

# PROFESSIONAL AGREEMENT

BETWEEN THE

## LINDEN BOARD OF EDUCATION

AND

## LOCAL 10/MEA/NEA/LINDEN UNIT



SEPTEMBER 1, 2010 – AUGUST 31, 2013

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ARTICLE 1  
Recognition

- A. The Board hereby recognizes the Association as the exclusive and sole bargaining representative for all certified and professional personnel including but not limited to teachers, psychologists, social workers, speech pathologists, counselors and media specialists, whether under contract, on leave, employed or to be employed by the Board, excluding the Superintendent, Assistant Superintendents, Principals, Supervisors and substitutes within the meaning of the Public Employment Relations Act.
- B. The term "Teacher" when used hereinafter in this Agreement, shall refer to all employees in the bargaining unit as above defined.

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

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

ARTICLE 2  
Association and Teacher Rights

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

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

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

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

ARTICLE 3  
Rights of the Board

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

ARTICLE 4  
Agency Shop and Payroll Deductions

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

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

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

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

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

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

#### ARTICLE 5 Teaching and Class Loads

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

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

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

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

- B. The normal weekly teaching load in the middle school and high school will be thirty (30) teaching periods and five unassigned preparation periods or not to exceed an average of twenty-five (25) hours of pupil contact per week. Assignment to a supervised study period shall be considered a teaching period for purposes of this Article. The normal teaching load in the elementary schools will be thirty (30) teaching periods or not to exceed five (5) hours and thirty-five (35) minutes of pupil contact per day.

- C. Elementary teachers will be provided a total of two hundred seventy (270) minutes relief time per week from recess and/or instructional "specialists". It is the Board's intent to maintain instructional specialists; however, in the event of a financial crisis, specialists are reduced or eliminated and state mandated instructional hours are in jeopardy, the time before and after school may be counted toward the two hundred seventy (270) minutes of preparation time.
- D. All teachers shall be entitled to a duty-free uninterrupted lunch period not less than thirty-five (35) minutes. A maximum of 50% of the teachers, without a teaching assignment, within a building may leave the building during the lunch period. Teachers leaving the building are to sign out at the building office.
- E. Teachers of art, music, librarians, speech therapists, reading consultants, visiting teachers, counselors and all special education teachers shall be provided with relief and preparation time to the same extent as other teachers in the District.
- F. In the event of any disagreement between the representatives of the Board and the Association as to the need and desirability of such deviation from these norms, the parties shall negotiate such deviations.
- G. Extra period assignments will be paid at 17% of the teacher's personal teaching salary, dependent upon the daily assignment. These positions must be posted.
- H. The Association and the Board recognize the need for a continual search for methods to improve education. Therefore, the Association and the Board agree to a district-wide joint planning and problem solving committee (joint committee) which will involve designated representatives. Each building will be represented by one staff member and one administrator. In addition to building representation, the joint committee will consist of the Superintendent or his/her designee and a local Association representative. This joint committee shall establish its own ground rules and shall accept, reject or modify requests and shall communicate recommendations to all building staffs, and the Superintendent. Both parties recognize the individual building administrator may need to make decisions daily which could impact the teachers' daily schedules.

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

## ARTICLE 6 Teaching Conditions

- A. The Board and the Association both recognize that high quality education is possible when the act of educating is performed under optimum conditions. It is also recognized that it is the primary duty of a teacher to teach and that the organization of the school and

the teacher's duties should be directed towards this end. Every effort will be made to provide conditions that will provide high quality education to every student in the school district.

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

1. ELEMENTARY

Young Fives	20
Kindergarten	27
1st through 5th	30

2. SECONDARY

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

Except for Physical Education, and Instrumental and Vocal Music, teachers of Middle School and High School classes who are assigned to classes which exceed thirty (30) students shall be paid \$14.00 per section, per student, per trimester, as of the official count day for each trimester.

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

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

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

- E. The Board recognizes that appropriate texts, library reference facilities, maps and globes, laboratory equipment, audio-visual equipment, art supplies, athletic equipment, current periodicals, standard tests and questionnaires and similar items should be made available to the teachers at all times. The parties will confer from time to time for the purpose of improving the selection and use of such educational tools. The Board agrees also to keep the schools reasonably equipped and maintained. This should include all teachers' facilities such as teachers' lounges and restrooms, if possible.



- F. The Board and the Association mutually recognize the importance of continuous use of adequate teacher reference materials in maintaining a high level of professional performance. In furtherance of that recognition, the Board shall provide a teacher reference library in each school, if possible, and include therein all texts which are reasonably requested by the teachers of that school.
- G. The Board agrees to make available in each school adequate typing, duplicating facilities and clerical aid for teachers in the preparation of instructional materials. If possible, a copy machine, computer and printer access will be provided for the teachers in each building.
- H. The Board shall make every attempt to provide
  - 1. a separate desk for each teacher in the district with lockable drawer space;
  - 2. a closet space for each teacher to store coat, overshoes and personal articles;
  - 3. a chalkboard/whiteboard in every classroom;
  - 4. an information source in every classroom; and
  - 5. adequate storage space in each classroom for instructional materials.
- I. Teachers shall not be required to perform noon-hour and lunch supervision, recess duty or to collect milk and lunch money.
- J. The Board shall make available, if possible, in each school adequate lunchroom, restroom facilities exclusively for teacher use and room appropriately furnished with such things as couches, tables, lounge chairs, sink, refrigerator which shall be reserved for use as a faculty lounge.
- K. Teachers shall not be required to work under unsafe or hazardous conditions or to perform tasks which endanger their health, safety or well-being.
- L. School facilities shall be kept clean and available for all planned and approved educational activities.
- M. No teacher shall be required to have completed report cards or CA files before the end of the Records/Check Out day of any trimester.
- N. Each of the school counselors shall work up to an additional ten (10) works days, as needed, beyond the normal school year work schedule. Additional time needed, beyond ten (10) days, shall require approval of the Superintendent or his/her designee. Notification of work days scheduled shall be made in writing to the counselors and the Linden Education Association prior to May 20<sup>th</sup> of each school year by the building principal. Each counselor shall be provided the opportunity of work. The days are to be equalized within the building.

Pay shall be on a per diem basis with the annual salary divided by the number of teacher contract workdays. When days are worked, additional time sheets with dates listed and authorized signatures included shall be submitted to the central office payroll division. The Master Schedule will be developed according to the agreed upon timeline which shall include input from the BAC, Department Heads and the building principal.

ARTICLE 7  
Qualifications and Assignments

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

ARTICLE 8  
Vacancies, Promotions and Transfers

- A. 1. The Board recognizes that it is desirable in making assignments to consider the preferences of employees.  
  
An assignment for purposes of this paragraph shall be defined as a change in teaching position within a building.
- 2. A transfer (whether voluntary or involuntary) shall be defined as the movement of a teacher to another building.  
  
Since the frequent transfer of teachers from one school to another is disruptive of the educational process and interferes with optimum teacher performance, the parties agree that unrequested transfers of teachers are to be minimized and avoided whenever possible.
- 3. A teacher interested in a change in assignment or a transfer will notify his/her supervisor in writing (copied to the Association President) of the type of assignment desired by April 1 of each year. The request will set forth the reasons

for requesting the assignment, the specific type(s) of position being sought and the employee's certifications and qualifications for the position(s). Such requests must be submitted annually to assure active consideration by the Board.

4. Section A shall not apply to transfers and assignments made under Article 9.

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

Teachers who are interested in being notified of vacancies during the summer months shall notify Central Office during the year-end check out process. The teacher shall apply within six (6) business days from the date of the mailing.

During the school year no vacancy shall be filled, except in case of emergency on a temporary basis, until such vacancy has been posted for at least six (6) school days. Vacancies which occur within ten (10) calendar days of the first student instructional day for which changes in assignments or transfers may be disruptive, will be posted in accordance with the procedures set forth herein; however, the reassignment of an employee will be delayed until the end of the trimester or school year.

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

C. Any teacher properly certified may apply for such vacancy. Vacancies shall be filled on the basis of certification and seniority. The Board does not have to consider any teacher applicant who is on a plan of assistance during the posting period of the vacancy.

D. The following procedure will be used to fill vacancies:

1. Reassignment within the buildings by the principal.
2. After reassignment, all remaining vacancies will be posted internally.
3. Vacancies will be filled according to Article VIII, Section C above.
4. Posting of all vacancies externally if necessary.
5. Internal and external postings may be done concurrently in the interest of time.
6. Interviews of external applicants.
7. Vacancies shall be filled.

## ARTICLE 9

### Layoff, Recall and Seniority

The parties agree that this Article in whole is without effect pursuant to PA 100-103 of 2011. Rather than deleting this language from the contract, the parties have agreed to include this clause identifying that portions of this Article have no effect. Should a final decision be issued that any relevant part of PA 100-103 be null and void for any reason, the effected portion of this Article will be given immediate effect.

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

A teacher displaced through the process set forth in section 2-b will be added to the displaced teacher list in order of seniority.
    - c) If no position exists following the continued implementation of the procedure set forth in section 2-b, the least seniored displaced teacher(s) will be laid off.
  3. Qualified for purposes of this Article shall be defined as the appropriate State of Michigan certification for a specific position.

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

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

- B. The bargaining unit members shall have the sole responsibility to keep their State certification, State license, qualifications information, address and phone number on file with the Central Office up to date. Any assignments (including recall) made based upon the most recent information on file from the employee, will be deemed correct. Teachers are required to maintain the education endorsements and grade level certification for positions in which they are hired or assigned. Should a teacher remove or nullify an endorsement on a teaching certificate or a grade level certification included in the teaching certificate, the teacher's accrued seniority shall be nullified. The teacher will be placed at the bottom of the seniority list and will thereafter begin accruing seniority.
- C. Employees who are not subject to the provisions of the Michigan Teacher Tenure Act, will serve a four (4) year probationary period.
- D. This Agreement shall not be interpreted to convey tenure in position to an employee in any position covered by this Agreement.
- E. It is expressly understood that the Association shall have the right to review the layoff list prior to notification of the bargaining unit members scheduled for layoff.

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

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

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

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

In the event of a tie in seniority, the tie will be broken first by the greatest number of graduate credits submitted as of March 1<sup>st</sup> and if still tied, by coin toss.

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

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

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

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

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

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

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

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

ARTICLE 10

Leaves of Absence - General

- A. All teaching employees of the Linden Community Schools will be at their stations every day for which they are paid, except as provided in the following paragraphs.
- B. It is the teacher's responsibility to notify the automated sub calling system to be eligible for "absence without loss of salary" and the reason for absence. If this procedure is not followed, deductions from salary could be automatically made.

Except in cases of emergency, teachers shall notify the automated sub calling system before 7:00 a.m. to request a substitute when they are absent. Secondary teachers should make every effort to call prior to 6:00 a.m. One number (the same number) shall be provided for all teachers of the system in case of absence.

ARTICLE 11

Paid Leaves of Absence

A. Sick Leave

- 1. At the beginning of each school year all teachers of the Linden Community Schools will be credited with a twelve (12) day sick leave allowance used for absences caused by personal illness or serious illness in the teacher's immediate family. Serious illness in the immediate family is interpreted to include father, father-in-law, mother, mother-in-law, brother, sister, spouse, children, grandparents, or grandchildren. The Board of Education may require a doctor's statement.

Sick leave may be used for additional bereavement leave if granted by the Superintendent. Such exceptions shall not be used as precedent and shall not be subject to the grievance procedure.

- 2. Of the twelve (12) days allowed above in Section 1A, four (4) days may be used as personal days upon request with at least forty eight (48) hours notice (except in emergency situations) to the immediate supervisor. Personal days may not be used to extend a vacation, holiday or travel time except as described below. Personal days may be used immediately preceding or following a holiday or vacation when the necessity for the day clearly falls beyond the control of the teacher. Teachers, when giving notice for use of personal day(s), will do so as per the agreed-upon form. Unused personal days shall accumulate as sick days.
- 3. There shall be no maximum on accumulated sick days.
- 4. At the end of each school year, a teacher shall be compensated by the Board at the rate of 25% of the teacher's daily pay as per Schedule A for sick days accumulated over 75, not to exceed 12 days per year, or a teacher may elect not to receive compensation at the end of the year for that year but may apply them toward accumulation of sick days.

5. Teachers will not suffer loss of pay or sick leave for the following reasons:
- a) Absence when a teacher is called for jury duty or is subpoenaed to appear in any court proceedings on school business or is authorized by the Superintendent to participate in a judicial proceeding.
  - b) Administration approval for visitation at other schools or for attending educational conferences or conventions.
  - c) Time necessary to take the selective service physical examination.

B. Personal Day Attachment

Bargaining unit members working eight (8) hours of approved extracurricular events or activities (both elementary and secondary) may use one personal day attached to a vacation or holiday period. Time worked and benefits used in conjunction with this provision must be in the same school year, except time accrued after June 1<sup>st</sup> will be carried over one school year. Approved events or activities must be earned prior to attaching personal days to a vacation or holiday period. Time accrued from Orff and Graduation will be carried over for one (1) school year.

Any approved extracurricular events or activities must

- a) be uncompensated;
- b) be outside the regular scheduled school day; and
- c) involve the direct supervision of the event and/or students in attendance.

Athletic Event Support as assigned by AD:

- Orff Concert (for the supervising classroom teacher)
- Kindergarten Round-up (for the supervising classroom teacher)
- Graduation

It is the responsibility of the bargaining unit member to obtain prior approval and submit proper documentation.

C. Bereavement Days

A maximum of three (3) bereavement days with pay shall be granted to any teacher in connection with the death of a member of the teacher's immediate family. Immediate family is not limited to those listed in Section A 1, Sick Leave. Exceptions for additional bereavement leave may be granted by the Superintendent. Such exceptions for additional bereavement shall not be used as precedent setting and shall not be subject to the grievance procedure.

D. Workers' Compensation

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



ARTICLE 12  
Unpaid Leaves of Absence

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

A teacher adopting a child shall file a written request for leave to commence at any time during the first year after receiving de facto custody of said child, or prior to receiving such custody, if necessary, in order to fulfill the requirements for adoption.

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

### ARTICLE 13 Academic Freedom

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

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

ARTICLE 14  
Grade Change

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

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

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

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

ARTICLE 15  
Teacher Evaluation

The parties agree that this Article in whole is without effect pursuant to PA 100-103 of 2011. Rather than deleting this language from the contract, the parties have agreed to include this clause identifying that portions of this Article have no effect. Should a final decision be issued that any relevant part of PA 100-103 be null and void for any reason, the effected portion of this Article will be given immediate effect.

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

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

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

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

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

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

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

file by the teacher. However, the teacher's evaluation reports relative to the teacher since coming to the Linden system and tenure recommendations will be available.

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

G. Evaluation Form

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

ARTICLE 16

Professional Behavior

The parties agree that this Article in whole is without effect pursuant to PA 100-103 of 2011. Rather than deleting this language from the contract, the parties have agreed to include this clause identifying that portions of this Article have no effect. Should a final decision be issued that any relevant part of PA 100-103 be null and void for any reason, the effected portion of this Article will be given immediate effect.

- A. Teachers are expected to comply with reasonable rules, regulations and directions from time to time adopted by the Board or its representatives which are consistent with the provisions of this Agreement, provided that a teacher may reasonably refuse to carry out an order which threatens physical safety or well-being or is professionally demeaning.

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

- B. The Association recognizes that abuse of sick leave or other leaves, chronic tardiness or absence, willful deficiencies in professional performance, or other violations of discipline by a teacher reflect adversely upon the teaching profession and create undesirable conditions in the school building. Alleged breaches of discipline or the Code of Ethics of the Education Profession shall promptly be reported to the offending teacher and the Association. It is further recognized by the teacher that if, after warnings in writing by the administrator, such practices continue, the Board may institute proceedings against said teacher which may result in that teacher's dismissal.
- C. A teacher shall at all times be entitled to have present a representative of the Association when being reprimanded, warned or disciplined for any infraction of rules or delinquency in professional performance. When a request for such representation is made, no action

shall be taken with respect to the teacher until such representative of the Association is present.

- D. 1. No teacher shall be disciplined, reprimanded, reduced in rank or compensation or deprived of any professional advantage without just cause. Any such discipline, reprimand, or reduction in rank, compensation or advantage, including adverse evaluation of teacher performance asserted by the Board or representative thereof, shall be subject to the professional grievance procedure hereinafter set forth. All information forming the basis for disciplinary action will be made available to the teacher.
- 2. The Board agrees to follow a policy of progressive discipline which includes verbal warning, written warning, reprimand, suspension with pay, suspension without pay, and discharge. Any disciplinary action taken against a teacher shall be appropriate to the behavior which precipitated such action.
- E. Any case of assault upon a pupil or other employee by the teacher shall be reported promptly by that teacher or any other teacher having observed or having knowledge of the assault to the Board or its designee. Any teacher guilty of such assault may be suspended immediately without pay.
- F. Teachers shall not leave their class unattended except in case of emergency.

#### ARTICLE 17

##### Professional Improvement

- A. The parties support the principle of continuing training through participation by teachers in professional organizations in the areas of their specialization, leaves for work on advanced degrees or special studies and participation in community educational projects.
- B. It is the Board's intent to encourage staff to attend professional development conferences. The Board agrees to reimburse the necessary funds for teachers who attend a preapproved selected professional conference. Travel, lodging and registration shall be deemed as appropriate expenses of the conference and up to \$300 per teacher per school year (7/1-6/30) shall be underwritten by the Board. A teacher attending such conference shall be granted at least two (2) days annually for the conference without loss of compensation or deduction from sick leave or personal business leave. A written report will be submitted to the Building School Improvement team within ten (10) days after a teacher returns, for duplication and distribution.
- C. At the request of the Association and subject to the Board's approval or on the Board's initiative, arrangements shall be made for courses, workshops, conferences, and programs designed to improve the quality of instruction. Every effort will be made to obtain people of the highest qualification to participate in the presentation of such programs.
- D. All teachers employed in elementary, middle and senior high schools are expected to keep themselves informed of essential instructional improvements through professional reading, study, group discussion, school visitations, advanced study and travel.

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

ARTICLE 18  
Mentor Teachers

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

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

All mentor teacher positions will be posted and interested applicants will be screened based upon a variety of factors which include by way of illustration: credentials, years of teaching experience, ongoing participation in professional development as well as classroom management and techniques. Mentor teachers shall not be assigned to more than one bargaining unit mentee as long as qualified mentors are available.

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

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

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

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

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

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

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

## ARTICLE 19

### Student Discipline and Teacher Protection

- A. The teacher's authority and effectiveness in her/his classroom is at an optimum when the administration provides sufficient backing and support to the teacher. Therefore, the Board recognizes its responsibility to give all reasonable support and assistance to teachers with respect to the maintenance of control and discipline in the classroom. Whenever it appears that a particular pupil requires the attention of special counselors, social workers, law enforcement personnel, physicians or other professional persons, the Board will take steps to assist the teacher with respect to such pupil.
- B. Suspension of students from school may be imposed only by a principal or his/her designated representative. School authorities will endeavor to achieve correction of student misbehavior through counseling and interviews with the student and his/her parents when warranted.
- C. Any case of assault upon a teacher due to a school related incident shall be promptly reported to the Board or its designated representative. The Board will provide legal counsel to advise the teacher of her/his rights and obligations with respect to such assault and shall render all reasonable assistance to the teacher in connecting with handling of the incident by law enforcement and judicial authorities.
- D. If any teacher is sued as a result of any responsible and ethical action taken by the teacher while in the pursuit of her/his employment, the Board will provide, upon request of the affected teacher, legal counsel and will render all necessary assistance to the teacher in her/his defense. Provided however, in cases where the teacher is the sole defendant and has elected Board provided counsel, the Board will be responsible for legal fees and costs involving an appeal only when such an appeal is taken upon the advice of said counsel.
- E. Time lost by a teacher in connection with any incident mentioned in this Article shall not be charged against the teacher.
- F. Complaints against a teacher which are considered serious enough to be recorded in the teacher's file shall first be reported to the teacher.
- G. When a parental complaint is brought to the attention of an administrator, the following procedures will be followed:
1. Before any action is taken, the administrator shall inform the teacher, and hear the teacher's side of the story. From this point on, the teacher may, upon request, have Association representation present during discussions or meetings.



2. If a conference between the teacher and parent is warranted, it should be set at a time and place mutually agreeable to the parent and the teacher, no later than three days following report of the complaint. The teacher may, upon request, have the principal and/or her/his designee present at this meeting.
  3. If the situation is still unresolved and the principal and/or her/his designee was not present at the parent/teacher meeting, a meeting of the three parties shall be scheduled by the principal and/or her/his designee at a time which is mutually agreeable to the three parties.
  4. If further attention to the situation is necessary, the principal and/or her/his designee may have the flexibility to take further steps toward resolution prior to referring the matter to the Superintendent or her/his designee.
  5. When brought to the Superintendent or her/his designee, s/he shall meet with the principal and/or her/his designee, teacher, parent(s) and Association Representatives. The Superintendent and/or her/his designee shall have latitude in meeting with the parties as a whole or separately and shall use his/her best efforts to bring the matter to closure.
- H. If, as a result of parental complaint, it is proposed that a student be placed in another classroom, prior to a final decision, both sending and receiving teachers shall be given the opportunity to share their views regarding the benefits of such move.

ARTICLE 20  
Part-Time Positions

- A. Part-time teachers shall be compensated on a pro-rata basis to reflect the fraction of a full-time position for which they are employed. All benefits, including insurance except as provided in Section B, shall be pro-rated on the same basis. All portions of the teacher day shall be similarly pro-rated for part-time teachers. For purposes of this Article, full-time teaching shall be defined as five-fifths (5/5) of a daily teaching assignment.
- B. Teachers who work equal to or less than 50% of a daily teaching assignment shall receive pro-rata salary and seniority and are ineligible for insurance benefits. Teachers who teach more than 50% or more of a daily teaching assignment shall receive pro-rata salary, seniority and benefits including insurance. Such teachers may choose to combine pro-rata portion of all insurance premium payments toward full payment of one or more benefits.
- C. Job Sharing

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

1. The job sharing arrangement will be for the contractual year. In order to continue in the program, the employee must reapply for the next contractual year. However, no employee shall be awarded a job sharing position for more than one year until all other bargaining unit members who wish to participate, have done so.
2. Upon leaving the job sharing Program, employees shall return to the position(s) previously held.
3. Daily work schedules shall be determined jointly between the job sharing participants and the administration.
4. Reimbursement shall consist of the pro-rated payment of salary, retirement, and insurance premiums.
5. Sick leave and personal leave shall be pro-rated.
6. Seniority and salary experience shall be pro-rated.
7. Arrangements shall be made prior to implementation of a Job Sharing position to equalize preparation time between the Job Sharing participants.
8. Job Sharing participants shall attend parent-teacher conferences, in- service programs, staff meetings scheduled in accordance with this Agreement, and additional work days scheduled for preparation and/or evaluation occurring at the beginning of the school year, the end of the first trimester, and the end of the school year.
9. Job Sharing participants shall agree that joint planning will occur whenever they have joint responsibility for the same students. In order to accommodate this requirement, individual arrangements will be made with the Administration prior to implementation. In addition, the Job Sharing participants and their building administrator shall meet quarterly or at the discretion of the administrator to review the Job Sharing arrangement.
10. Job Sharing arrangements shall be made prior to August 1 for the coming school year.

#### ARTICLE 21

##### Contract Maintenance Committee

It is agreed that a Contract Maintenance Committee composed of representatives of the Association and the Board be formed. It is further agreed that such committee shall incorporate the following tenets:

- A. The Board and the Union support the concept of collaboration in the workplace and will work as a joint team to resolve mutual problems and concerns.

- B. In order to facilitate communications between the Board and the Union, a Contract Maintenance Committee (CMC) comprised of representatives from the Union and the administration will meet as needed, usually bi-monthly, to discuss topics and resolve issues and problems.
- C. Unit members, supervisors, administrators and Union representatives are expected to share problems and concerns at the building level or with the appropriate administrator so that the problem or concern can be researched, discussed, and resolved at the lowest possible level.
- D. Problems and concerns that cannot be solved at the building level or that initially should be taken to the CMC may be referred to the CMC by the Union or the administration.
- E. The CMC will attempt to resolve problems or concerns prior to implementing the grievance procedure.
- F. Nothing in this agreement shall be construed to prevent a unit member of the Union from filing a grievance. However, if a member of the Union prefers to have the CMC discuss the issue before a grievance is filed, the Union must request that the CMC discuss the member's problem or concern within the twenty (20) school day grievance filing deadline in Article 22 of the Agreement. Once the request from the Union is made, the twenty (20) school day grievance filing deadline will be delayed until a solution or recommendation is made by the CMC.
- G. Eligible issues or problems may be referred by the CMC, the Union, an employee, a supervisor or an administrator to the grievance procedure if the CMC is found not to be the appropriate venue to address that issue or problem.
- H. Unit members shall not lose time or pay for time spent in CMC meetings.

## ARTICLE 22

### Professional Grievance Procedure

- A. A grievance is defined as an alleged violation of a specific Article or Section of this Agreement or an inequitable application of policy.
- B. A grievance must be filed within twenty (20) school days of the occurrence or reasonable knowledge thereof.
- C. The primary purpose of this procedure is to secure, at the lowest level possible, equitable solutions to the problems of the parties. Nothing contained herein shall prevent any employee from presenting a grievance to the employer and to have said grievance adjusted without intervention of the Association if said adjustment is not inconsistent with the terms of the collective bargaining agreement and the Association has been given an opportunity to be present at said adjustment. The grievance procedure, herein outlined, affords the sole and exclusive remedy for complaints and grievances under this Agreement, and the sole method of expression or communication of a view, grievance, complaint, or opinion or any matter related to the conditions or compensation of public employment of their betterment.

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

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

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

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

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

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

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

The parties will attempt to select an arbitrator by mutual agreement. If they cannot agree on an arbitrator within five (5) school days after notice is given, the Association shall submit the grievance to the American Arbitration Association and the arbitrator shall be selected in accordance with their rules which shall likewise govern all arbitration proceedings. The Board and the Association shall not be permitted to assert in such arbitration proceedings any ground or rely on any evidence not previously disclosed to the other party. The arbitrator shall have no power to alter, add to or subtract from the terms of this Agreement. Both parties agree to be bound by the award of the arbitrator.

- H. The fees and expenses only of the arbitrator under this Article shall be jointly shared by the Board of Education and the Education Association. Any other expenses such as costs

involved in presenting witnesses, etc., shall be borne by the party incurring such expenses.

- I. If a grievance arises from an action of authority higher than the principal or involves more than one school building, the Association may present such grievance at Level Two of the grievance procedure. The Superintendent may request that said grievance be returned to Level One for disposition.
- J. The Association shall be given access to all pertinent information and records necessary to the determination and processing of the grievance.
- K. All days are school days unless otherwise indicated.
- L. The dismissal of any probationary teacher subject to the normal four-year probationary period shall be excluded from the grievance procedure if dismissal occurs during the first year of probation only.

### ARTICLE 23 Continuity of Operations

- A. Both parties recognize the desirability of continuous and uninterrupted operation of the instructional program during the normal school year and the avoidance of disputes which threaten to interfere with such operations. Since the parties are establishing a comprehensive grievance procedure under which local disputes may be settled by an impartial third party, the parties have removed the basic cause of work interruptions during the period of this Agreement. The Association accordingly agrees that it will not, during the period of this Agreement, directly or indirectly, engage in or assist in any strike, as defined by Section I of the Public Employment Relations Act.
- B. The Board agrees that it will not, during the period of this Agreement, directly or indirectly, engage in or assist in any unfair labor practices as defined by Section 10 of the Public Employment Relations Act.
- C. On scheduled school days, when a decision is made to cancel sessions because of weather or other conditions beyond control, the Superintendent or the Assistant Superintendent shall be responsible for contacting the building principals or their delegates by telephone. These individuals are then, in turn, responsible for contacting building L.E.A. representatives from their school. From that point on, the teachers themselves will assume the responsibility of operating a fan-out system of communications to notify the rest of the teaching staff of the cancellation of school.
  - 1. If the announcement states that schools are closed, teachers are not to report and will receive full pay.
  - 2. If the announcement states that schools are closed and teachers are to report, then teachers must report. However, this provision will not be used on days of inclement weather or physically inoperative facilities. If a teacher is unable to report, s/he shall be paid for such absence.

3. If some school buildings are not opened due to weather conditions, but other schools in the same district are in session, all teachers who have reported will be expected to remain unless excused by administrative decision.
4. The following procedures will be utilized in the instance of delayed starts or early dismissals due to inclement weather and/or other conditions beyond the control of the district.
  - a) The decision to delay the start of school or to announce an early dismissal will be made as early as possible to allow for the earliest notification parents/students/staff. Note: weather conditions may change causing the delay of school after individuals are on the way to school.
  - b) The teacher fan-out will be used in all delays in the start of school. It will be the responsibility of the Superintendent or the Assistant Superintendent to contact the news media and the building principals or their delegates by phone. The building principals or their delegates are responsible for contacting LEA building representatives from their schools. From that point on the teachers themselves will assume the responsibility of operating the teacher fan-out (Article 23, Section C).
  - c) Teachers will not need to report during the period of time of delay except as per contract, 15 minutes prior to the start of school for students.
  - d) No teacher shall be required to report for duty earlier than fifteen (15) minutes before the delayed start of school. Nothing shall prohibit a teacher from volunteering assistance in the supervision of students during the time teachers are not required to be in attendance (Article 5, Section A).
  - e) In the event of an early release of students from school, the teacher's day shall end at the close of the pupils' day (Article 5, Section A).
  - f) Each administrator will review this procedure with the teaching staff at the first staff meeting of school year. It shall also be included as part of the teacher handbook.

#### ARTICLE 24 Freedom of Information

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

1. Upon receipt of a FOIA request for personnel data regarding a bargaining unit member, the district will request the 10-day extension allowable under the law, unless the day extension is not necessary.

2. The district will notify the employee(s), as soon as possible, in writing, who are the subject of the FOIA request and the local Association President. The union representative may agree to notify the employee in lieu of the district notification.
3. The district will allow the identified employee(s) and the Association representatives to review the FOIA request(s), the materials in the personnel file and all other public documents subject to the FOIA request prior to their release.

ARTICLE 25  
Miscellaneous Procedures

- A. This Agreement shall supersede any rules, regulations, or practices of the Board which shall be contrary to or inconsistent with its terms. It shall likewise supersede any contrary or inconsistent terms contained in any individual teacher contracts heretofore in effect. All future teacher contracts (individual) shall be made expressly subject to the terms of this Agreement. The provisions of this Agreement shall be incorporated into and be considered part of the established policies of the Board except where it is in conflict with the law.
- B. If any provision of this Agreement or any application of the Agreement to any employee or group of employees shall be found contrary to the law, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.
- C. The Linden Board of Education and Local 10/MEA/NEA, Linden Unit hereby agree that any changes in the Master Agreement which were not bargained and agreed to by both parties but which were inadvertently printed in the successor Master Agreement shall not be honored by either party. Conversely, any changes in the Master Agreement which were bargained and agreed to by both parties but which were inadvertently omitted in the printed successor Master Agreement shall be honored by both parties.
- D. All contract references to the word 'day' shall mean calendar days unless otherwise specified as, for example, school days.
- E. The Board and the Association agree to meet one time per month, or as necessary, throughout the school year to address issues related to the contract.

ARTICLE 26  
Negotiations

- A. The Board agrees not to negotiate with any teachers' organization or individual teachers with regard to the terms of this Agreement other than the Association for the duration of this Agreement.
- B. Neither party in any negotiations shall have any control over the selection of the negotiating or bargaining representatives of the other party. The parties mutually pledge that their representatives will be clothed with all necessary power and authority to make proposals, tentative agreement subject to ratification.

- C. Between March 1st and 15th of the year this Agreement expires, the parties shall initiate negotiations for the purpose of entering into a successor Agreement for the forthcoming years.
  
- D. Copies of this Agreement titled "Agreement between Local 10, M.E.A., N.E.A. representing Linden teachers, and Linden Community Schools" shall be printed at shared cost--50% each--within sixty (60) days after the Agreement is signed and presented to all teachers now employed, hereafter employed, or considered for employment by the Board. Further that the Board shall furnish twenty-five (25) copies of the Master Agreement to the Association for its use.



ARTICLE 27

Duration

This Agreement shall be in effect as of the first day of September 2010 and shall continue to be in full force and in effect for three (3) years through the 31st day of August 2013.

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

LINDEN BOARD OF EDUCATION

LOCAL 10/MEA/NEA, LINDEN UNIT

  
PRESIDENT

  
PRESIDENT

  
SECRETARY

  
LOCAL 10/MEA/NEA, LINDEN UNIT

DATED: 7-18-2012

SCHEDULE A  
Salary Schedule  
2009-2010

<u>Years of Experience</u>	<u>BA</u>	<u>BA+15</u>	<u>MA</u>	<u>MA+15</u>	<u>MA+40 or Ed. Spec.</u>
1	36318	38134	40135	42142	44250
2	38134	40040	42243	44354	46571
3	40040	42042	44461	46684	49019
4	42042	44143	46794	49133	51590
5	44143	46350	49252	51714	54298
6	46350	48669	51838	54428	57150
7	48669	51102	54557	57287	60150
8	51102	53657	57423	60294	63310
9	53657	55210	60437	63460	66631
10		62112	66788	70133	73630

Salary Schedule  
2010-2011

<u>Years of Experience</u>	<u>BA</u>	<u>BA+15</u>	<u>MA</u>	<u>MA+15</u>	<u>MA+40 or Ed. Spec.</u>
1	36318	38134	40135	42142	44250
2	38134	40040	42243	44354	46571
3	40040	42042	44461	46684	49019
4	42042	44143	46794	49133	51590
5	44143	46350	49252	51714	54298
6	46350	48669	51838	54428	57150
7	48669	51102	54557	57287	60150
8	51102	53657	57423	60294	63310
9	53657	55210	60437	63460	66631
10		62112	66788	70133	73630

SCHEDULE A  
Salary Schedule  
2011-2012

<u>Years of Experience</u>	<u>BA</u>	<u>BA+15</u>	<u>MA</u>	<u>MA+15</u>	<u>MA+40 or Ed. Spec.</u>
1	36318	38134	40135	42142	44250
2	38134	40040	42243	44354	46571
3	40040	42042	44461	46684	49019
4	42042	44143	46794	49133	51590
5	44143	46350	49252	51714	54298
6	46350	48669	51838	54428	57150
7	48669	51102	54557	57287	60150
8	51102	53657	57423	60294	63310
9	53657	55210	60437	63460	66631
10		62112	66788	70133	73630

For the 2011-12 school year, each member will be deducted the equivalent of one (1) day salary and it shall be spread over the remaining pay periods after ratification of the agreement.

Salary Schedule  
2012-2013

<u>Years of Experience</u>	<u>BA</u>	<u>BA+15</u>	<u>MA</u>	<u>MA+15</u>	<u>MA+40 or Ed. Spec.</u>
1	36318	38134	40135	42142	44250
2	38134	40040	42243	44354	46571
3	40040	42042	44461	46684	49019
4	42042	44143	46794	49133	51590
5	44143	46350	49252	51714	54298
6	46350	48669	51838	54428	57150
7	48669	51102	54557	57287	60150
8	51102	53657	57423	60294	63310
9	53657	55210	60437	63460	66631
10		62112	66788	70133	73630

For the 2012-13 school year, each member will be deducted the equivalent of four (4) days salary and it shall be spread over whichever pay cycle (21 or 26) the member elects.

1. No more than five (5) years experience in K-12 public schools in Michigan or any state that has reciprocity with Michigan will be accepted with full credit on the schedule.

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

**SCHEDULE B**  
**Fringe Benefits**

- A. Beginning February 2, 2012, the Board will pay the following amount towards a MESSA PAK for a full twelve (12) month period for the bargaining unit member and their entire family:

Single - \$5,500 annually  
2 Person - \$11,000 annually  
Full Family (Single Parent/Child) - \$15,000 annually

The above rates shall be adjusted according to PA 152.

All employee contributions towards health care will be paid thru a Section 125 Plan over either a 21 (twenty-one) or 26 (twenty-six) pay period cycle, whichever pay cycle the member elects.

The Board shall provide without cost to the bargaining unit member a MESSA Dental, Vision, LTD and Life Insurance plan as listed below.

- B. Bargaining unit members who do not select MESSA PAK A will select MESSA PAK B.
1. PAK A  
MESSA CHOICES II (includes \$5000 AD & D Basic Term Life)  
\$100/200 Deductible  
\$10/20 Co pay on prescriptions  
\$10 office visit, \$25 Urgent Care, \$50 Emergency Room  
\$40,000.00 Life Insurance with AD & D  
VSP 3 (July to July plan year)  
Delta Dental 80/80/80 \$1300.00 ortho max (\$1000.00 maximum class I and II)  
This plan shall include the cost neutral Delta Preferred Option POS (Point Of Service) (July to July plan year)

Long Term Disability

60 Calendar Days - Modified Fill

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

Freeze on offsets - Workers Compensation, Social Security, Retirement

Pre existing condition waiver

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

Waiver of premium

2. PAK B

\$45,000.00 Life with AD & D

VSP 3 (July to July plan year)

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

This plan shall include the cost neutral Delta Preferred Option POS (Point  
Of Service)

(July to July plan year)

Long Term Disability

60 Calendar Days - Modified Fill

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

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

Pre existing condition waiver

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

- C. The LEA will have the ability to select the insurance carrier(s) and level of benefit for bargaining unit members.
- D. The Board shall provide to each eligible employee LTD insurance commencing after 60 calendar days or exhaustion of the teacher's sick leave, whichever is later. The Board may choose to self-insure for the period from 60 to 90 days of disability.
- E. For those employees who choose not to be covered by the Board paid health insurance (PAK B), the Linden Board of Education shall provide a cash option in lieu of health benefits (the "Cash Payment").

Cash-in-lieu will be paid at the following rates:

Single - \$150/month

2 Person - \$250/month

Full Family - \$300/month

The Board shall develop and implement a qualified document which complies with Section 125 of the Internal Revenue Code (the "Plan").

The amount of the Cash Payment received may be applied by the bargaining unit member to a Tax-Deferred Annuity. The Cash Payment amount shall be paid monthly into the Board approved carrier of the member's choice. To elect a Tax-Deferred Annuity, the bargaining unit member shall enter into a salary reduction agreement.

The Board and the employee shall be responsible for paying their respective FICA taxes on the Cash Payment amount applied to a Tax-Deferred Annuity.

Benefits currently being provided to bargaining unit member employees shall continue as contained in the Collective Bargaining Agreement, up to and after the effective date of the Plan, which was January 1, 1997. Should the parties negotiate changes in the Collective Bargaining Agreement after the effective date of the Plan, the Plan Document shall be amended to reflect these changes.

All costs relating to the implementation and administration of benefits under this program shall be borne by the Board.

SCHEDULE C  
Extra-Curricular Activities

ALL SCHEDULE C & D PAYMENTS WILL ONLY BE MADE FOR ACTIVITIES  
COMPLETED BEFORE AND AFTER SCHOOL

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

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

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

- B. Extra-curricular duties will be compensated within thirty (30) days after completion of the activity subject to the following general condition:
1. Pay shall be based upon the BA+15 column of the current year unless the teacher does not have a BA+15 or higher degree level, the teacher will be paid on the BA column.  
  
The pay of non-bargaining unit members shall be at the Board's discretion but shall in no instance exceed the pay level which have been authorized to a bargaining unit member.
  2. Bargaining unit members who receive \$2000 or more in extra-curricular salary may choose to have their salary paid in two (2) lump sums, one halfway through the season and the second when all responsibilities for the season are complete. Up to five (5) years of Linden or other K-12 public school experience in the same or related coaching field (ex: a person with coaching experience in cross country could get experience credit toward track, but coaching track would not earn experience credit in baseball) will be accepted for initial placement on the salary scale. Salary experience is not gender specific.

3. Full credit for prior experience in Linden or other K-12 public schools will be given when a coach assumes a new position within the same cluster, as defined in section 3a.
  - a. Each sport, regardless of gender, including all grade levels, positions and teams will be considered a cluster unto itself. (Example: Girls 7<sup>th</sup> grade Basketball and Boys JV Basketball assistant). In addition, the following combination of sports will be considered within the same cluster:
    - Baseball/softball
    - Track/Cross Country
4. Every attempt will be made to maintain a 1:25 ratio of coaches to athletes and instrumental instructors to band members.
5. In the event that a person coaches both boys and girls teams during the same season, the pay rate will be 150% of the highest rate for that sport.
6. When there is a minimum number of players on any team, the Athletic Director may upon his/her discretion remove the posting of assistant coach.
7. All Schedule C/D assignments and salary will be given to the Association by May 15 or 30 days after employment of such positions.

<u>Football</u>		<u>Basketball</u>	
High School		High School	
Head	11%	Head	11%
Ass't.	7%	Ass't.	7%
Middle School	6%	Middle School	6% (each for 2 coaches)

<u>Cross Country</u>		<u>Wrestling</u>	
High School		High School	
Head	8%	Head	11%
Middle School	6%	Ass't	6%
		Middle School	6%

<u>Ice Hockey</u>		<u>Golf</u>	
High School		High School	
Head	9%	Head	8%
Ass't.	6%	Ass't	6%

<u>Baseball/Softball</u>		<u>Track</u>	
High School		High School	
Head	9%	Head	9%
Ass't.	6%	Ass't.	6%
Middle School	6%	Middle School	6% (each for 2 coaches)

<u>Cheerleading</u>		<u>Volleyball</u>	
High School		High School	
Competitive Cheer	6%	Head	11%
Ass't	3%	Ass't.	7%
Middle School			
Competitive Cheer	3%		
<u>Soccer</u>			
High School			
Head	8%		
Ass't.	6%		

8. All Schedule C staff will be paid as per agreement of this contract, except two (2) staff members who will continue to be paid as in the past (during the school year). The positions held by these staff are vocal music director and band director.
- C. After three (3) years of satisfactory administrative evaluation, the positions will no longer be posted. Upon resignation or unsatisfactory evaluation of any coach, first opportunity to fill the vacancy would be from the Linden teaching staff and the position will be posted pursuant to Section A of this schedule. Payment for Schedule C positions will be made within thirty (30) days of completion of the activity and administrative evaluation.
- D. Notice of non-renewal will be given within thirty (30) work days following the last contest of the season based upon an evaluation of performance in the position. No provisions of Article 15, Teacher Evaluation, apply to C and D assignments. A non-renewal shall not be arbitrary, capricious or discriminatory.

OTHER ACTIVITIES

District T.V. Production Advisor	HS 2%
	MS 2%
Drama - High School	
<i>(All practices must be outside the regular school day and auditions open to all high school students.)</i>	
Musical - High School	3%
<i>(All practices must be outside the regular school day and auditions open to all high school students.)</i>	
Instrumental - High School	10%
Marching Band	
Marching Band Staff	16%
<i>(to be distributed as director sees fit, but not to exceed 4% for any given staff member)</i>	
Instrumental - Middle School	7%
Vocal - High School	5%
<i>(To be divided equitably between persons with after-school responsibilities.)</i>	
Vocal - Middle School	2%
<i>(To be divided equitably between persons with after-school responsibilities.)</i>	
Elementary concerts, art shows	1%
<i>(Minimum of two (2) shows)</i>	
Middle School Student Council Advisor	1%
Elementary Student Council Advisor	.5%
High School Student Council Advisor	4%
Sponsors of Clubs & Organizations*	1%
<i>(As approved by the Board with a list available to bargaining unit members for consideration. Includes Pom Pom., Sideline Cheerleading, Winter Guard)</i>	
<i>(Meetings and activities must be held outside the regular school day.)</i>	



Freshman & Sophomore Class Advisors	1% each class
Junior & Senior Class Advisors	2% each class
(For each class if same person does for both years - otherwise 1%.)	
Academic Coach (**)	8%
(Percentage split if two coaches, i.e. two coaches @ 4% or one @ 8%.)	

\*Sponsors of clubs and organizations must follow job description and requirements as indicated in job description.

WORKING ATHLETIC EVENTS

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

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

**LINDEN COMMUNITY SCHOOLS  
SCHEDULE C  
EVALUATION FORM FOR SCHEDULE C**

NAME \_\_\_\_\_ POSITION \_\_\_\_\_

NO. OF YEARS IN POSITION \_\_\_\_\_ DATE OF EVALUATION \_\_\_\_\_

*Evaluation is based on observations occurring throughout the season.*

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

COMMENTS:

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Director/Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

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

**PERFORMANCE EVALUATION RATING SCALE:**

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

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

**DESCRIPTOR 1: Communication**

Indicators:

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

**DESCRIPTOR 2: Coach/Staff Interaction**

Indicators:

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

### **DESCRIPTOR 3: Coach/Player Interaction**

#### Indicators:

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

### **DESCRIPTOR 4: Coaching Knowledge/Expertise**

#### Indicators:

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

### **DESCRIPTOR 5: Cooperation/Leadership**

#### Indicators:

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

**DESCRIPTOR 6: Administrative/Organizational Ability**

Indicators:

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

**DESCRIPTOR 7: Equipment/Facility Use and Care**

Indicators:

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

SCHEDULE D  
Miscellaneous Pay Scales

ALL SCHEDULE C & D PAYMENTS WILL ONLY BE MADE FOR ACTIVITIES  
COMPLETED BEFORE AND AFTER SCHOOL

- A. All extra-curricular assignments will be posted on or before May 15 each year except as provided in Section C of Schedule C.
- B. SUMMER SCHOOL PROGRAMS - Summer school salaries will be paid consistent with the current community education rate.
- C. ELEMENTARY CURRICULUM COORDINATOR - One coordinator per K – 5th grade building of the following subjects: math, language arts, science/social studies combined shall be paid at 1½ % on the BA + 15 column.
- D. DEPARTMENT CHAIRS  
High school and middle school department chairs shall be established as follows and shall only be paid for before and after school activities.

The following departments will be designated as 6-7-8 and another 9-10-11-12:

Math, Science, Social Studies, Language Arts and Foreign Languages.

The middle school will also have the following departments:

- a) Student Services: Special Education, Counselor, Social Worker
- b) Applied Arts (Tech Prep., Computer Science, Art, Media, Music)
- c) PE/Health

The high school will also have the following departments:

- a) Special Education
- b) Counselors/Social Worker
- c) Applied Arts (Art, Business, Drafting, Media)
- d) PE/Health

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

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

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

1. Attend area specific curriculum coordinator meetings/department head meetings and other designated curriculum meetings and workshops.
2. Facilitate the communication of curriculum information to staff.

3. Remain up to date on current curriculum information and trends.
  4. Become a leader and resource person for the building in the specific subject area.
  5. Meet and work collaboratively with other curriculum coordinators and the administration to enhance curriculum articulation and K-12 scope and sequence.
  6. Enhance communication across grade levels and departments related to curriculum goals, plans and issues.
  7. Assist in the coordination or ordering, inventorying and distribution of curriculum instructional materials in cooperation with the building principal.
  8. Advise the administration on subject area budget and needs.
  9. Assist in planning and offering relevant staff development.
- E. SCHOOL IMPROVEMENT - Each building will have two District School Improvement Committee (DSIC) Representatives that will attend the District School Improvement Committee meetings and report back district school improvement initiatives to the school improvement team. Each building may have School Improvement (SI) Representatives that support the development and implementation of the building school improvement plan. DSIC & SI Representatives shall be compensated at \$21 per hour when meetings or activities are held outside the regular school day. SI Representatives will be required to submit a proposal for compensation to be approved by the building administrator. DSIC Representatives will be required to submit a proposal for compensation to be approved by the building administrator or Curriculum Director. Proposals for compensation for meetings or activities held outside the school day are required to include the estimated time which will be involved, as well as approximate meeting dates and topics that will be addressed.
- F. SUBSTITUTE PAY - Regularly employed teachers when substituting within the system by appointment of the administration may choose to be paid or accumulate compensation time. The rate of pay for secondary teachers shall be (\$21) per period, and for elementary teachers shall be (\$17) per period. Teachers may use one period of their accumulated "comp time" in groups of 6 hours. Teachers must request their "comp time" 48 hours prior to actual use. Building administrators have the right to deny such requests when there is a shortage of subs. No "comp days" shall be taken after Memorial Day. Unused "comp time" may be converted to pay or sick hours at the end of the school year.
- If there is a shortage of substitutes on any given day at the elementary level, "elementary qualified" subs brought in to cover the secondary absences will be reassigned to cover elementary classrooms whenever possible. Exceptions will be allowed for secondary subs filling long-term vacancies for secondary subs who have made pre-arrangements with the absent teachers.
- G. LUNCHROOM SUPERVISOR - Lunchroom supervision will be paid at the rate of (\$9) per lunchroom period.

- H. MIDDLE SCHOOL SUPERVISOR (outside of regular teacher day) - Must currently be a member of Linden Middle School staff and available from 6:45 a.m. - 7:45 a.m. daily for supervision of students. After school duties will be arranged. \$11.00/hour, pro-rated to the nearest quarter (1/4) hour.
- I. MILEAGE - Teachers who, in the pursuit of their duties, are required to provide transportation shall be reimbursed for such costs. These duties shall be defined as:
1. Transportation between school buildings in the Linden Community School District for reimbursable programs only.
  2. Travel to other school districts at the request of the administration and where the trip is required to fulfill the teaching situation.
  3. Teachers required to travel as a part of their duties will be paid at the end of each month at the maximum allowable rate established by the IRS. The established mileage rate for the current school year will be based on the maximum allowable IRS rate on the first day of school. Teachers must submit documentation of mileage for reimbursement and administrative approval within two (2) weeks of the last day of the month.
- J. CURRICULUM STAFF DEVELOPMENT - Teachers who participate in Board approved curriculum and/or staff development activities shall be compensated at \$21 per hour when meetings or activities are held outside the regular school day. Participation shall be voluntary. Prior to accepting responsibility for such extra assignment, each teacher shall be informed of the estimated time which will be involved, as well as approximate meeting dates.
- K. SEVERANCE PAY - In appreciation for services rendered the district, a severance payment will be offered, except in cases of discharge, on the basis of unused accumulated sick days. A lump sum payout of \$12 per unused sick day for the bargaining unit members with less than 5 years service to the district, of \$18 per unused sick day for bargaining unit members with five through 8 years of service to the district and of \$25 per unused sick day for bargaining unit members with 9 years or more service to the district shall be made to a maximum of \$2,000.
- L. LONGEVITY - Beginning with her/his eleventh (11<sup>th</sup>) year of teaching experience in Linden, each teacher shall receive in a separate check the first pay in December as listed below:

<u>2007-08</u>		<u>Beginning in 2008-09</u>	
11 <sup>th</sup> Year	\$ 400.00	11 <sup>th</sup> Year	\$1000.00
15 <sup>th</sup> Year	\$1300.00	15 <sup>th</sup> Year	\$1400.00
20 <sup>th</sup> Year	\$1600.00	20 <sup>th</sup> Year	\$1700.00
25 <sup>th</sup> Year	\$1900.00	25 <sup>th</sup> Year	\$2000.00



M. INCENTIVE FOR EARLY NOTIFICATION OF RETIREMENT OR RESIGNATION -

In consideration for their early notification, teachers who provide administration with an unconditional and irrevocable letter of resignation effective with the end of the current school year (i.e. June 30<sup>th</sup>) will receive the following incentive in their final paycheck:

\$500 – by January 15

\$400 – by February 15

\$300 – by March 15

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

This letter of understanding is between Linden Community Schools and the Linden Education Association regarding the evaluation system required under MCL 380.1249:

It is understood that:

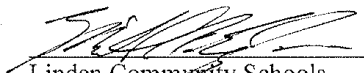
- The State of Michigan, in an attempt to capture some of the Federal Race to the Top funding, has passed legislation requiring the adoption and implementation of a 'rigorous, transparent, and fair' evaluation system that does the following:
  - Evaluates the teacher's performance at least annually while providing timely and constructive feedback,
  - Establishes clear approaches to measuring student growth and provides relevant data on student growth,
  - Evaluates job performance using multiple rating categories using student growth as a significant factor.

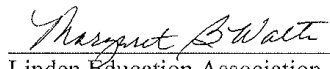
It is further understood that the parties wish to comply with the law of the land, and as such, have negotiated the attached document to satisfy the state requirements to the best of their abilities.

The parties agree that the attached document shall be official evaluation document for members of the Linden Education Association, and shall be implemented at the start of the 2011-12 school year.

The parties further agree that future revisions shall be in accordance with applicable laws and shall be accomplished through the normal course of bargaining.

The parties also agree that this letter of understanding sets no precedent, nor practice, for the future.

  
Linden Community Schools

  
Linden Education Association

1/26/11  
Date

1-26-2011  
Date

Attachment: Teacher Evaluation Process/Tool dated 1/26/11

SCHEDULE E  
Linden Community Schools  
Teacher Evaluation Process

1/26/2011

SCHEDULE E  
Linden Community Schools  
Teacher Evaluation Process

**INTRODUCTION**

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

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

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

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

**DIRECTIONS**

*Narrative is required for any area marked needs improvement or unsatisfactory.*

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

*S* = indicates that the evaluator finds the teacher is employing this particular standard and/or indicator effectively (Satisfactory).

*N* = indicates that the evaluator views this particular standard and/or indicator needing some attention (Needs Improvement).

*U* = indicates that the evaluator views this as an indicator and/or standard which is unsatisfactory and merits special attention (Unsatisfactory).

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**Not all of the specific indicators will be marked. This is intentional, as the purpose of the notations is to project a sense of priority and focus for the teacher. The absence of a notation will not suggest satisfactory, needs improvement or unsatisfactory performance in that area. The written observation assessment by the administrator will specify whether there is a concern in any particular area.**

This evaluation tool has been designed to focus on six core characteristics descriptive of effective teaching performance based on National Board for Professional Teaching Standards and the Linden Community Schools' criteria. They are:

- 1) *Teachers are committed to students and their learning.*
- 2) *Teachers know the subjects they teach according to the Linden Community Schools' curriculum and how to teach those subjects to students.*
- 3) *Teachers are responsible for managing and monitoring student learning.*
- 4) *Teachers think systematically about their practice and learn from experience.*
- 5) *Teachers are members of learning communities.*
- 6) *Teachers are committed to professionalism in teaching.*

In addition, this evaluation tool incorporates a section on student growth and assessment in accordance with Michigan Compiled Law Revised School Code 1249 (MCL 380.1249). It is:

- 7) *Teachers understand and use multiple methods of assessment to engage learners in their own growth and to document learner progress.*

#### **METHOD OF OBSERVATION AND DETERMINATION**

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

- Tests and test results.
- Student writings.
- Questions students ask.
- Answers students give.
- Classroom discussions.
- Displays of student work.
- Mastery of activities and/or skills.
- Lesson plans.
- Student assignments/projects.
- Goals and objectives.
- Classroom rules/procedures/organization.
- District curriculum guides.
- Attendance and grade book.
- Class outline/syllabus.
- Participation in meetings/conferences/committees.

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## WHAT TEACHERS SHOULD KNOW AND BE ABLE TO DO

Adapted from

The National Board for Professional Teaching Standards (NBPTS)

### **1. Teachers are Committed to Students and Their Learning.**

*The teacher is dedicated to making knowledge accessible to all students. She/he believes all students can learn. The teacher treats students equitably. She/he recognizes the individual differences that distinguish his/her students from one another and takes account for these differences in his/her practice. The teacher understands how students develop and learn. The teacher respects the cultural and family differences students bring to their classroom. The teacher is concerned with his/her students' self-concept, his/her motivation and the effects of learning on peer relationships. The teacher is concerned with the development of character and civic responsibility.*

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

*The teacher has mastery over the subject(s) they teach. She/he has a deep understanding of the history, structure and real-world applications of the subject. The teacher has skill and experience in teaching his/her content, and is very familiar with the skill gaps and preconceptions students may bring to the subject. The teacher is able to use diverse instructional strategies to teach for understanding.*

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

*The teacher delivers effective instruction. She/he moves fluently through a range of instructional techniques, keeping students motivated, engaged and focused. The teacher knows how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. The teacher knows how to assess the progress of individual students as well as the class as a whole. The teacher uses multiple methods for measuring student growth and understanding, and can clearly explain student performance to parents.*

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

*The teacher models what it means to be an educated person – they read, they question, they create and they are willing to try new things. The teacher is familiar with learning theories and instructional strategies and stays abreast of current issues in American education. The teacher critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate new findings into his/her practice.*

### **5. Teachers are Members of Learning Communities.**

*The teacher contributes to school effectiveness by collaborating with other staff. The teacher collaborates with others to improve student learning. The teacher is a leader and actively knows how to seek and build partnerships with community groups and businesses. The teacher works with other professionals on instructional policy, curriculum development and staff development. The teacher can evaluate school progress and the allocation of resources in order to meet state and local education objectives.*

### **6. Teachers are committed to Professionalism in Teaching**

*Linden Community Schools is committed to professional standards for teaching. The term "professional" denotes characteristics and attributes that are demonstrated by a highly qualified educator. A professional educator possesses a body of specialized, expert knowledge together with a code of ethics emphasizing service to his/her students and families. The knowledge base typically provides substantial, but not complete, guidance for professional practice. Professionals possess expert knowledge, but often confront unique, problematic situations that do not lend themselves to standard solutions. Professionals must cultivate the ability to cope with the unexpected and act wisely in the face of uncertainty.*

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**7. Teachers understand and use multiple methods of assessment to engage learners in their own growth and to document learner progress.**

**THE REVISED SCHOOL CODE (EXCERPT)  
Act 451 of 1976**

**380.1249 Performance evaluation system.**

Sec. 1249. With the involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that does all of the following:

- (a) Evaluates the teacher's or school administrator's job performance at least annually while providing timely and constructive feedback.
- (b) Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth.
- (c) Evaluates a teacher's or school administrator's job performance, using multiple rating categories that take into account data on student growth as a significant factor. For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria.
- (d) Uses the evaluations, at a minimum, to inform decisions regarding all of the following:
  - (i) The effectiveness of teachers and school administrators, ensuring that they are given ample opportunities for improvement.
  - (ii) Promotion, retention, and development of teachers and school administrators, including providing relevant coaching, instruction support, or professional development.
  - (iii) Whether to grant tenure or full certification, or both, to teachers and school administrators using rigorous standards and streamlined, transparent, and fair procedures.
  - (iv) Removing ineffective tenured and untenured teachers and school administrators after they have had ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

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Linden Community Schools  
Teacher Evaluation

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

**Current Employee Status:**

Probationary Year \_\_\_\_\_ Tenured \_\_\_\_\_

**Dates:**

**1<sup>st</sup> Observation:**

Pre-conference \_\_\_\_\_ Observation \_\_\_\_\_ Post-conference \_\_\_\_\_

**2<sup>nd</sup> Observation:**

Pre-conference \_\_\_\_\_ Observation \_\_\_\_\_ Post-conference \_\_\_\_\_

**IDP Created:** \_\_\_\_\_

**Final Evaluation Conference:** \_\_\_\_\_

Evaluator: \_\_\_\_\_

Position: \_\_\_\_\_

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**1) Teachers are committed to students and their learning.**

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

**Rating System**

**Overall Rating for this Standard**

S = Satisfactory N = Needs Improvement U = Unsatisfactory	Observation #1	Observation #2
---	----------------	----------------

**Specific Indicators:**

1 <sup>st</sup>	2 <sup>nd</sup>	
		The teacher demonstrates a commitment to the academic success of all students.
		The teacher demonstrates an understanding of individual student needs including student's distinctive traits and talents.
		The teacher recognizes individual differences in his/her students and adjusts his/her practice accordingly.
		The teacher knows how his/her students previously preformed on assessments.
		The teacher treats students in a fair and equitable manner.
		The teacher is polite and treats each student with respect and recognizes potential that exists in each student.
		The teacher listens to students and accepts feedback.
		The teacher understands how students develop and learn and utilizes instructional strategies and vocabulary appropriate to the age group.
		The teacher uses various questioning techniques to promote and expand discussions to reach all learners.
		The students are allowed to make choices regarding educational activities in the classroom.
		The students can demonstrate their knowledge in a variety of ways.

**COMMENTS:**

**1st Observation Assessment:**

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**2nd Observation Assessment:**

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

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

**Rating System**

**Overall Rating for this Standard**

S = Satisfactory N = Needs Improvement U = Unsatisfactory	Observation #1	Observation #2
---	----------------	----------------

**Specific Indicators:**

1 <sup>st</sup>	2 <sup>nd</sup>	
		The teacher appreciates how knowledge in his/her subject is created, organized and linked to other disciplines.
		The teacher demonstrates current knowledge of subject matter and specific instructional practices for the area(s)/grade level taught.
		The teacher follows the district curriculum, commands specialized knowledge of how to convey subject to students, and delivers the curriculum at the proper instructional level.
		The teacher generates multiple paths to knowledge and mastery of the content taught.
		The teacher plans lessons which relate, whenever possible, to everyday real world situations.
		The teacher employs an effective instructional plan for students on a daily and long-term basis.
		The teacher's lesson directly relates to desired instructional outcomes.
		The teacher provides an introduction and closure to each lesson.
		The teacher's lessons are presented in a logical sequence.
		The teacher has constructed the daily/weekly plan so that lessons flow naturally from activity to activity.
		The teacher presents lessons and activities which cause students to use higher order thinking processes.
		The teacher plans lessons allowing for hands-on student involvement when appropriate.
		The teacher communicates to his/her students the short-term objectives and long-term goals (learner outcomes).
		The teacher models the skills which students are expected to master.
		The teacher serves various roles ... i.e., coach, discussion leader, consultant, information provider, demonstrator, etc.
		The teacher provides for adequate processing time for student responses.
		The teacher is cognizant of, and plans instruction for, students with different

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		learning styles.
		The teacher uses instructional time effectively and efficiently.
		The teacher's required assignments are reasonable and purposeful.
		The teacher's materials are readily available and appropriate for the lesson's content.
		The student approaches assigned tasks independently, with little, if any, further teacher assistance.
		Students turn to and rely on the teacher as knowledgeable in the subject area and/or activity/skill area.
		Students are developing critical thinking and problem solving skills.

**COMMENTS:**

**1st Observation Assessment:**

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**2nd Observation Assessment:**

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

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

**Rating System**

**Overall Rating for this Standard**

S = Satisfactory	Observation #1	Observation #2
N = Needs Improvement		
U = Unsatisfactory		

**Specific Indicators:**

1 <sup>st</sup>	2 <sup>nd</sup>	
		The teacher calls on multiple methods to meet the goals.
		The teacher orchestrates learning in group settings.
		The teacher provides engaging activities that encourage student involvement and increases students' time on task.
		The teacher expects and encourages all students to be actively involved in classroom activities.
		The teacher allocates appropriate time for the planned activity and demonstrates smooth and effective transitions between activities.
		The teacher is actively engaged with students and provides appropriate proximity to students to ensure optimum learning.
		The teacher is aware of the activities that are occurring in the classroom even when working with individual students and responds appropriately.
		The teacher continuously monitors student understanding and adjusts instruction accordingly.
		The teacher monitors and assists student practice of newly-learned critical skills.
		The teacher provides specific feedback/praise to students when appropriate and when evaluating student work.
		The teacher returns student assignments within a reasonable amount of time.
		The teacher develops and administers assessments appropriate to the instructional outcomes.
		The teacher accesses, when available, technology and other resources beyond the textbook in instructional planning and delivery.
		The teacher's high expectations are evident by student response and behavior.
		The teacher speaks in an appropriate manner for the age group.
		The teacher teaches students the effective skills such as note taking to

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		ensure students become organized.
		The teacher shows patience when working with students.
		The teacher establishes and communicates clear and fair rules and is consistent in applying rules when interacting with students.
		The teacher provides clear directions for classroom activities and communicates to students what is expected of them, both as to behavior and assignments.
		The teacher maintains the appropriate teacher/student relationships.
		The students readily follow teacher directives by completing assigned tasks, activities, and lessons as instructed by the teacher.

**COMMENTS:**

**1st Observation Assessment:**

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**2nd Observation Assessment:**

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

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

**Rating System**

**Overall Rating for this Standard**

S = Satisfactory N = Needs Improvement U = Unsatisfactory	Observation #1	Observation #2
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**Specific Indicators:**

1 <sup>st</sup>	2 <sup>nd</sup>	
		The teacher remains current regarding new instructional practices, curriculum issues, and actively participates in activities such as study groups, on-going training and professional development.
		The teacher seeks out available resources, which may be useful in improving the performance of his/her own teaching.
		The teacher is willing to be innovative and implement new techniques and strategies to enhance student learning.
		The teacher sets professional goals to improve instruction and/or classroom performance and strives to attain those goals.
		The teacher learns from experience, reflects and refines his/her teaching methods.

**COMMENTS:**

**1st Observation Assessment:**

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**2nd Observation Assessment:**

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**5) Teachers are members of learning communities.**

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

**Rating System**

**Overall Rating for this Standard**

S = Satisfactory N = Needs Improvement U = Unsatisfactory	Observation #1	Observation #2
---	----------------	----------------

**Specific Indicators:**

1 <sup>st</sup>	2 <sup>nd</sup>	
		The teacher exhibits a professional attitude that contributes positively to the workplace.
		The teacher demonstrates the willingness to be actively involved in activities such as curriculum development, school improvement planning, and/or other professional activities.
		The teacher demonstrates the willingness to be involved in student activities.
		The teacher is a team player and successfully collaborates with colleagues.
		The teacher collaborates and communicates regularly and effectively with parents.
		The teacher exhibits practices that promote good public relation taking advantage of community resources.

**COMMENTS:**

**1st Observation Assessment:**

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**2nd Observation Assessment:**

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**6) Teachers are committed to professionalism in teaching.**

*Linden Community Schools is committed to professional standards for teaching.*

**Rating System**

**Overall Rating for this Standard**

S = Satisfactorily N = Needs Improvement U = Unsatisfactorily	Observation #1	Observation #2
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**Specific Indicators:**

1 <sup>st</sup>	2 <sup>nd</sup>	
		The teacher demonstrates advocacy in the interests of his/her students by communicating to parents or guardians in a professional manner.
		The teacher's role is a model of an educated person in a manner students might emulate.
		The teacher exhibits the qualities of reliability and dependability in undertaking his/her professional responsibilities, such as completing necessary written reports accurately and promptly.
		The teacher is punctual and is conscientious of his/her attendance.
		The teacher's attire is appropriate to subject taught.
		The teacher is knowledgeable about and complies with district policies, procedures and instructional programs as part of his/her professional responsibilities.
		The teacher's efforts are focused on student achievement and, therefore, dedicate him or herself to increasing competence, training and skills whenever necessary.
		The teacher enforces universal safety precautions and does not leave students unattended, except in a case of emergency.

**COMMENTS:**

**1st Observation Assessment:**

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**2nd Observation Assessment:**

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**7) Teachers understand and use multiple methods of assessment to engage learners in their own growth and to document learner progress.**

*This category constitutes a significant portion of the evaluation. Pursuant to Michigan Compiled Law Revised School Code 1249 (MCL 380.1249) Performance Evaluation System, this category constitutes a "significant factor" of the overall evaluation. Student growth may be measured by, but not limited to, student performance on national, state, and local assessments. This category will also take into consideration the building's progress toward meeting school improvement goals and the teacher's participation as an active, contributing member of District and building school improvement, curriculum and professional learning community teams and his/her implementation of District initiatives and school improvement goal strategies in their classroom.*

**Rating System**

**Overall Rating for this Standard**

S = Satisfactorily N = Needs Improvement U = Unsatisfactorily	Observation #1	Observation #2
---	----------------	----------------

**Specific Indicators:**

1 <sup>st</sup>	2 <sup>nd</sup>	
		Teacher implements district and building initiatives.
		Teacher participates as a member of a school improvement team.
		Teacher implements strategies developed by school improvement teams.
		Teacher participates as a member of professional learning communities.
		Teacher participates as a member of a curriculum development team.
		Teacher designs and/or uses multiple methods of assessment to measure student growth.
		Teacher uses summative assessments to assess student knowledge and understanding of content.

**COMMENTS:**

**1st Observation Assessment:**

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**2nd Observation Assessment:**

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## Domain 7 Student Performance Language

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
<b>Yearly Attendance Rate</b>	0-75%	75-80%	80-90%	90-100%
<b>Fall P/T Conference Attendance Rate</b>	0-75%	75-80%	80-90%	90-100%
<b>Elementary MEAP 2010-2011 Math Proficiency Rate</b>	0-60% 2- Proficient 1-Advanced	60-70% 2- Proficient 1-Advanced	70-80% 2- Proficient 1-Advanced	80-100% 2- Proficient 1-Advanced
<b>Elementary MEAP 2010-2011 Reading Proficiency Rate</b>	0-60% 2- Proficient 1-Advanced	60-70% 2- Proficient 1-Advanced	70-80% 2- Proficient 1-Advanced	80-100% 2- Proficient 1-Advanced
<b>Local Elementary DRA2 Assessment Data</b>	0-60% At or Above Benchmark	60-70% At or Above Benchmark	70-80% At or Above Benchmark	80-100% At or Above Benchmark
<b>2011 Middle School MEAP Testing Program</b>	Significantly Below County Average	Falls below County Average	Meets County Average	Exceeds County Average
<b>Middle School Retention Rates</b>	$X \geq 9\%$	$6\% \leq X < 9\%$	$3\% \leq X < 6\%$	Less than 3%
<b>Middle School Annual EDP Rate of Completion</b>	$X \leq 93\%$	$93\% < X \leq 95\%$	$95\% < X \leq 97\%$	Greater than 97%
<b>High School Graduation Rate</b>	$X \leq 80\%$	$80\% < X \leq 85\%$	$85\% < X \leq 90\%$	Greater than 90%
<b>High School Dropout Rate</b>	$X \geq 12\%$	$9\% \leq X < 12\%$	$6\% \leq X < 9\%$	Less than 6%
<b>District Placement on County High School Comparison of MME Proficiency Scores</b>	Less than 11 <sup>th</sup>	10 <sup>th</sup> or 11 <sup>th</sup>	8 <sup>th</sup> or 9 <sup>th</sup>	Top 7 in County
<b>High School ACT Composite Average</b>	$X \leq 16$	$16 < X \leq 18$	$18 < X \leq 20$	Greater than 20

Two HE ratings within indicator #82 will create an overall HE score for domain seven. Indicator #82 will state “Student Performance.” Principals will cut-n-paste the appropriate ratings below, by school (EI/LMS/LHS), into the comments for indicator #82.

## Elementary

Student achievement\* (growth) for educators at \_\_\_\_\_ Elementary School will be measured according to the following Highly Effective Ratings:

- Student performance at \_\_\_\_\_ Elementary is \_\_\_\_\_ as indicated by 2010-2011 attendance rate.
- Student performance at \_\_\_\_\_ Elementary is \_\_\_\_\_ as indicated by 2010 fall parent/teacher conference attendance.
- Student performance at \_\_\_\_\_ Elementary is \_\_\_\_\_ as indicated by 2010-2011 MEAP Math proficiency.
- Student performance at \_\_\_\_\_ Elementary is \_\_\_\_\_ as indicated by 2010-2011 MEAP Reading proficiency.
- Student performance at \_\_\_\_\_ Elementary is \_\_\_\_\_ as indicated by 2010-2011 local building DRA2 assessment data.

## Middle School

Student achievement\* (growth) for educators at Linden Middle School will be measured according to the following Highly Effective Ratings:

- Linden Middle School ranks above county and state averages in all grade levels of all subject areas of the 2011 MEAP testing program.
- The retention rates of LMS students falls below 1% annually.
- Annual Educational Development Plans are completed at a 100% rate with completion being rated at 94% accuracy.
- LMS boasts an annual 97% attendance rate.

## High School

Student achievement\* (growth) for educators at Linden High School will be measured according to the following Highly Effective Ratings:

- Graduation Rate that exceeds 90%.
- Drop Our Rate that is under 6%.
- Proficiency Scores on MME tests (Math, Reading, Writing, Science, and Social Studies) ranked in the top seven of county high schools.
- Average ACT Composite score to exceed 20.

\*Data is based on previous year's information

SCHEDULE F

Calendar  
2010-2011

August 31 Tues.	Teacher Work Day (Breakfast, Staff Meetings; Begins at 8:00 a.m.) Professional Development Day for K-12 Teachers** (1/2 day, Begins at 12:45)
September 1 Wed.	Teacher Work Day
September 7 Tues.	First Day for Students
October 14 Thurs.	Secondary Parent/Teacher Conferences – After School
October 15 Fri.	No School for Students/Staff
November 22 Mon.	Elementary Parent/Teacher Conferences – After School
November 23 Tues.	End of First Trimester Elementary Parent/Teacher Conferences – After School
November 24 Wed.	K-12 Records Day – No School for Students Thanksgiving Recess - Begins at End of Day
November 29 Mon.	Classes Resume
December 22 Wed.	Christmas Recess - Begins at End of Day
January 3 Mon.	Classes Resume
January 13 Thurs.	Secondary Parent/Teacher Conferences – After School
January 14 Fri.	No School for Students/Staff
January 17 Mon.	Martin Luther King Day – No School for Students Professional Development Day for K-12 Teachers**
February 21 Mon.	Mid Winter Break – No School for Students
March 1 Tues.	MME Testing/Professional Development – No School for Students (EXCEPT for those students taking the MME) -All Teachers Must Report
March 8 Tues.	Elementary Parent/Teacher Conferences – After School
March 9 Wed.	End of Second Trimester Elementary Parent/Teacher Conferences – After School
March 10 Thurs.	Professional Development for K-12 Teachers** - No School for Students
March 11 Fri.	K-12 Records Day – No School for Students
April 1 Fri.	Spring Break - Begins at End of Day
April 11 Mon.	Classes Resume
April 20 Wed.	K-12 Parent/Teacher Conferences – After School (Elem. By Appointment Only)
April 21 Thurs.	No School for Students/Staff
April 22 Fri.	Good Friday – No School for Students/Staff
May 30 Mon.	Memorial Day – No School for Students/Staff
June 14 Tues.	Last Day for Students (Half Day)/Staff (Full Day)

\*\* Mandatory PD attendance by all bargaining unit members. Those who are absent on those days will be required to make up the PD time on the day following the last day of school. Sick time lost will be credited back upon completion of PD make-up. The equivalent of one day (six (6) hours) may be made up. Failure to make up all missed PD time will result in the loss of pay (dock time).

176 Student days  
183 Teacher days

1. The calendar will be deemed to include additional uncompensated work time for teachers associated with Individual Development Plans or the time new teachers spend with mentors as is required under the provisions of the Tenure act and Michigan School Code.
2. In the event any provision of this Agreement creates a condition whereby the district is deficient in terms of meeting the number of days and hours of student instruction, the student and staff schedules will be subject to renegotiations between the parties following verification of the deficiency.
3. Days on which school is closed due to inclement weather will be scheduled at the end of the school year to assure a sufficient number of days and hours to receive full state aide payments with the last day for teachers to immediately follow.

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

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

SCHEDULE F  
Calendar  
2011-2012

August 29 Mon.	New Teacher Orientation
August 30 Tues.	Teacher Work Day
August 31 Wed.	Teacher Work Day
September 1 Thurs.	Teacher Professional Development Day
September 6 Tues.	First Day of School for Students
October 20 Thurs.	Secondary Parent Teacher Conferences (After School)
October 21 Fri.	NO SCHOOL K-12
November 21 Mon.	Elementary Parent Teacher Conferences (After School)
November 22 Tues.	Elementary Parent Teacher Conferences (After School)
November 23 Wed.	K-12 Records Day-NO SCHOOL End of First Trimester
November 24 Thurs.	Thanksgiving Recess through November 27
November 28 Mon.	Classes Resume
December 22 Thurs.	Winter Recess begins at the end of the day
January 3 Tues.	Classes Resume
January 12 Thurs.	Secondary Parent Teacher Conferences (After School)
January 13 Fri.	NO SCHOOL K-12
January 16 Mon.	Professional Development K12 – NO STUDENTS
February 20 Mon.	President’s Day - NO SCHOOL K-12
March 6 Tues.	MME Testing - NO SCHOOL K-12 EXCEPT for students taking MME. (Professional Development for K-8 Teachers)
March 15 Thurs.	Elementary Parent Teacher Conferences
March 16 Fri.	K-12 Records Day – NO SCHOOL
March 30 Fri.	Spring Break begins at the end of the day
April 9 Mon.	Classes Resume
April 19 Thurs.	Secondary Parent Teacher Conferences (After School)
April 20 Fri.	NO SCHOOL K-12
May 28 Mon.	Memorial Day - NO SCHOOL K-12
June 7 Thurs.	Last Day for Kindergarten Students
June 8 Fri.	Last Day – Half Day for 1-12 Students Teachers done for the day after completing obligations

Teacher Work Days = 183  
Student Days = 176

SCHEDULE F

Calendar  
2012-2013

August 28 Tues.	Teacher Work Day
August 29 Wed.	Professional Development K-12 (SIS Training)
August 30 Thurs.	Teacher Work Day
September 4 Tues.	First Day of School for Students
September 21 Fri.	Professional Development K-12 – (NO STUDENTS)
October 18 Thurs.	Secondary Parent Teacher Conferences (After School)
November 19 Mon.	Elementary Parent Teacher Conferences (After School)
November 20 Tues.	Elementary Parent Teacher Conferences (After School)
November 21 Wed.	K-12 Records Day NO SCHOOL End of First Trimester
November 22 Thurs	Thanksgiving Recess through November 25
November 26 Mon.	Classes Resume
December 21 Fri.	Winter Recess begins at the end of the day
January 7 Mon.	Classes resume
January 17 Thurs.	Secondary Parent Teacher Conferences (After School)
January 21 Mon.	MLK Day NO SCHOOL K-12 Professional Development K-12 – (NO STUDENTS)
February 18 Mon.	President’s Day NO SCHOOL K-12 (NO STUDENTS) Professional Development K-12
March 1 Fri.	End of 2 <sup>nd</sup> Trimester
March 4 Mon.	K-12 Records Day NO SCHOOL
March 5 Tues.	High School PLAN / EXPLORE / MME Testing (grades 9-11) Professional Development for K-8 Teachers (NO STUDENTS except for those testing).
March 14 Thurs.	Elementary Parent Teacher Conferences (After School)
March 28 Thurs.	Spring Break begins at the end of the day
April 8 Mon.	Classes Resume
April 18 Thurs.	Secondary Parent Teacher Conferences
May 27 Mon.	Memorial Day NO SCHOOL K-12
June 7 Fri.	Last Day – Half Day for K-12 Students Teachers done for the day after completing obligations

Teacher Work Days = 183  
Student Days = 175



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

This letter of understanding is between Linden Community Schools (the "District") and the Linden Education Association (the "Association") regarding calendar changes:

It is understood that the District and the Association finalized school year calendars as part of their collective agreement, signed July 22, 2008, which expires August 31, 2010. Through the normal course of operations, and meetings of the Contract Maintenance Committee organized under Article 21 of the collective agreement, the parties have identified certain changes they would like to make to Schedule F (calendars).

The District and the Association wish to amend their agreement and further consent as follows:

- November 25, 2010 – clarified as:
  - Early release for All Students K-5 (Elementary Parent-Teacher Conferences)
  - Thanksgiving Recess begins at end of day,
  - End of Secondary First Tri-Mester
  - Records Day Middle School – no classes 6-8
- March 4, 2010 – eliminated as records day for the Middle School,
- March 4, 2010 – eliminated as Early Release for All Students K-5 (Elementary Parent-Teacher Conferences),
- March 8, 2010 – added as records day for the Middle School – no school 6-8,
- March 8, 2010 – added as records day for the High School – no school 9-12,
- March 8, 2010 – added as Early Release for All Students K-5 (Elementary Parent-Teacher Conferences).

The parties further agree that this letter of understanding sets no precedent, nor practice, for the future.

  
\_\_\_\_\_  
Linden Community Schools

  
\_\_\_\_\_  
Linden Education Association

6/10/09  
Date

6/10/09  
Date



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

RE: Fingerprinting

The District agrees to pay for fingerprinting of employees required under MCL.380.1230 for all those employees who paid for fingerprinting at initial time of hire with Linden Community Schools. Those employees who have not previously paid for fingerprinting will be required to do so prior to July 1, 2008 as a condition of continued employment as required by law.

The District also agrees to arrange for fingerprinting sessions on the District's premises. All employees for which the District agrees to pay for the cost of fingerprinting will be required to complete the fingerprint process during the District's scheduled window. Failure to do so will result in the employee being responsible for the fingerprinting and any associated costs.

\_\_\_\_\_  
For the Board

\_\_\_\_\_  
For the Association

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

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

The parties agree to clarify a portion of their collective agreement with this letter of understanding. The following section (Schedule A.2.) will be clarified:


All credits counted toward salary movement must:

- Be graduate credits
- Earned in a planned program of study from an accredited college or university
- Be earned after credits used for placement on the current scale/step (ex: credit toward a MA+15 payment must be earned after the MA was awarded)

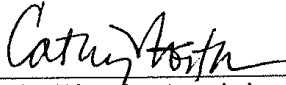
The parties agree to the following additional understanding:

- Planned program shall be defined as graduate level credit for professional development in education or a teachable subject area

In addition, the District agrees to accept for movement on the salary scale any credits taken by bargaining unit members from Loyola University that have been determined to be "personal enrichment" credits (not graduate level), provided the credits were completed prior to June 30, 2008.

  
\_\_\_\_\_  
Linden Community Schools

7/22/08  
Date

  
\_\_\_\_\_  
Linden Education Association

7-22-08  
Date