Title I Director.

Evaluator and position

Evaluator's signature

Date

Teacher's signature**

**Teacher's comments:

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

*Use additional pages if necessary.

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

PROFESSIONAL STUDY – YEAR 2

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

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

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

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

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

Summary of plan:

Evaluation shall be conducted by the Title I Director.

Evaluator and position

Evaluator's signature

Date

Teacher's signature

**Teacher's comments:

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

*Use additional pages if necessary.

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

**MT. PLEASANT PUBLIC SCHOOLS
TITLE I PARENT INVOLVEMENT COORDINATOR
EVALUATION**

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

Name: _____ Position: _____

School: _____

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

Date of initial planning conference: _____

Dates of Observations: _____
(See attached observation forms)

Yes indicates competency

No indicates areas needing improvement and requires an improvement plan

I. DESCRIPTION OF INSTRUCTIONAL SETTING

II. ACCOUNTABILITY FOR INVOLVING PARENTS

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

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

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

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

_____ **Develops and implements opportunities for parents to learn more about how to work in partnership with school staff.**

The parent involvement coordinator demonstrating competency in this area plans and/or identifies varied opportunities which help parents acquire skills to communicate and collaborate with school staff.

_____ **Promotes opportunities for parents to have a voice in school policies and/or decision making.**

The parent involvement coordinator demonstrating competency in this area identifies and communicates current opportunities for involvement to Title 1 parents and seeks to help school staff identify additional opportunities for the increased involvement of Title I parents.

Title I Parent Involvement Coordinator Evaluation (continued)

_____ **Assures parents of Title I students are informed of Title I guidelines program components and parent involvement policies and opportunities.**

The parent involvement coordinator demonstrating competency in this area assures all Title I parents are provided with information that is accurate, timely, relevant, and needed for informed participation.

_____ **Coordinates and conducts parent education workshops.**

The parent involvement coordinator demonstrating competency in this area plans and conducts workshops based on topics, materials, and presentation style, which meet identified needs of Title I parents.

Comments:

III. COLLABORATION WITH SCHOOL STAFF TO STRENGTHEN PARENT INVOLVEMENT

_____ **Facilitates establishment and maintenance of a systematic process for planning and implementing effective parent involvement programs.**

The parent involvement coordinator demonstrating competency in this area provides ongoing assistance to Title I parents and school staff in systematically assessing needs, targeting key areas for change and selecting strategies appropriate to targeted goals.

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

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

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

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

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

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

Title I Parent Involvement Coordinator Evaluation (continued)

III. Collaboration with School Staff to Strengthen Parent Involvement (continued)

Comments:

IV. COMMUNICATION

_____ **Presents accurate, relevant and unbiased information.**

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

_____ **Uses a variety of formats and styles.**

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

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

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

_____ **Promotes two-way communication between home and school.**

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

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

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

Comments:

Title I Parent Involvement Coordinator Evaluation (continued)

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

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

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

_____ **Coordinates parent involvement opportunities with other school and community programs.**

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

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

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

_____ **Is knowledgeable about Title I and effectively communicates Title I goals and guidelines.**

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

_____ **Maintains accurate records**

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

Comments:

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

Title I Parent Involvement Coordinator Evaluation (continued)

VII. PROFESSIONAL PROMISE (probationary teachers only)

VIII. TREND OF TEACHER'S PERFORMANCE SINCE LAST REPORTING

Evaluation shall be conducted by the Title I Director.

Evaluator and position

Evaluator's signature

Date

Teacher's signature**

**Teacher's comments:

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

*Use additional pages if necessary.

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

**MT. PLEASANT PUBLIC SCHOOLS
WORK STUDY COORDINATOR APPRAISAL AND PROFESSIONAL
DEVELOPMENT PLAN**

NAME _____ POSITION _____

SCHOOL _____

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

DATE OF INITIAL PLANNING CONFERENCE _____

DATES OF OBSERVATIONS _____
(see attached observation forms)

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

KEY TO EVALUATION

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

A. JOB PLACEMENT AND TRANSITION SUPPORT SERVICES

	1	2	3	4	N/A
Candidate referral and Screening					
Development and monitoring of Community-Based job sites					
Perform worksite analysis and job worker match					
Development of employer agreements					
Design and implement a transition/support service plan (i.e. transportation)					
Develop bids for enclave and mobile crew contacts					
Prepare and implement a behavioral supervision plan for monitoring worker performance					
Interpret work study program to parents, teacher and staff members					
Act as a referral agent and liaison between the school and community agencies such as but not limited to: Department of Social Services, Michigan Vocational Rehabilitation, and Community Mental Health to assist with student transition from school to community					

B. PERSONAL QUALITIES AND RELATIONSHIPS

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

*COMMENTS: (Strengths)

*COMMENTS: (Areas needing improvement)

II. AREAS OF STRENGTH: *

III. AREAS NEEDING IMPROVEMENT AND SUGGESTIONS FOR SAME*
(regarding job performance during the school day not already identified in section II.)

IV. WORK STUDY COORDINATOR'S PLANNED PROGRAM FOR PROFESSIONAL IMPROVEMENT FOR CURRENT YEAR:

V. PLANNED PROGRAM FOR PROFESSIONAL IMPROVEMENT FOR NEXT YEAR:

VI. PROFESSIONAL PROMISE:

VII. TREND OF WORK STUDY COORDINATOR PERFORMANCE SINCE LAST REPORTING:

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

Evaluator and position

Director's signature

Date

Work Study Coordinator's signature**

*Use additional pages if necessary.

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

APPENDIX V

RE: Article IV

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

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

LETTER OF AGREEMENT

RE: MPHS School Day

The undersigned parties agree to the following stipulations for an expansion of the MPHS school day.

1. The standard school day is maintained at 6 class periods from 7:40 - 2:44. These encompass class periods 1 - 6, with bussing only for those hours.
2. A zero or 7th period is added under the following guidelines:
 - a. The course content offered during the zero or 7th period is determined by student need and teacher consent.
 - a. Teachers may consent to teach zero period with a letter of consent stating that their school day commences one class period prior to the start of the standard school day and ends one class period prior to the end of the standard school day. Teachers may consent to teach 7th period with a letter of consent stating that their school day commences at the beginning of second period and ends one period after the end of the standard school day. In the case of more teacher demand than course availability, seniority will determine teacher selection. A teacher can consent to two prep periods, again requiring a statement of consent. In any case, teaching during zero or 7th period is voluntary.
 - c. There will be no bussing provided for students for extended day classes.
 - d. The principal's approval and the parent's consent are necessary in order for any student to elect a zero or 7th period class and to elect 7 subjects.

For the Mt. Pleasant Education Association

For the Mt. Pleasant Public Schools

Date: _____

Date: _____

LETTER OF AGREEMENT

RE: Clarification of Leave Days, Article XII

It is agreed between the parties that, when implementing the leave provisions of the Master Agreement, the following understandings shall apply to all who have an other-than-normal work assignment schedule:

Bargaining unit members will continue to be credited with ten (10) paid sick days per year and shall continue to have said days accumulate to the maximums set forth in the Agreement.

When using available leave time, the principle of "A Day Is A Day" shall be employed. This principle operates under the premise that the length of the employee's workday, no matter how long or short, is comparable to the length of another employee's workday. A day for an individual employee is as long as that particular day's work is regularly scheduled.

Accumulated paid leave time will continue to be available for use in increments of days or half-days. However, with prior administrative approval, leave time may be taken in one-hour increments (i.e. .17 of a day, except at the high school which will be .2 of a day). Any portion of an hour or class period will be charged as a full hour or class period.

Employees scheduled to work irregular work schedules (varying lengths of day on varying days) will be granted paid leave days equal to all regularly scheduled employees. The use of a day of available leave will be determined by the length of the day on which the leave is taken. In the event an employee uses only one half the total time scheduled for a particular day, only one half day will be charged against his/her accumulated day account.

For the Mt. Pleasant Education Association

For the Mt. Pleasant Public Schools

Date: _____

Date: _____

LETTER OF AGREEMENT

RE: Article XII, Section A: Grandparenting Members Currently on Unpaid Leave

It is agreed between the parties that, when implementing the leave provisions of Article XII, Section A, of the Master Agreement, the following understanding shall apply to all who are currently on unpaid leave:

Those bargaining unit members currently on unpaid leave shall be grandparented under the language of Article XII, Section A, of the 2001-03 Master Agreement:

Any teacher whose personal illness extends beyond the period compensated under Article XI shall be granted a leave of absence without pay for such time as is necessary for complete recovery from such illness or as allowed under State Statute. Upon return from sick leave, a teacher shall be assigned to the same position if available, or if not available a substantially equivalent position.

This Letter of Agreement shall remain in effect throughout the duration of the 2004-2007 Master Agreement.

For the Mt. Pleasant Education Association

For the Mt. Pleasant Public Schools

Date: _____

Date: _____

LETTER OF AGREEMENT

RE: Article VI –MPEA President’s teaching assignment at West Intermediate

It is agreed that the fifty percent (50%) teaching/ released time calculation will be based on the daily duty minutes in the position the teacher holds as a result of the district's staffing process.

Rick Trainor will be assigned to teach physical education classes at West Intermediate for the first three class periods of the day, not to include a thirty-five minute “Take 20” section. In return for the President’s working an additional .01 teaching assignment, the Board shall provide four half-days of release time.

This Letter of Agreement shall be effective July 1, 2006. However, the terms of this Letter of Agreement shall be renegotiated if the President's teaching assignment changes during the district's staffing process, if a change in the number of duty minutes in a day is negotiated and ratified, if the President's current teaching assignment changes due to elimination of physical education classes, if there is a change in the teaching day at West Intermediate School or when a different individual assumes the position of MPEA President.

For the Mt. Pleasant Education Association:

For the Mt. Pleasant Public Schools:

Date: _____

Date: _____

LETTER OF AGREEMENT

RE: Article XIII.C.2—Resolution of 2004-05 grievances on overload pay

The 2004-05 grievances with filing timelines held in abeyance pending the resolution of Article XIII.C.2 regarding which days are counted toward the overload pay shall be resolved with payment for the days in question as defined in Article XIII.C.2 of the 2003-07 Agreement. The payment shall be at the 2004-05 rates.

For the Mt. Pleasant Education Association:

For the Mt. Pleasant Public Schools:

Date: _____

Date: _____

The parties will review all recommendations of the joint Personnel Committee and bargain those recommendations in a separate letter of agreement. The items referred to the joint Personnel Committee include the following:

- Amount of compensation for the secondary Technical Support Specialists; Amount of compensation for Competitive Cheer;
- The method of supervising coop students and the amount of compensation for supervision of co-op students;
- Delineation of Band and Orchestra extra duties;
- Percentage for Take 20/EDP at WI;
- Review of all WI extra duties