

PROFESSIONAL EMPLOYMENT

CONTRACT

BETWEEN

BOARD OF EDUCATION

OF

THE FOWLERVILLE COMMUNITY SCHOOLS

AND

FOWLERVILLE EDUCATION ASSOCIATION

2011-2013

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PROFESSIONAL EMPLOYMENT CONTRACT

This Contract entered into this 1st day of July 2011, between the Board of Education of the Fowlerville Community Schools, hereinafter referred to as the "Board" and the Fowlerville Education Association/MEA-NEA, hereinafter referred to as the "Association."

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

THEREFORE, the purposes of this Agreement are to set forth the wages, salaries, hours and other terms and conditions of employment which shall prevail for the duration of this agreement and to promote orderly and peaceful Employer employee relations for the mutual interest of the Board, the faculty, the Association, and the children who attend the schools in this District. Recognizing that providing a quality education for the children in the Fowlerville District is the aim and obligation of the parties hereto, the Board and the Association for and in consideration of the mutual promises, stipulations, and conditions hereinafter specified, agree to abide by the terms and provisions set forth herein for the duration of this Agreement.

ARTICLE I

RECOGNITION

Section 1: The Board hereby recognizes the Association as the exclusive bargaining representative as defined in Section II of Act 379 Public Acts of 1965, with respect to wages, hours, terms and conditions of employment for all professional teaching personnel, including personnel on tenure, on probation, and classroom teachers, guidance counselors, librarians, alternative education teachers, but excluding all others such as but not limited to superintendent, principals, substitutes, preschool, adult education and community education program personnel. A teacher acting as athletic director is considered a supervisor and excluded only in his or her position as athletic director.

The Board agrees not to negotiate with any teacher organization other than the Association for the duration of this agreement.

The term "teacher" when used hereinafter in the agreement shall refer to all employees represented by the Association in the bargaining unit as above defined.

ARTICLE II
RIGHTS OF THE BOARD

Section 1: The Board hereby retains and reserves unto itself all powers, rights and authority conferred upon and invested 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, etc., shall include, by way of illustration and not by way of limitation, the right to:

- (a) Hire and contract with such duly qualified teachers as may be required.
- (b) The general care and custody of the schools and property of the District, and to make and enforce suitable rules and regulations for the general management of the schools and the preservation of the property of the District.
- (c) Establish and carry on such grades, schools and departments as it shall deem necessary or desirable for the maintenance and improvement of the schools.
- (d) To make reasonable rules and regulations relative to anything whatever necessary for the proper establishment, maintenance, management and carrying on of the schools.
- (e) Determine the services, supplies and equipment necessary to continue its operation and to determine all methods and means of distributing the above and establishing standards of operations, the means, methods and processes of carrying on the work.

Section 2: In meeting such responsibilities the Board acts through its administrative staff. Such responsibilities include without being limited to the establishment of education policies; the construction, acquisition, and maintenance of school buildings and equipment; the evaluation, discipline, promotion, and termination of employees; and the establishment and revision of rules and regulations governing and pertaining to work and conduct of its employees. The Board and administrative staff shall be free to exercise all of its managerial rights and authority.

Section 3: The Association recognizes that the Board has responsibility and authority to manage and direct all the operations and activities of the School District to the full extent authorized by law, provided that such rights and responsibilities shall be limited only by the specific and express terms of this agreement and then only to the extent that such specific and express terms are in conformance with the Constitution and laws of the State of Michigan and the Constitution and laws of the United States.

ARTICLE III

ASSOCIATION RIGHTS, DUES, FEES AND PAYROLL DEDUCTIONS

Section 1: The Board specifically recognizes the right of its employees appropriately to invoke the assistance of the State Labor Mediation Board, or a mediator from such public agency.

Section 2: The Association and its members shall have the right to use school building facilities Monday through Friday after completion of required duty time and required meetings to midnight, and weekends, 1:00 p.m. to midnight for meetings. The facilities used shall be scheduled with and approved by the building principal. No teacher shall be prevented from wearing insignia, pins or other identification of membership in the Association either on or off school premises. Bulletin boards in the faculty planning room, the PA system at times of regular announcements, and the weekly bulletin shall be made available for meeting announcements to the Association and its members.

Section 3: The Board agrees to make available to the Association, upon request, any and all information which is related to or necessary for the proper processing of grievances or complaints, and that information which the Association is entitled to by law for the purpose of collective bargaining.

Section 4: The Association may use the following school equipment: Instructional computers, typewriters, copy machines, duplicators and AV equipment, with prior approval of the building administrator, at reasonable times when such equipment is not otherwise in use. The Association shall pay the cost of materials and supplies incidental to such use.

Section 5: Association members. In accordance with the terms of this article, each bargaining unit member within thirty (30) days of employment shall, as a condition of employment, join the Association or pay a service fee to the Association. Bargaining unit members joining the Association shall pay dues to the Association in accordance with its policies and procedures.

Section 6: Service Fee Payers. Bargaining unit members not joining the Association shall pay a service fee to the Association as determined in accordance with the legally permissible MEA policy and procedures regarding objections to political -ideological expenditures. The remedies set forth in this policy shall be exclusive, and unless and until the procedures set forth therein have been availed and/or exhausted, all other administrative and judicial procedures shall be barred.

Section 7: Non-Payment of Dues or Service Fees. If a bargaining unit member does not pay the appropriate amount of dues or legally permissible service fee to the Association, upon written notification by the Association the Employer shall deduct that amount from the bargaining unit member's wages, and remit same to the Association. Should such involuntary payroll deduction become legally disallowed, the Employer shall, at the written request of the Association, terminate the employment of such bargaining unit member within thirty (30) days of receiving the notification by the Association. The parties agree that the failure of any bargaining unit member to comply with the provisions of this Article is just cause for discharge from employment.

Section 8: The Association, in all cases of discharge for violation of this Article, shall notify the bargaining unit member of non-compliance by certified mail, return receipt requested. Said notice shall detail the non-compliance, and shall provide ten (10) days for compliance, and shall further advise the recipient that a request for discharge may be filed with the Employer in the event compliance is not effected. If the bargaining unit member in question denies that he/she has failed to pay the service fee, then he/she may request, and shall receive, a hearing before the Employer limited to the question of whether he/she has failed to pay the service fee.

Section 9: With respect to all sums deducted by the Employer pursuant to authorization of the employee, whether for the Professional Dues or Representation Benefit Fee, the Employer agrees to disburse said sums upon direction of the Association within fifteen (15) days.

Section 10: Due to certain requirements established in recent court decisions, the parties acknowledge that the amount of the fee charged to non-members along with other required information may not be available and transmitted to non-members until mid-school-year (December, January or February). Consequently, the parties agree that the procedures in this Article relating to the payment or non-payment of the representation fee by non-members shall be activated thirty (30) days following the Association's notification to non-members of the fee for that given school year. This Article shall be effective retroactively to the date of the Agreement and all sums payable hereunder shall be determined from said date.

Section 11: The Association agrees to indemnify and save the Board, and including each individual School Board member, harmless against any and all claims, demands, costs, suits or other forms of liability including back pay, unemployment and all court or administrative agency cost that may arise out of or by reasons of action by the Board for the purpose of complying with the discharge procedures of this Article, subject however, to the following conditions:

- (a) The damages have not resulted from the gross negligence, misfeasance, nor malfeasance of the Board or its agents; the Employer gives timely notice to the Association; and permits the Association intervention as a party if it so desires.
- (b) The Association, after consideration with the Board, has the right to decide whether to defend any said action, or whether or not to appeal the decision of any court or other tribunal regarding the validity of the section or the defense which may be assessed against the Board by any court or tribunal.
- (c) The Association has the right to choose the legal counsel to defend any said suit or action and the Employer gives full and complete cooperation to the Association and its counsel in securing and giving evidence, obtaining witnesses and making relevant information available.
- (d) The Association shall have the right to compromise or settle any claim made against the Board under this section.

Section 12: Any bargaining unit member who is a member of the Association, or who has applied for membership, may sign and deliver to the Employer an assignment authorizing deduction of dues, assessments and contributions in the Association as established by the Association. Such authorization shall continue in effect from year to year unless revoked according to the procedures outlined in the MEA Constitution, Bylaws and Administrative Procedures. Pursuant to such authorization, the Employer shall deduct one-tenth (1/10) of such dues, (local) assessments and contributions from the regular salary check of the bargaining unit member each month for ten (10) months, beginning in September and ending in June of each year, not to exceed ten (10) deductions. Any employee who shall not perform services for any entire month of the school year shall have his/her dues reduced by one-tenth (1/10) of the yearly dues for each entire month he/she did not work, except where the failure to perform services during the month was the result of the employee taking paid leave provided for in the Agreement.

Section 13: Upon appropriate authorization from the bargaining unit member, the Board shall remit within fifteen (15) working days all monies to the appropriate business for annuities, credit union, or other programs approved between the Employer and the Association.

Section 14: The District will consult with the Association as soon as feasible whenever there appears to be compliance problems with teacher qualifications (such as certification, accreditation, and No Child Left Behind Act requirements).

Section 15: The Administration shall, upon request, furnish the Association with a complete list of the membership of each district-wide committee that has been established, or is required, by provisions of this Professional Employment Contract.

District-Wide Committees:

- ICT – Instructional Consultation Team
- SERHAB (Sex Education Reproductive Health Advisory Board)
- Professional Staff
- Steering Committee
- K-12 School Improvement
- Positive Behavior Support
- Alternative Ed. Advisory Committee

ARTICLE IV
PROFESSIONAL COMPENSATION

Section 1: The salaries of teachers covered by this agreement are set forth in Appendix A, which is attached to and incorporated in this agreement.

Section 2: The Board agrees that in addition to the annual salary of each employee, it will pay a percentage of the individual's gross salary to the Michigan Public School Employees' Retirement System (MPSERS) at the rate determined by MPSERS.

Section 3: The salary schedule is based upon a normal weekly teaching load, as hereinafter defined, in accordance with the adopted school calendar during normal teaching hours. For extra work required in excess of the recognized teaching responsibilities, as defined hereinafter, the teacher shall be entitled to additional compensation at an hourly rate determined by 1/6 or 1/7 of 1/181 of the teacher's school year contract. The Board shall be entitled in its sole discretion to reschedule any days lost in the event school is closed due to strikes by employees of the Board which do not allow such days to be counted as days of student instruction. The rescheduling of such days shall not entitle employees to additional compensation over and above their regular contracted salary.

Section 4: Teachers shall not be required to report more than four (4) working days prior to the beginning of classes at the beginning of the school year, and the last work day will be the same as the last student day provided all regular teaching duties have been completed. New teachers may be required to report for one additional day for orientation prior to the opening of school. One additional new teacher orientation day may be required provided, however, that except during the week prior to the scheduled opening of school that no new teacher shall be required to be absent from another job, nor absent from any classes in which they may be enrolled.

Section 5: The following legal holidays shall be observed and all schools closed: New Year's Day, Memorial Day, Labor Day, Thanksgiving Day, Christmas Day.

Section 6: Teachers participating, during the school day, in a formal proceeding under the guidance of the Michigan Employment Relations Commission, an arbitration or any other meeting mutually agreed to by the parties shall be released from regular duties without loss of salary. Participation shall be defined as follows:

- (a) Mediation - The Association's bargaining team (not to exceed the number which was involved in negotiations prior to request for mediation), its president and two (2) other members.
- (b) Arbitration - Witnesses who actually testify (attempts shall be made to schedule witnesses so that they are released from regular duty only for the time necessary to give testimony). The grievance committee chairperson, the Association president and the building representative who presented the case and/or the teacher which is the subject of the grievance.
- (c) Other meetings - Meetings which are mutually agreed upon by the parties.

It is understood and agreed that every attempt shall be made to schedule the above described proceedings at a time when school is not in session.

Section 7: At the beginning of each school year, each teacher shall receive Twenty-six (26) equal amounts payable bi-weekly during the year. Anyone receiving Twenty-one (21) equal payments as of June 5, 2007, may continue this method of payment if they so choose. Payment for Appendix B positions and Longevity shall be issued in two separate regularly scheduled salary payments.

Section 8: The Board agrees that the Association shall be allowed up to ten (10) days, with pay, to attend to Association business each year, provided the Association gives the Board at least seven (7) days notice of the person who shall attend and the dates of attendance, and provided further that the Association reimburse the Board for the salary expenses incurred by the Board employing the substitute teacher.

Section 9: The summer program is a continuation of the school program for the school year ending June 30. Summer school teachers shall be paid at the senior level Community Education hourly rate. Summer school teachers who teach three (3) hours of direct instruction shall be paid the established summer school classroom rate and one additional hour for instructional planning. Summer school teachers who teach more or less than three (3) hours of direct instruction shall be paid the established summer school classroom rate, pro-rated, for instructional planning. (Summer School instruction using distance learning see Appendix J.)

Section 10: Credit for experience for new hires shall be evaluated by the Board and credit may be allowed whenever the prior service of the teacher is satisfactory. Experience from another school system will be accepted only if the experience was earned while the teacher had a provisional, permanent or continuing certificate. Any teacher commencing service with the District may be credited with previous years of satisfactory teaching experience up to a maximum of seven (7) years. A teacher with more than five (5) years experience may receive full credit for each satisfactory year of teaching when he/she has been placed on tenure. Teachers shall be advanced one (1) step on the salary schedule for between one (1) and three (3) years of active military service and two (2) steps for active military service in excess of three (3) years.

Section 11: Increments become effective September 1 (or beginning of school year) each year and advancement under the salary schedule shall be automatic as of this date. Teachers who actively worked at least 3/4 of the preceding school year shall be entitled to advance a full step. Teachers who actively worked between 1/4 and less than 3/4 of the preceding school year shall be entitled to advance one-half (1/2) step.

Section 12: In addition to the basic teacher salary as provided in Appendix A, teachers shall be compensated for sponsorship of extracurricular activities only as provided in Appendix B scheduled activities.

Section 13: Teachers may elect, during their contractual work hours, to accept an assignment to substitute for another teacher on an hourly and/or day-to-day basis and shall be paid the Choices Teacher Salary hourly rate (see Appendix J.)

Section 14: Part-Time Teachers - Teachers teaching less than a full load in the junior high school and the high school will receive a salary based on the formula as follows: Teacher salary [Schedule A] will be divided by total contractual teacher work days to obtain a daily rate. Then it will be divided by the total minutes of instruction and planning, for the assigned building to calculate a per minute rate. This number is then multiplied by the number of minutes the teacher will be teaching [including supervision and passing time]. This number is then multiplied by the number of days [including professional development, in-service, and parent/teacher conferences] the assignment will be in effect. Part time teachers teaching 1-2 hours will receive 30 minutes preparation time. Part time teachers teaching 3 or more hours will receive same amount of preparation time as a full time teacher.

Section 15: Once teachers have completed credit requirements for advanced certification they will be reimbursed \$45/semester hour for college courses/ continuing education units they take that meet prior administrative approval and that are pertinent to the improvement of their teaching skills or proficiency, or courses taken in a degree-seeking program within the field of education, or courses which relate to an advancement in position in the logical development of an educational career, i.e., educational administration, etc. Proof of such work must be presented by the teacher on or before September 1, for courses completed since September 1 of the previous year.

Section 16: The teacher's work year is based on one hundred seventy-three (173) teacher/student contact days at grades K-8; one hundred seventy-four (174) days grades 9-12, five professional development days, three teacher work days K-8 (one of which will be self scheduled and include time for compliance training), and two work days grades 9-12(one of which will be self scheduled and include time for compliance training), for a total of one hundred eighty-one (181) teacher work days. Teachers do not have to report when school is called off due to inclement weather or other emergency conditions as defined by the State School Aid Act. Such cancelled days and instructional hours not already scheduled in the school year calendar shall be rescheduled to comply with State requirements by adding all such days and instructional hours to the end of the school year. Teachers shall report to work on the rescheduled days and hours.

Section 17: A librarian, at each level, except for alternative education programs where a librarian is currently not required, may be required to work two (2) days in advance of the reporting day for teachers at the opening of school each year and may be required to work additional days before the opening of school or past the closing of school as determined appropriate by the Employer to properly file, shelf, catalog, and otherwise prepare for the opening and closing of the buildings. For this, they shall be paid at a rate equal to their per diem pay rate.

Section 18: Testing Out - After students go through the required procedures for consideration of a testing out of a specific class, the administration will contact the teacher, in order of seniority in the department, currently teaching the class for the purpose of providing the appropriate components of the testing out program. Teachers will be compensated for the time needed to provide the appropriate components of the testing out program, including but not limited to preparation, administration, if necessary, and assessment evaluation. The instructor will be compensated at an hourly rate based on the fourth year of the MA track.

Section 19: Mentoring - The District will compensate teachers who volunteer for providing mentoring assistance to teachers during their first three years in classroom teaching assignments. The District and Association will mutually agree on the guidelines and responsibilities for mentors (See Appendix G). Compensation will be paid as a Schedule B position. Experience will begin with the 2001-2002 school year and only one year of experience will be earned per year regardless of the number of teachers mentored.

Section 20: Teachers serving on the Sex Education Reproductive Health Advisory Board will be compensated \$25 per hour for after school SERHAB meetings. A teacher serving as a chairperson will receive 2.5% on Schedule B.

Section 21: Students who are independently completing Michigan Virtual High School courses on-site during the regular school day shall be assigned to the media center. The media specialist will mentor these students without any additional compensation.

ARTICLE V
LEAVE BENEFITS

Section 1: Any teacher absent from duty because of personal illness or injury shall be paid his/her full salary for the period of such absence, not to exceed a total of ten (10) sick days in any one year except where additional sick leave days have been accumulated. Said accumulation shall not exceed one hundred fifty (150) days. The days of sick leave shall be credited to the teacher on the first day he/she reports for duty in each school year. At the beginning of each school year each teacher shall be credited with the number of days of sick leave not used during the previous years of service in this school system, subject to the maximum one hundred fifty (150) day accumulation requirement. Sick leave information will be provided to teachers on their paycheck record. Should a special situation arise, the Board may, on petition of the Association, grant additional sick leave to individual employees. (Should the petition not be granted, the Board shall inform the Association, in writing, of the reasons for the decision). Any teacher leaving the school system who has used such sick days in excess of his/her allowance (e.g., at the rate of one (1) day per month) shall have such sick leave pay deducted from his/her final check. Sick leave with pay will be granted to the extent of the employee's unused accumulated sick leave, for the following reasons:

- (a) Personal illness of a nature that prohibits successful fulfillment of duties.
- (b) Quarantine of employee.
- (c) Illness in the immediate family of employee. Limited to: Parents, siblings, spouse, guardian, or child or ward.
- (d) Emergency situations may be handled at the discretion of the superintendent.
- (e) Illness or disability due to pregnancy.
- (f) Sick leave compensated under Worker's Compensation, or other insurance provided by the system shall be administered in the following manner:
 - 1. The teacher shall receive, from the system, the difference between the insurance and his/her regular salary until such time as his/her sick leave day accumulation has been exhausted;
 - 2. The teacher's leave day accumulation shall be charged in the same proportion as the difference in regular salary paid by the District in #1. above computed to the nearest one-half (½) day.

The Board reserves the right to require a doctor's statement of the member's condition of any illness.

Section 2: Termination - Upon resignation or upon retirement in accordance with the Michigan Public School Retirement Act, or in the event of the death of the employee, any employee with ten (10) calendar years of service or more may redeem up to sixty (60) accumulated sick leave days at the rate of \$40.00 per day. In the event of death, the estate will be paid the money.

Section 3: Purchase of Sick Days – Teachers who have more than seventy-five (75) accumulated sick days on April 1, 2007 will and thereafter on an annual basis may sell back to the District ten (10) sick days at the rate of \$40 per day which will be subtracted from the employee's total days. The employee will complete necessary paperwork on May 1st to payroll in Central Office. Sick day compensation will be paid with longevity in June of the same fiscal year.

Section 4: Personal business is an activity of a nature that requires the teacher's presence during the school day and cannot be attended to at another time or day. Requests for personal business leave shall, when possible, be requested in writing five (5) days in advance. Three (3) personal business leave days per year will be granted, providing substitutes are available. A personal leave day shall not be granted for the day preceding or the day following holidays or vacations, and the first and last days of the school year, or three consecutively except with approval of the superintendent. No personal leave shall be granted to a teacher on scheduled in-service days. (The third business day will be charged against the sick leave allowance). The Superintendent may at his/her discretion, limit the number of applications to no more than three (3) per building on any given Friday.

The Superintendent may allow a business day with less than five (5) days notice in the event of extenuating circumstances and which could not be reasonably known prior to the request. Any unused personal business days shall be accumulated as sick leave days.

Section 5: Leave of absence with pay will be granted for each day necessarily lost from work for the following reasons and not be charged against sick leave:

- (a) Death of a spouse, sibling(s), parent(s), guardian(s), or children or ward(s), not to exceed five (5) days. One (1) day for death of the aforementioned relations of the teacher's spouse. Additionally, up to a maximum of (2) days per year may be used for death of employee's grandparents and mother or father-in-law, grandchild, niece, nephew, aunt, uncle, brother-in-law, or sister-in-law. Other deaths are covered under personal business leave, Section 3 above.
- (b) Emergency situations may be handled at the discretion of the superintendent.
- (c) Conferences, conventions, or visitations to other schools when approved by the administration.

Section 6: Any pregnant employee shall notify the superintendent of her pregnancy and expected date of delivery not later than two (2) weeks after learning of said pregnancy. Upon written request, said employee shall be granted a maternity leave of absence for a period of up to one (1) calendar year, and may use unused accumulated sick leave for the period of physical illness or disability due to pregnancy during said leave. In the event such pregnancy seriously affects the work and/or attendance of the employee prior to her voluntarily taking a leave of absence, the employee shall be required to take a maternity leave at such earlier date as determined by the Board. In the event the employee fails to indicate readiness to return to work upon the expiration of said leave, she shall be terminated and forfeit any further rights she may have under this agreement or individual employment contract.

- (a) Leaves of absence shall commence at such time as the teacher is unable to continue on active duty due to her disability due to pregnancy, unless the teacher requests an earlier commencement time which is approved by the Board. Pregnancy leaves shall end at the beginning of the first marking period following the teacher's request to return to work, unless an earlier return is allowed by the Board.
- (b) In the event of an adoption of a child, any teacher shall upon written notification to the superintendent be granted a child care leave of absence for a period of up to one (1) calendar year.
- (c) At the termination of a leave of absence taken under this section, the teacher shall be returned to a position in the District for which the teacher is certified and qualified.

Section 7: A teacher called for jury duty or called by the Board to give testimony as a witness, not as a defendant, before any judicial or administrative tribunal or in an arbitration, negotiation,

mediation, or fact-finding proceeding shall be compensated for the difference between the teaching pay and the pay received for the performance of such obligation if necessary to be absent for performance of the regular job for which contracted. The teacher must notify administration immediately upon notification of such duty, to allow replacement or cancellation of such duty. This provision will not be observed if the teacher is called for such duty as an obligation of an elective position, such as but not limited to: Jury deputy, township official, etc.

Section 8: Absences not covered in the above items will result in the deduction in the salary equal to 1/181 of the total salary per year.

Section 9: When a teacher has exhausted all sick leave credits and sickness and accident benefits, he/she shall be eligible for a medical leave of absence without pay of not to exceed twelve (12) months, provided he/she submits medical proof of inability to perform normal teaching duties. During the said twelve (12) month period, the Board may request medical re-certification of inability to perform normal teaching duties. Such leave may be renewable annually upon the request of the teacher.

Section 10 Teachers may submit requests for leaves of absence without pay to the Board for consideration. The requests shall be in writing and shall contain a full explanation of the reasons for the desired leave of absence. The application shall be submitted to the superintendent for recommendation to the Board. The Board shall consider the request and provide an answer granting or denying the leave of absence as requested. The Board may indicate an alternative arrangement for leave of absence in its answer, which the teacher may accept by submission of an amendment to the original application. Subject to lay off and recall provisions of the master agreement, any teacher granted a leave under this section, upon return from the approved leave, shall be assigned to a position for which she/he is certified and qualified. Seniority and wage increments shall not accrue during a leave of absence, subject to Article XI, Section 1. The maximum length of any leave shall not exceed two (2) years and shall be reviewed subject to Board approval on an annual basis.

Section 11: Any teacher may request an unpaid professional improvement leave of absence. Such leaves may be taken for the purpose of advanced course work, educational research, educational travel or on-the-job practical experience in the teacher's field. Such leaves will be granted at the sole discretion of the Board. The maximum length of any leave shall not exceed two (2) years and shall be reviewed subject to board approval on an annual basis.

Section 12: After fifteen (15) years of service in the Fowlerville Community Schools any teacher may request an unpaid personal leave for an entire school year. Such request must be submitted in writing to the superintendent by April 1 for the ensuing school year. The Board will approve one such request per year, provided all conditions are satisfied, on a first come first serve basis by June 1. The Board may approve additional requests in its sole discretion. To be eligible for such leave the Board must be able to replace the teacher with a certified and qualified substitute who meets North Central Accreditation standards and "highly qualified" requirements of the No Child Left Behind Act and implementing state and federal regulations for the year of absence. A teacher granted such a leave will not receive District paid insurance or other benefits during the leave nor will the teacher accrue seniority during the leave. The teacher will have no right to return during the leave. A teacher on such a leave must confirm his/her intent to return, or not return, to employment in writing by April 1. Upon return from this leave, the teacher shall return to his/her previous teaching level. (K-2, 3-4, 5-6, 7-8, 9-12)

Section 13: Bargaining unit positions vacated by unit members on board-approved leaves of absence that extend beyond one hundred (100) school days shall be considered vacated for this section. Such leaves shall be subject to annual re-approval, and shall not exceed two (2) consecutive years,

per individual member. The District may hire a non-bargaining unit member teacher not to exceed the one hundred (100) day period, the position shall be posted or eliminated at the District's discretion and filled in accordance with normal posting procedures [transferred language from Article VIII, Section 5.]

ARTICLE VI
FRINGE BENEFITS

For the 2011-2012 school year, an insurance co-pay of ten percent (10%) of the PAK A premium beginning September 1, 2011 through August 31, 2012, based on the PAK A premium effective July 1, 2011, will be taken from the second paycheck of every month. For the 2012-2013 school year, an insurance premium co-pay of fifteen percent (15%) of the PAK A premium, beginning September 1, 2012 through August 31, 2013, based on the PAK A premium effective July 1, 2012, will be taken from the second paycheck every month. For employees electing twenty one (21) pays the insurance co-pay will be divided over nine months.

Section 1:

PLAN A

The Board shall provide each fulltime employee and dependents with MESSA Pak Plan A for Employees Electing Health Insurance:

Choices II	\$500/\$1,000 In Network Deductible \$1,000/\$2,000 Out of Network Deductible
Prescription Co-Pay	\$10/40 The employee shall pay the applicable co-pay
Office Co-Pay	Doctor's Office \$20 Co-pay Urgent Care \$25 Co-pay Emergency Room \$50 Co-pay
Long Term Disability	66-2/3% \$4,500 Maximum 60 Work Days - Straight Wait Freeze on Offsets Alcoholism/Drug Addiction - 2 Year Mental/Nervous - 2 Year
Delta Dental	75/75/75/50: \$2000 Annual Maximum/\$1000 Ortho
Negotiated Life	\$5,000 AD&D
Vision	VSP-2 Silver

Section 2:

PLAN B

The Board shall provide each full time employee and dependents with the Plan B for Employees Not Electing Health Insurance:

Cash Payment	\$100 per month
Long Term Disability	66-2/3% \$4,500 Maximum 60 Work Days - Straight Wait Freeze on Offsets Alcoholism/Drug Addiction - 2 Year Mental/Nervous - 2 Year
Delta Dental	75/75/75/50: \$2,000 Annual Maximum/\$1000 Ortho
Negotiated Life	\$10,000 AD&D
Vision	VSP-2 Silver

Section 3: Disability – The Board shall provide non-duty related sickness and accident coverage through MESSA Choices II PPO PAK; \$500/\$1,000 In Network Deductible \$1,000/2,000 Out of Network Deductible \$10/\$40 Rx which shall commence once the teacher has served a sixty (60) working-day waiting period. Working day shall be defined as a school calendar day, but shall exclude any day worked due to an Appendix B position. Once the teacher has served the required sixty (60) working-day waiting period, the teacher shall be paid sixty-six and two-thirds percent (66-2/3%) of his/her per-year salary excluding any monies received for Appendix B work or other non-teaching or extra-teaching duties, for the duration of the disability or to age sixty five (65), whichever comes first. Said sixty-six and two-thirds percent (66-2/3%) shall include any social security benefits rather than be in addition to said benefits. All provisions of the insurance contract shall be controlling in determining eligibility for disability benefits. Disability occasioned by work related injury shall be exclusively covered by worker's compensation. The Board shall provide the following insurance coverage for full time teachers each year through:

MESSA-PAK: The Board shall provide newly hired teachers, and teachers returning from an unpaid leave of absence for which health insurance was not provided, whose first day of work is after the first of the month, with MESSA – PAK PPO Choices II health insurance benefits beginning on the first day of the month following the first day of work, unless otherwise provided by the insurance carrier. Teachers who begin work on the first of the month shall have health insurance benefits provided by the District from that day. Any changes by a teacher during the open enrollment period will become effective according to the insurance carrier rules and procedures.

Section 4: MESSA Choices II PPO PAK hospitalization insurance.

(a) Where more than one (1) member of the same family, i.e., husband and wife, are employed by the Board and are eligible employees for the above specified health insurance coverage, only one (1) of said employees shall be eligible for health insurance coverage. In the event an employee's spouse is employed by someone other than the Board and his/her Employer provides comparable health insurance coverage, the board shall be relieved of any liability for the purchase of health insurance for said employee. Not later than the third Monday of September each year every employee shall certify, in writing, that his/her spouse does not

have comparable insurance coverage at his/her place of employment. Any teacher who elects not to take health insurance coverage through the school district shall be entitled to Plan B of MESSA Choices II PPO PAK.

(b) The Board agrees, that for teachers who complete the school year, it shall furnish appropriate fringe benefits for the months of July and August under the same conditions and to the same extent as it did for the regular school year. However, teachers retiring effective June 30 will receive paid insurance only through June 30. The District will contribute \$1,000 into the retiree's 401a plan.

(c) The amount contributed by the Board toward the insurance premium for part-time employees shall be prorated in an amount proportional to the time worked.

Section 3: The Board shall provide each full time employee and dependents with the MESSA Choices II PPO PAK Delta Dental program 75/75/75/50 with \$2,000/\$1,000 maximum. This plan includes the fifty (50%) percent orthodontic rider to a lifetime maximum of \$1,000 per insured person.

Section 4: The Board of Education shall provide each full time employee and dependents with MESSA Choices II PPO PAK VSP-2 Silver.

Section 5: An employee shall be eligible for insurance coverage under this contract upon satisfaction of carrier eligibility requirements.

Section 6: Sick Leave Bank

(a) The Board and Association will cooperate in the establishment of a sick leave bank. All regularly employed professional employees covered by this Agreement shall participate.

(b) One (1) day of each employee's sick leave will be deposited in the bank each year until the bank is built up to a maximum of two hundred fifty (250) days. No more days will be added to this maximum until the bank is depleted to one hundred (100) days. The bank will then be built up again to two hundred fifty (250) days and the process repeated.

(c) Additions will be made to the bank at the beginning of each fiscal year according to the above limitations. Deductions will be made from teachers who have been assigned teaching positions during the month of September for the calendar work year. If the bank is depleted during a fiscal year, teachers will deposit days to rebuild the bank at the rate of one day per staff member. Those teachers who have no days to give at that time will have their days subtracted from the next year's allotment.

(d) An employee resigning from the District will not be allowed to withdraw contributed days.

(e) The first twenty-five (25) school days of illness or disability will not be covered by the bank but must be covered by the person's own accumulated sick leave, or absence without pay.

(f) Persons withdrawing sick leave days from the bank will not be required to replace these days except as a regular contributing member of the bank.

(g) The president of the Association shall certify as to the accuracy of the additions of, and deductions from, the bank.

(h) The Association recognizes the responsibility of each member to use sick leave for its intended purpose.

(i) A maximum of thirty-five (35) days during one school year may be drawn by one individual from the bank.

(j) Nothing in this Article shall be construed as placing any obligation on the Board to advance or loan additional sick leave days to the bank should all days be used up in any period or periods of its operation.

(k) The District will be required to pay sick leave benefits for no more than sixty (60) consecutive days (combined personal and sick bank days) for any specific illness. Any employee covered by this sick leave provision whose illness extends beyond the provision of this section may participate in the long-term disability insurance program if they so qualify. An individual may, however, use his/her personal sick leave days for any unrelated subsequent use of sick leave benefits.

Section 7: The Board will provide teachers with the opportunity to participate in a Flexible Benefit Plan as defined by Internal Revenue Service Regulations Section 125 and the Fowlerville Community School Plan Document which will specify Plan options.

Section 8: Teachers and their spouses shall be able to use the Fowlerville High School Physical Fitness Center facility and equipment without fee. In circumstances involving facility and equipment usage and student needs, the needs of students shall receive preference.

ARTICLE VII
TEACHING HOURS

Section 1: Teachers in grades 6-12 are expected to be in the classroom or assigned location six (6) minutes before the student day begins and nine (9) minutes after the student day ends.

Section 2: The parties recognize that the work week in education cannot be interpreted literally. The teacher is required, in addition to the regular classroom assignment, to make a careful daily preparation, to attend parent-teacher conferences and will normally be expected to attend not more than two (2) staff meetings per month, no longer than one (1) hour in duration, which the building principal may use for North Central or state accreditation and/or school improvement purposes, as well as other purposes. In the event of an emergency situation which requires immediate communication, the building administration may schedule a short meeting. Teachers are also encouraged to attend performances of the students in plays, concerts, athletic activities and other extracurricular activities.

Section 3: The School Calendar and Choices Program Calendar shall be Appendix D of this agreement.

Section 4: All teachers shall be entitled to a duty-free uninterrupted lunch period. The lunch period shall be a minimum of thirty (30) minutes each day.

Section 5: The general schedules of the elementary, junior high school, and high school shall be set forth in Appendix C.

ARTICLE VIII
TEACHING ASSIGNMENTS

Section 1: Teachers who will be affected by a change in grade assignments in the elementary and middle school grades and by changes in subject/grade assignments in the junior high school, high school, and alternative education programs will be notified and consulted by their principals as soon as practical. Such changes will be voluntary to the extent possible. Every effort will be made to avoid reassigning K-6 teachers to different grade levels unless the teacher requests such change.

In the event the reduction of the number of positions within grades K-4, creates the need to transfer a teacher to another grade level, the District shall seek a volunteer. In the event no satisfactory volunteer exists, an effort shall be made to transfer the least senior teacher from that grade. The administration can also take into consideration factors such as experience, competency, qualifications, and staffing needs.

Other than alternative education program teachers, a high school teacher or a junior high teacher, beginning with 2002-2003 (for as long as the junior high is on a six (6) period day) assigned more than three (3) class preparations if teaching five (5) class periods, or more than four (4) class preparations if teaching six (6) class periods per semester and a class load of more than seventy-nine (79) students per day; or while the junior high is on a seven (7) period day, a junior high school teacher assigned more than four (4) class preparations if teaching six (6) class periods, or more than five (5) class preparation if teaching seven (7) class periods per semester and a class load of more than ninety-nine (99) students per day; will be paid an additional two hundred dollars (\$200.00) per semester for each prep over the specified limit. The junior high school guidelines will apply to a teacher assigned to both the high school and junior high school. For the purposes of this section, in team teaching situations special education teachers may only count identified special education

students towards their class load total. If the present building grade level configuration should change Section 1 of this Article shall be renegotiated.

Section 2: Since the pupils are entitled to be taught by teachers who are working within their area of competence, teachers, other than alternative education program teachers, shall not be assigned, except temporarily and for a good cause, outside the scope of their teaching certificates or their major or minor field of study.

Section 3: Vacancies in regular teaching positions shall be posted on the office bulletin board in the elementary, middle, junior high, high, and alternative education schools and emailed to staff at least six (6) days in advance of the filling of said vacancy, except in situations which call for immediate filling of the position within thirty (30) days before the opening day of school. In filling posted vacancies, the Board shall consider experience, competency, qualifications, and length of service in the District, staffing needs, and other relevant factors. When all factors are considered equal and acceptable, the Board will give preference to the applicant with the greater length of service in the District. Tenured teachers will be given an interview for a teaching position vacancy they wish to be transferred to if they are currently certified for said vacant position and the application deadlines are met.

Section 4: Preference shall be given to teachers covered by this agreement in making appointments to the positions established in Appendix B for which they are qualified. In the event no applicant from within the bargaining unit meets the minimum requirements as posted, the District will fill the positions from outside the bargaining unit. Position vacancies shall be emailed to all bargaining unit members. Nothing herein shall be construed to mean that the Board must fill any Appendix B position.

Section 5: Vacancy shall be defined as the condition existing when a bargaining unit position has been opened, created, or vacated through retirement, resignation, dismissal, program restoration, or reassignment to another bargaining unit position. The District may hire a non-bargaining unit teacher not to exceed the one hundred (100) school days in the same position. The position shall be posted or eliminated at the District's discretion and filled in accordance with the normal posting procedures.

Vacancies are also created through full year leaves of absence wherein the position needs to be permanently filled. Bargaining unit positions vacated by unit members on board-approved leaves of absence that extend beyond one hundred (100) school days shall be considered vacated for the purposes of this section. Such leaves shall be subject to annual re-approval, and shall not exceed two (2) consecutive years.

If a teacher is on a leave for up to one hundred (100) school days, the position will be filled on a temporary basis and will not be posted. However, if it is known that the teacher will not be returning at the end of the one hundred (100) days and the one hundred (100) days has not expired, then the position will be posted and filled in accordance with the normal posting procedures.

If a position has been vacated as spelled out in paragraph one of this section, it shall be promptly posted and filled with a regular employee except during the school year where the District may hire a non bargaining unit teacher not to exceed one hundred (100) school days. Three options are available to fill a vacancy:

- (a) post shortly after the vacancy is created and fill with a current bargaining unit member, provided, however that if it is not feasible to make the transfer change during the year, then the position will be filled with a temporary employee until the end of the school year at which time the selected employee would be moved to the posted position for the following school year, or
- (b) post shortly after the vacancy is created and fill with a new employee, or

(c) development of another solution jointly by the parties.

The determination of which option shall be followed in the previous paragraph shall be jointly determined by the District and Association and formalized in a Letter of Agreement to be approved by both sides. If the parties cannot agree on which option, then option two shall be followed.

Section 6: Annual Teaching Assignment Preference Forms: All teachers will have an opportunity annually to express their preference for transfers in building assignments, grade level, and/or subject area. Requests by a teacher for such transfers shall be made annually in writing using the form in Appendix L and filed with the principal and superintendent each year by February 28th. The application shall set forth the reasons for the transfer, the school, grade, or position desired, and the applicant's qualifications and signature. If the application indicates a desire to transfer to a new building, a copy will be filed with the administrator of that building. Although length of service shall be the primary factor when considering the preference indicated, all assignment or transfer requests will be evaluated consistent with the best interests of the overall district. During the summer months when regular school is not in session, the board will email vacancy postings to all bargaining unit members through the school directory.

Section 7: Assignment of Extra Classes. When assigning extra classes, the building administrator shall select between the two most senior certified, North Central qualified, and "highly qualified" under the No Child Left Behind Act and implementing state and federal regulations building teachers who have taught the least number of extra classes. A teacher who declines to accept an extra class assignment shall not forfeit her/his right to be offered an extra class the next time one is available.

Full year and semester extra class assignments shall not be split unless all certified, North Central qualified, and "highly qualified" under the No Child Left Behind Act and implementing state and federal regulation, teachers in the building have declined the extra class. Extra classes, regardless of length, shall be treated the same for assignment purposes.

Section 8: Should a conflict arise between this Article and the layoff, reduction and recall provisions of Article X, Article X shall take precedence.

ARTICLE IX
TEACHING CONDITIONS

Section 1: The parties recognize that optimum school facilities for both students and teachers are desirable to insure the high quality of education that is the goal of both the Association and the Board. It is also acknowledged that the primary duty and responsibility of the teacher is to teach and that the organization of the school and the school day should be directed toward insuring that the energy of the teacher is primarily utilized to this end. All teachers are to be under the supervision of the District Administration.

Section 2: Under no conditions shall a teacher be required to drive a school bus as part of his/her regular assignment.

Section 3: During the school day, teachers shall use preparation time for professional employee work-related purposes and for attending to legitimate personal work-place needs.

Section 4: The Board recognizes that appropriate multi-ethnic texts, library reference facilities, maps, globes, laboratory equipment, audiovisual equipment, art supplies, athletic equipment, current periodicals, standard tests and questionnaires, and similar materials are the tools of the teaching profession. The parties will confer from time to time for the purpose of improving the selection and use of such education tools and the Board undertakes promptly to implement all joint decisions thereon made by the representative of the Board and the Association. The board agrees at all times to keep the school reasonably equipped and maintained.

(a) A media program, with libraries in each school, other than alternative education programs, based upon the storage and retrieval of printed and audiovisual forms of communication, maintained by the Board and professionally staffed with at least one Media Specialist per level (K-5 and 6-12), shall be charged with the responsibility of implementing, enriching, and supporting the educational programs of the schools. This subsection shall be renegotiated should the present building or grade level configuration change.

(b) A Library Clerk will be employed by the district for hours as determined necessary by the employer and shall be assigned to each media center to perform clerical duties related to the storage and retrieval of printed and audiovisual forms of communication and to assist staff and student users of the media center.

(c) This media program should strive to meet the criteria presented in the North Central Association of Colleges and Secondary Schools' "POLICIES AND CRITERIA FOR THE APPROVAL OF SECONDARY SCHOOLS," and as presented in the American Association of School Librarians' "STANDARDS FOR SCHOOL MEDIA PROGRAMS."

(d) The Board shall provide necessary in-service programs and continuing assistance to all staff members in the proper utilization of the materials center and in the screening and use of instructional materials. The Association shall assist the Board in development and implementation of this provision.

Section 5: The Board and the Association mutually recognize the importance of continuous use of adequate teaching reference material in maintaining a high level of professional performance. In furtherance of that recognition, the Board shall provide a professional library in the District as a part of the total media program.

Section 6: The Board agrees to make available in each school adequate typing, duplicating, stencil, and mimeograph facilities, existing copying machines and clerical personnel to aid teachers in the preparation of instructional materials.

Section 7: The Board shall make available in each school, other than alternative education program buildings, adequate lunchroom, rest room and lavatory facilities for teacher use and at least one (1) room, appropriately furnished, which shall be reserved for use as a faculty planning room in which smoking shall not be permitted. Provision for such facilities will be made in all future buildings.

Section 8: A telephone shall be made available to teachers for their reasonable use in the faculty planning room. A private area where teachers can make phone calls will be available in each building. Toll calls will be charged to the teacher if not related to school business. A record sheet will be posted near each phone. A teacher shall sign his/her name and record the number called for each personal toll call made.

Section 9: In schools where continuous cafeteria service for teachers is not available, a vending machine for beverages may be installed at the request of the Association, the profits to be used for the existing Teachers Recreational Fund.

Section 10: Adequate parking facilities shall be made available to teachers for their use and posted for use by school employees only during regular working hours.

Section 11: The Board shall provide:

- (a) A separate convenient lockable file cabinet or filing area for each teacher.
- (b) At least one (1) desk per teacher with a lockable drawer space which is available to the teacher during his/her conference time.
- (c) Suitable closet space in each room to store coats, overshoes, and personal articles.
- (d) Adequate chalkboard space in every classroom.
- (e) Copies, exclusively for each teacher's use, of all texts used in each of the courses he/she is to teach.
- (f) A dictionary acceptable for the grade level being taught in every classroom.
- (g) Adequate storage space in each classroom for instructional materials.
- (h) Adequate attendance books, paper, pencils, pens, chalk, erasers, and other such material required in daily teaching responsibility.
- (i) Building administrators are encouraged to communicate the disposition of all purchase requisitions submitted by teachers within two (2) weeks of their submission.

Section 12: Teachers shall not be required to work under unsafe or hazardous conditions or to perform tasks which endanger their health, safety or well being. The Board will not require a teacher to maintain, instruct, or supervise students in a classroom facility that does not meet the "Sanitation Standards for Schools", adopted by the Michigan Department of Health, Regulations 325.721-325.746 Michigan Administrative Code, 1954.

Section 13: K-12 School Improvement Committee: The Board, administration, teachers, and Association recognize the necessity of maintaining ongoing District-wide school improvement plans and importance of continued recognition of quality educational services and facilities as a fundamental priority and shared goal of the parties.

The Board recognizes that the terms and conditions of this collective bargaining agreement will govern with respect to wages, hours, and other conditions of employment and that those terms shall

not be altered or modified through the school improvement process, absent written mutual agreement and ratification by the parties.

To the extent any proposed element of the District's school improvement plan conflicts with the terms of the master agreement, the identified provisions may be subject to renegotiations at the request of the Board. Any amendments to the agreement will be subject to ratification by the parties.

Each teacher shall have equal opportunity to participate in the building level school improvement process. Involvement shall be voluntary and shall not require additional compensation. The K-12 School Improvement Committee composition shall be consistent with Section 1277 of the Revised School Code.

Section 14: The Professional Staff Curriculum Committee shall assist by making recommendations for the coordination of the curriculum reviews, and act as a facilitator for the North Central Building team.

A Steering Committee shall be organized annually for the purpose of planning for effective and efficient Professional Staff Curriculum Committee meetings and professional development planning. The membership of this committee shall be:

One (1) teacher representative from each building (and one alternate in the absence of the representative).

One (1) Central Office Administrator

One (1) Principal per building

The Professional Staff Curriculum Committee shall consist of the K-12 department chairs and others, as listed below:

One chair for each grade level for K-6. If a grade is split between two buildings with at least three (3) sections per building, each building will have a chair.

Junior High School and High School Departments (12)

One chair for each building in the following departments:

Math	Science
English	Business/Computer Ed.
Social Studies	Special Education

K-12 Departments (6)

Foreign Language	Tech Prep
Fine Arts	Physical Education
Media	Counseling

K-5 Department (1)

Special Education

The department chairs will be selected by department teachers and will report to the department and building principal.

Section 15: Teacher Evaluation -

- (a) Each teacher, upon his/her employment, or at the beginning of the school year, shall be apprised of the specific criteria upon which he/she will be evaluated. He/she will be evaluated, using the common evaluation form in Appendix K.
- (b) It shall be a major administrative responsibility to assist teachers to become oriented to the District and improve instruction through direct classroom observation of the teacher's work and providing written summaries of those observations together with any recommendations the administrator may have for the teacher. Probationary teachers shall be observed and evaluated at least once per semester, and all tenure teachers shall be so observed and evaluated at least once every three (3) years by an evaluator designated by their building administrator.
- (c) Those formal classroom observations referred to in (b) will be preceded by a pre-observation conference between the administrator and the teacher. The purpose of the meeting will be to discuss the teacher's objective, methods, and materials planned for the teaching - learning situation during which the teacher is to be observed. Within ten (10) work days after the classroom visitation there will be a meeting between the principal and the teacher to discuss the results of the visitation. If the teacher disagrees with the evaluation, he/she may submit, within ten (10) work days, a written reply which shall be attached to the original. Nothing shall preclude informal observations.
- (d) The evaluator shall endeavor not to interfere with the normal teaching -learning process.
- (e) All observations of the work of a teacher shall be conducted openly and with full knowledge of the teacher. Non-administrative staff such as instructional coaches, tutors, mentors, reading apprenticeship trainers, etc. that are in classrooms to provide educational support shall not be involved in the evaluation of a classroom teacher nor asked to provide information to be used for the purpose of evaluating a classroom teacher.
- (f) No formal or written teacher evaluation shall be based on less than thirty (30) continuous minutes of classroom observation. The evaluator may contact parents for input related to Appendix K, but shall be limited to A7, C10, and C11, using a list of parents mutually agreed upon by the teacher and building administration.
- (g) Each evaluation of a teacher shall be followed by a personal conference between the teacher and his/her evaluator for purposes of clarifying the written evaluation report.
- (h) Those teaching qualities which are satisfactory shall be noted.
- (i) If an evaluator finds a teacher lacking, the reasons therefore shall be set forth in specific terms as shall be an identification of the specific ways in which the teacher is to improve and of assistance to be given by the administrator and other staff members. In subsequent evaluation reports, previous deficiencies shall be discussed.
- (j) No later than sixty (60) days prior to the end of the school year, the final written evaluation report, including the recommendation as to whether the teacher should be advanced to tenure status, offered additional probationary status, or denied a contract for the ensuing year, will be furnished by the administration to the superintendent covering each probationary teacher. A copy shall be furnished to the teacher at that time. If the report contains any information not previously made known to and discussed with the probationary teacher, the teacher shall have an opportunity to submit additional information to the superintendent. In the event a probationary teacher is not continued in employment the Board

will advise the teacher of the reasons therefore in writing with a copy to the Association and provide for a hearing where requested, prior to final determination by the Board.

(k) When evaluating coaching personnel, the procedure utilized shall adopt and include the concepts found in subsections (c), (g), and (h) of this Section.

(l) Any disciplinary action taken against a teacher shall be appropriate to the behavior which precipitates said action.

(m) A teacher will have the right to review the contents of all records of the District pertaining to said teacher, originating after original employment and to have a representative of the Association accompany him/her in such review.

(n) No material originating after original employment shall be placed in his/her personnel file unless the teacher has had an opportunity to review the material. The teacher shall submit a written notation regarding any material, and the same shall be attached to the file copy of the material in question. If the teacher believes that material to be placed in his/her file is inappropriate or in error, it shall be corrected, provided cause is shown by the teacher, whereupon the material shall be corrected or expunged from the 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, nor that the evaluation procedure was properly utilized.

(o) If any action is to be taken as a result of a complaint by any parent or if a record is to be made of the complaint, the teacher shall be so informed as soon as feasible by whomever is taking the action.

(p) A teacher shall at all times be entitled to have present a representative of the Association when he/she is being reprimanded, warned or disciplined for any infraction of the rules or delinquency in professional performance. When request for such representation is made, no action shall be taken with respect to the teacher until such representative of the Association is present.

(q) No teacher shall be disciplined, reprimanded, reduced in rank or compensation, or adversely evaluated without just cause. "Just cause" shall not apply to the non-renewal of a probationary teacher, or placing a probationary teacher on a fourth year of probation, which the Board may do in its discretion. All information forming the basis for disciplinary action will be made available to the teacher and the Association.

Section 16: The Board agrees that it shall establish maximum class size, at all levels, except alternative education programs and will attempt to maintain balanced class size at all levels.

(a) In order for a class to be included in the final master schedule, 50% of the contract maximum size is required unless the parties mutually agree to an exception.

(b) For grades 6-12 a meeting may be requested by the association to be held with building principal(s), association officer(s), and assistant superintendent or superintendent prior to finalizing master schedule to review master schedule.

(c) At the secondary level, imbalances of more than 6 students in the same hour of the same course will not occur.

(d) With the exception of subsection (i) below, effective at the September count date the classroom maximum shall be:

Grade Level	Maximum
K	26
1-2	27
3-4	28
5-6	29
7-12	32

(e) With the exception of subsection (i) below, teachers with class sizes over the established maximum at the September count date will be provided a stipend for each student over the classroom maximum according to the following schedule:

.8 Kindergarten = \$480 per semester

1.0 Kindergarten = \$600 per semester

1-6 = \$600 per semester

7-12 = \$120 per class for one semester

In order for the stipend to be paid the student(s) must physically be in the teacher's classroom the majority of the days for the semester.

(f) In the case that a student(s) is/are added after the September count date to a class above the classroom maximum, a volunteer will be sought to accept the student. If there is more than one volunteer, the building Principal will make the final selection. For additional students added, the process will repeat until each teacher has added one student.

(g) Except as provided in subsection (i) of this section, class sizes shall not exceed the following maximum including overload students:

Grade Level	Overload Maximum
K	27
1-2	28
3-4	29
5-6	30
7-12	35

(h) The district agrees to follow Michigan rules and regulation concerning special education services and to consult with the FEA and affected teacher(s) prior to submission of any waiver or other deviation from the rules and regulations.

(i) Special or traditionally large classes, such as music and PE classes with facilities designed to accommodate specific numbers of learning stations which are different from the guidelines, may deviate from these conditions.

(j) The number of students assigned shall not exceed the number of learning stations in the room for the following: science, business/technology and language labs.

(k) Any general education core academic classroom that has more than eight (8) special education students shall be assigned a special education co-teacher.

Section 17: In the event a general education teacher requires assistance with and/or for a special needs student, the teacher will first consult with the building special education case coordinator. If this does not resolve the problem, the teacher may request a meeting with his/her principal, or designee, and the special education case coordinator. The meeting with the principal, or designee, will be held no later than five (5) school days (unless not feasible) after the request. Options available for assistance will be reviewed at the meeting and a plan of action will be developed by the principal or designee no later than five (5) school days (unless not feasible) from the date of the meeting. Article IX, Section 17 protocol will be published in each building teacher handbook.

Section 18: Any teacher who is assigned a student and believes that student's individual educational plan (I.E.P.) does not meet that student's needs, may request a staffing meeting, which will include the teacher and principal or designee, for a re-evaluation of the student's plan.

ARTICLE X

LAY-OFF - RECALL - REDUCTION

Section 1: In the event that this District shall be combined with one or more districts, the Board will use its best efforts toward the continued employment of its members in such consolidated district.

Section 2: Teachers may be laid off as a result of a reduction in personnel when instructional programs are reduced or eliminated because of a decrease in student enrollment, or a decrease of earmarked funds from state or federal sources for those programs, to accommodate the return of a teacher from leave of absence, or because of a change in programs. Reduction of teaching personnel may also be effected by the Board if, at any point in the fiscal year, it is officially determined that there could be less than a fiscally prudent amount of unreserved fund equity remaining at the end of the fiscal year.

Section 3: No teacher shall be laid off as a result of a necessary reduction in personnel for any school year or any portion thereof unless said teacher shall have been notified of said layoff at least thirty (30) calendar days prior to the effective date of layoff. The Board's obligation to pay salary or fringe benefits under any employee's individual employment contract or under this collective bargaining agreement shall terminate upon layoff.

Section 4: In the event that a reduction in personnel, as heretofore defined, shall become necessary as determined by the Board, the Board shall first retain those teachers possessing current teaching certificates with the longest period of continuous teaching service in the school District who are certified to teach in the specific subject matter areas to be preserved and possess a major or minor or previous teaching experience in the District in the specific subject matter areas to be preserved and meet the "highly qualified" requirements of the No Child Left Behind Act and implementing state and federal regulations. This Section shall not supersede any requirements of the Tenure Act. A tenured Teacher may remain on the layoff list for more than three (3) school years if they file a written notice with Central Office annually by March 1 of their intent to return to active service with the Board if offered a position for the ensuing school year. Failure to comply with the provisions of this paragraph shall result in loss of seniority and re-employment rights. Probationary Teachers shall remain on the recall list and shall be eligible for recall for a period not to exceed three (3) years from the effective date of layoff.

(a) In the event of layoff, the Board will make every effort to assist separated personnel in securing other teaching situations.

(b) The Board shall recall laid off teachers to vacancies as they arise on the basis of greatest length of continuous service, provided the teacher is certified and possesses a major or minor, or previous teaching experience in the District in the specific subject matter areas and meets the "highly qualified" requirements of the No Child Left Behind Act and implementing state and federal regulations.

(c) The Board shall give written notice of recall from layoff to teachers by sending a registered letter to said staff member at his/her last known address. It shall be the responsibility of each staff member to notify the Board of any change in address. The staff member's address, as it appears on the Board records, shall be conclusive when used in connection with layoffs, recalls or other notice to the staff member. If the teacher fails to notify the Board within ten (10) days from the date of receipt of the letter, unless an extension is granted in writing by the Board, said staff member shall be considered a voluntary quit.

(d) In the event a position is re-established and the person formerly holding the position is on staff, that person shall be given preference for the re-established position unless such reassignment would result in the layoff or continued unemployment of another teacher.

Section 5: A full-time bargaining unit member has the right to refuse assignment to a position that is less than .6 FTE without forfeiting their recall rights as provided for in this Article. A bargaining unit member on layoff from a full-time position may refuse recall to a position that is less than .6 FTE without forfeiting their recall rights as provided for in this Article. The employee must submit a request to the superintendent within ten (10) days of receiving notice of layoff or recall from the district.

Section 6: Teachers shall inform the superintendent in writing of any contemplated changes in certification or majors or minors by May 1, of each year. Changes in a teacher's certification or majors or minors by August 20, of any year, shall entitle the teacher to be assigned to a position for which the teacher is newly certified and qualified and meets the "highly qualified" requirements of the No Child Left Behind Act and implementing state and federal regulations on the basis of tenure and seniority prior to the start of that year but not during the school year. Changes in a teacher's certification or qualifications or ability to meet the "highly qualified" requirements of the No Child Left Behind Act after August 20, shall not entitle the teacher to be assigned to a position for which the teacher is newly certified or qualified or meets the "highly qualified" requirements of the No Child Left Behind Act and implementing state and federal regulations unless there is a vacancy.

Section 7: The Board of Education shall have no obligation to reassign or transfer employees around in order to make positions for which tenure teachers or teachers with greater seniority would be certified and qualified but may do so in its discretion. The Board of Education shall have no obligation to create part-time positions. Nothing in this Section shall prohibit a more senior teacher who is being laid off, from having the right to be directly assigned to a position for which he/she is qualified and certified, which is held by a less senior teacher, as provided for in Section 4.

Section 8: In the event of a conflict, the provisions of this Article shall supersede any other provisions of the Professional Employment Contract.

ARTICLE XI

SENIORITY

Section 1: Continuous teaching service shall be measured from the effective date of hire (i.e., the first day the teacher reported for work as a bargaining unit member) and shall be defined to mean the amount of time the individual has been continuously employed by the District in a regular teaching capacity. Time spent on medical leave, layoff status, or disability will not be construed as a break in continuous service, and seniority during such period shall accrue. Up to one year seniority shall be granted for a child care leave. Seniority and wage increments shall not accrue during time spent on personal unpaid leave, professional improvement leave, or while serving the District in a non-bargaining unit capacity. Any bargaining unit member hired prior to 7/1/89 becoming an administrator in Fowlerville Schools shall have his/her bargaining unit seniority frozen. Upon return to teaching status he/she shall have an entitlement only to the seniority that had been previously earned. Time spent as an administrator shall not accrue any additional teaching seniority.

A teacher seniority list shall be maintained by the District and certified by the Association. Teachers shall be ranked in order of seniority. Accompanying the name of each teacher shall be a listing of the teacher's certification and endorsements. Said seniority list shall be presented to the Association

annually during the month of November for review. Corrections shall be brought to the attention of the administration within thirty (30) days thereafter.

In the event two (2) or more teachers have the same effective date of hire, the last four (4) digits of their social security numbers, beginning with the highest number first, shall determine their ranking on the seniority list.

ARTICLE XII
PROTECTION OF TEACHERS

Section 1: Since the teacher's authority and effectiveness in the classroom is undermined when students discover that there is insufficient administrative backing and support of the teacher, 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. The Board further recognizes that the teacher will not be expected to assume the role of warden or custodian for emotionally disturbed students nor to be charged with full responsibility for psychotherapy. 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 reasonable steps to provide appropriate services for the student and to remove, when appropriate, the student from the regular classroom.

Section 2: The Board recognizes its responsibility to continue to give administrative backing and support to its teachers, although each teacher bears the primary responsibility for maintaining proper control and discipline in the classroom. The teachers recognize that all disciplinary actions and methods invoked by them shall be reasonable and just, and in accordance with established Board policy. Recognizing the importance of maintaining a safe environment, a joint voluntary building committee will be established to develop and monitor an effective system of school wide positive behavior support strategies which may include alternative education programming within the buildings. The committee will meet on a bi-monthly basis and issue a building report submitted to the Superintendent by June 6 each year. Choices program representative will be included in the high school committee.

Section 3: The Board will provide liability insurance for teachers to protect them from a complaint or suit against the teacher by reason of action taken by the teacher while performing his/her duties within the scope of Board policy.

Section 4: Any cases of assault upon a teacher shall be promptly reported to the Board or its designated representative. The Board will provide legal counsel to advise the teacher of his/her rights and obligations with respect to such assault and shall promptly render all reasonable assistance to the teacher in connection with handling of the incident by law enforcement and judicial authorities. The Board shall not be obligated to provide legal defense in criminal proceedings.

Section 5: The Board will reimburse teachers for any proven theft, or malicious damage or destruction of clothing or personal property of the teachers while on duty in the school or on the school premises, providing there is not negligence on the part of the teacher. Such reimbursement shall be limited to the amount not reimbursed by any insurance the teacher may have. This provision shall not apply to the theft of money.

Section 6: Time lost by a teacher in connection with any incident mentioned in this Article, not compensable under Worker's Compensation, shall not be charged against the teacher provided the teacher was not at fault.

Section 7: A teacher may, at all times, use such force as necessary to protect himself/herself, a fellow teacher or administrator, or a student from attack, physical abuse, or injury. The Board agrees to indemnify teachers against any damages, fines, legal fees or other costs as a consequence of any act authorized by a written statement of the Board or by the provisions of this paragraph. The Board may also prohibit teachers from direct action in certain situations and agrees to indemnify teachers against any damages, fines, legal fees or other costs incurred as a consequence of such inaction.

ARTICLE XIII
PROFESSIONAL BEHAVIOR

Section 1: The Association recognizes that abuses of sick leave or other leave, 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. The Board, in recognition of the concept of progressive correction, shall notify the teacher in writing of alleged delinquencies, indicate expected correction, and indicate a reasonable period for correction. Alleged breaches of discipline shall be promptly reported to the offending teacher. The Association will use its best efforts to correct breaches of professional behavior by any teacher.

ARTICLE XIV
NEGOTIATION PROCEDURES

Section 1: It is contemplated that matters not specifically covered by this Agreement but of common concern to the parties shall be subject to professional negotiations between them from time to time during the period of this contract by mutual agreement. The parties undertake to cooperate in arranging meetings, selecting representatives for such discussions, furnishing necessary public information, and otherwise constructively considering and resolving any such matters.

Section 2: At least sixty (60) days prior to the expiration of this Agreement, the parties will begin negotiations for a new Agreement covering wages, hours, terms, and conditions of employment of teachers employed by the Board.

Section 3: In any negotiations described in this Article, neither party shall have any control over the selection of the negotiating or bargaining representatives of the other party and each party may select its representatives from within or outside the School District. It is recognized that no final agreement between the parties may be executed without ratification by the Board of Education and by the Association, but the parties mutually pledge that representatives selected by each shall be clothed with all necessary power and authority to make proposals, consider proposals, and make concessions in the course of negotiations or bargaining subject only to such ultimate ratification.

Section 4: If the parties fail to reach an agreement in any such negotiations, either party may invoke the mediation machinery of the Michigan Employment Relations Board or take any other lawful measures it may deem appropriate.

ARTICLE XV
GRIEVANCE PROCEDURE

Section 1: A grievance shall be defined as an alleged violation, misinterpretation, or misapplication of this Agreement or written Board policies affecting working conditions of the teacher. The following matters shall not be the basis of any grievance filed under the procedure outlined in this Article:

- (a) The termination of services or failure to re-employ any probationary teacher.
- (b) Placing of a non tenure teacher on a fourth year of probation.
- (c) Any matter covered by the Michigan Teacher Tenure Act, including those areas where the Tenure Act prescribes a procedure or authorizes a remedy such as discharge and/or demotion.

Should a teacher/Association feel that there has been a violation, he/she will take the following steps:

Step 1: The teacher/Association with or without a designated representative, shall discuss the grievance with the principal informally within five (5) work days of the alleged violation and, if not resolved, shall file a written grievance with the principal within fifteen (15) work days of the alleged violation and discuss the written grievance with the principal within five (5) work days after the grievance is filed. If no satisfactory conclusion is reached within five (5) work days following the discussion of the written grievance with the principal, the teacher/Association shall submit the written grievance within five (5) work days of the discussion with the principal to Step 2. A grievance which is not within the scope of a building principal's authority may be filed initially at Step 2. The written grievance, as required herein, shall contain the following:

- (1) it shall be signed by the grievant(s)/Association;
- (2) it shall be specific;
- (3) it shall contain a synopsis of the facts giving rise to the alleged violation;
- (4) it shall cite the section or subsections of this contract or written Board policy alleged to have been violated;
- (5) it shall contain the date of the alleged violation;
- (6) it shall specify the relief requested;
- (7) it shall indicate approval or disapproval by the Association.

Step 2: The superintendent or his/her designated agent shall arrange a meeting with the grievant and/or the designated Association representative at the option of the grievant within ten (10) work days after receipt of the grievance to discuss the grievance. Within ten (10) work days of the discussion, the superintendent or his/her designated agent shall render his/her decision in writing, transmitting a copy of the same to the grievant, the Association secretary, building principal in which the grievance arose, and place a copy of same in a permanent file in his/her office. If the decision of the superintendent is unsatisfactory to the grievant/Association the grievant/Association may appeal same to the Board of Education by filing a written grievance, along with the decision of the superintendent, with the officer of the Board in charge of drawing up the agenda for the Board's meeting within ten (10) attendance days of receipt of the superintendent's decision.

Step 3: Upon proper application as specified in Step 2, the Board shall allow the teacher/grievant and/or his/her Association representative an opportunity to be heard at a meeting of the Board within twenty (20) work days of notification of appeal to this step. The Board shall render its decision, in writing, within fifteen (15) work days of the meeting. A copy of the written decision of the Board shall be forwarded to the superintendent for permanent filing, the building principal for the building in which the grievance arose, the grievant, and the representative of the Association.

Step 4: If the Association is not satisfied with the disposition of the grievance by the Board, or if no disposition has been made within the period above provided, the grievance may be submitted to arbitration provided the submission is made in writing to the superintendent within ten (10) work days after receipt of the Board's answer. If the grievance is timely submitted to arbitration, an arbitrator shall be selected in the following manner:

- (1) The parties shall meet within ten (10) working days of the submission to arbitration for the purpose of selecting a mutually agreeable arbitrator. If the parties cannot agree within five (5) work days then:

- (2) The arbitrator shall be selected by the American Arbitration Association in accord with its rules which shall likewise govern the arbitration proceeding.
- (3) The Board and the Association shall not be permitted to assert in such arbitration proceeding any ground, or rely on any evidence not previously disclosed to the other party. The arbitrator shall have no authority to change, alter, modify or add to the terms and provisions of this Agreement. Both parties agree to be bound by the award of the arbitrator to the extent the award was within the scope of his/her authority. The fees and expenses of the arbitrator, including the filing fee, shall be shared equally.

Section 2: Failure to appeal a decision at any level within the specified time limits shall be deemed an acceptance of the decision at that level.

Section 3: The teacher/Association will have the right to withdraw a grievance at any level without prejudice to the Association or other teachers.

Section 4: A grievance may not be processed past Step 3 without approval and endorsement of the Association.

Section 5: The time limits provided in this Article shall be strictly observed, but may be extended by written agreement of the parties. In the event a grievance is filed after May 15 of any year and strict adherence to the time limits may result in hardship of any party, the Board shall use its best efforts to process such grievance prior to the end of the school term or as soon thereafter as possible.

Section 6: Notwithstanding the expiration of this Agreement, any claim or grievance arising there under may be processed through the grievance procedure until resolution.

Section 7: The Association will have on file, in the office of the superintendent, the names of the Association representative in each building.

Section 8: Nothing contained herein shall be construed to prevent any individual teacher from presenting a grievance and having the grievance adjusted without the intervention of the Association, if the adjustment is not inconsistent with terms of this agreement, provided the Association has been given opportunity to be present at such adjustment.

ARTICLE XVI

MISCELLANEOUS PROVISIONS

Section 1: The Board agrees, at all times, to maintain an adequate list of qualified substitute teachers. Teachers shall be informed of a telephone number they should call at least one (1) hour prior to reporting time to report unavailability for work. Once a teacher has reported unavailability, it shall be the responsibility of the administrator to arrange for a substitute teacher.

Teachers may submit the name of a qualified substitute teacher appearing on the Board's list of substitute teachers which he/she prefers to substitute in his/her absence. The administrator will consider such request. If the administrator concurs and the preferred substitute teacher is available, such teacher shall be offered the position.

Teachers are encouraged to submit written evaluations of the performance of substitute teachers to the building principal.

Section 2: 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 theretofore in effect. All future

individual teacher contracts shall be made expressly subject to the terms of this Agreement. The provisions of this Agreement shall be a legal contract between the Board and the Association. If any provision of this Agreement or any application of the Agreement to any employee or group of employees shall be found contrary to law, then such provision or application shall be void except to the extent permitted by law, but all other provisions or application shall continue in full force and effect.

Section 3: Copies of this Agreement shall be printed and supplied to all teachers now employed or hereafter employed by the Board, and twenty-five (25) copies for Association use.

Section 4: No agreement or understanding contrary to this collective bargaining agreement, nor any alteration, variation, waiver, or modification of any of the terms or conditions contained herein shall be binding upon the parties hereto unless such agreement, understanding, alteration, variation, waiver, or modification is executed in writing between the parties. It is further understood and agreed that this contract constitutes the sole, only and entire agreement between the parties hereto and cancels and supersedes any other agreement, understandings and arrangement heretofore existing.

Section 5: For those employees who properly execute and personally deliver to their building principal for transmittal to the Board, authorization for payroll deduction cards, the Board agrees to deduct the specified sum and remit same to the Livingston- Oakland Federal Employee Credit Union and/or Varsity each payroll period.

Section 6: Employment of teachers aides shall not result in the displacement of teachers.

ARTICLE XVII

CONTINUITY OF OPERATION

Section 1: The Board and the Association subscribe to the principle that differences shall be resolved by appropriate and peaceful means, without interruption of the school program. Accordingly, the Association agrees that during the term of this agreement, it will not direct, instigate, participate in, encourage or support any strike against the Board. The Association acknowledges that the participation in such prescribed activity constitutes "just" cause for discharge of any teacher involved.

APPENDIX A-1

The following shall be the schedule of basic teacher salaries for the school year 2011-2012. This salary schedule is a 5% reduction from the 2010-2011 salary schedule.

Step	11-12 BA	11-12 MA	11-12 MA+
1	\$32,809	\$34,583	\$35,027
1.5	\$33,799	\$35,673	\$36,142
2	\$34,786	\$36,761	\$37,252
2.5	\$35,851	\$37,913	\$38,427
3	\$36,913	\$39,052	\$39,587
3.5	\$37,983	\$40,214	\$40,769
4	\$39,052	\$41,386	\$41,964
4.5	\$40,120	\$42,551	\$43,159
5	\$41,187	\$43,716	\$44,354
5.5	\$42,259	\$44,888	\$45,547
6	\$43,319	\$46,051	\$46,732
6.5	\$44,389	\$47,213	\$47,919
7	\$45,457	\$48,381	\$49,110
7.5	\$46,545	\$49,544	\$50,293
8	\$47,627	\$50,697	\$51,461
8.5	\$48,699	\$51,872	\$52,668
9	\$49,769	\$53,045	\$53,860
9.5	\$50,825	\$54,206	\$55,058
10	\$51,876	\$55,375	\$56,250
10.5	\$52,980	\$56,545	\$57,232
11	\$59,377	\$63,295	\$64,275

APPENDIX A-1

The following shall be the schedule of basic teacher salaries for the school year 2012-2013. This salary schedule is a 2.5% reduction from the 2010-2011 salary schedule.

Step	12-13 BA	12-13 MA	12-13 MA+
1	\$33,673	\$35,493	\$35,948
1.5	\$34,689	\$36,611	\$37,093
2	\$35,702	\$37,729	\$38,233
2.5	\$36,795	\$38,910	\$39,438
3	\$37,885	\$40,079	\$40,628
3.5	\$38,982	\$41,273	\$41,842
4	\$40,079	\$42,475	\$43,069
4.5	\$41,176	\$43,670	\$44,294
5	\$42,271	\$44,867	\$45,521
5.5	\$43,371	\$46,069	\$46,745
6	\$44,459	\$47,263	\$47,962
6.5	\$45,557	\$48,456	\$49,180
7	\$46,653	\$49,654	\$50,403
7.5	\$47,770	\$50,848	\$51,617
8	\$48,881	\$52,031	\$52,815
8.5	\$49,980	\$53,237	\$54,054
9	\$51,078	\$54,441	\$55,278
9.5	\$52,163	\$55,633	\$56,507
10	\$53,241	\$56,832	\$57,730
10.5	\$54,374	\$58,033	\$58,738
11	\$60,939	\$64,960	\$65,967

APPENDIX A-2

LONGEVITY

	2011-2012
12-15 Years	\$2,005.00
16-20 Years	\$2,555.00
21-25 Years	\$3,050.00
26-28 Years	\$3,650.00
29+ Years	\$3,850.00

Experience payment due in June of each school year:

1st step, 1st year on salary schedule

\$350 lump sum payment

Years 2-10 on salary schedule

\$300 lump sum payment

APPENDIX B

It is agreed, that beginning with the 2011-2012 school year the appendix B activities salaries will be reduced by 50% of the total expended during the 2010-2011 school year.

ACTIVITY SALARIES

In addition to the basic teacher salary as provided in the foregoing, there shall be paid the following sum after the successful completion of the activity and recommendation of immediate supervisor. Percentages are applied to the Bachelor's First Year.

1.	High School Instrumental Music	12%
	Assistant Instrumental Music	6%
2.	Faculty Sponsors	
a.	Yearbook	
	- High School	4%
	- Junior High School	2%
	- Middle School	1.5%
b.	Student Council	
	- High School (2)	8%
	- Junior High School	3%
	- Middle School (2 sponsors total)	3%
c.	Senior Class (2)	5%
d.	Junior Class (2)	4%
e.	Sophomore Class (2)	3%
f.	Freshmen Class (2)	3%
g.	National Honor Society	3%
h.	Department/Grade Level Chair	2.5%
i.	NCA -Building Chair	3%
j.	SADD (2)	4%
k.	French Club	2%
l.	Spanish Club	2%
m.	Gifted & Talented Coordinator (4)	10%
n.	Pom-pon	3%
o.	Consumer Home Economics/Student Leadership	1.5%
p.	Engineering Club	1.5%
q.	VICA Leadership Club	1.5%
r.	Middle School Honors Choir	3%
s.	Mentor (per mentee) 1 st year	1 ½ %
	Mentor (per mentee) 2 nd /3 rd year	1%

- t. **K-12 SERHAB Committee Chairperson** **2.5%**
- 3. **Director of Play (Per Play)** **3%**
- 4. **Kreeger Honors Choir** **3%**
- 5. **Forensics Coach** **5%**
- 6. **Quiz Bowl** **3%**
- 7. **Chess Coach** **5%**
- 8. **Mock Trial** **1.5%**
- 9. **BPA** **1.5%**
- 10. **Science Olympiad** **1.5%**
- 11. **Junior High School Intramurals** **15%**
- 12. **Elementary and Middle School Extra Curricular Activities**

Each Elementary and Middle School building principal, in conjunction with the building staff and with approval of central office, may expend any portion of the designated stipend per year for extra curricular activity sponsors:

Smith, Kreeger, Munn	06-07	\$1,200
	07-08	\$1,500
	08-09	\$1,800

In addition to the above percentages, \$50 for each year of experience in the activity up to and including six (6) years.

- 13. **Athletics - in addition to the following percentages, \$100.00 for each year of coaching experience in that sport up to and including six (6) years. Credit for experience in another District may be granted upon recommendation of the administration.**
 - a. **Head Football Coach** **13%**
(6) Assistant Coaches * **42%**
 - b. **Head Boys Basketball Coach** **13%**
(4) Assistant Coaches * **23%**
 - c. **Head Baseball Coach** **8%**
Assistant Coach **6%**
 - d. **Head Boys Track Coach** **8%**
Assistant Coach **5%**
Head Junior High School Track Coach **4.5%**
Junior High School Assistant Coach (if necessary) **3%**
 - e. **Head Boys Cross Country Coach** **7%**

	Head Girls Cross Country Coach	7%
	Junior High School Cross Country	3%
f.	Head Wrestling Coach	13%
	Assistant Coach	8%
	Associate Coach (If more than 35 wrestlers)	5%
	Head Junior High School Wrestling Coach	4.5%
	Junior High School Assistant Coach (if necessary)	3%
g.	Golf Coach	8%
	JV Golf Coach	3%
h.	Cheerleading (per season) Fall Sponsor will do Spring tryouts as part of the per season compensation.	
	Head Cheerleading Coach	8%
	(2) Assistant Coaches	6%
	(2) Junior High School Assistant Coaches (if necessary)	3%
i.	Head Girls Basketball Coach	13%
	(4) Assistant Coaches *	23%
j.	Head Girls Track Coach	8%
	Assistant Coach	5%
	Head Junior High School Track Coach	4.5%
	Junior High School Assistant Coach (if necessary)	3%
k.	Head Volleyball Coach	13%
	(4) Assistant Coaches *	23%
l.	Head Softball Coach	8%
	Assistant Coach	6%
m.	Head Boys Soccer Coach	8%
	Assistant Coach	6%
n.	Head Girls Soccer Coach	8%
	Assistant Coach	6%
o.	Head Boys Tennis Coach	8%
	Head Girls Tennis Coach	8%
	Boys JV Tennis Coach	3%
	Girls JV Tennis Coach	3%

- 14. **Drivers Education**
 - Beginning June, 2004** **\$19.50 per hour**
 - Each future years will increase** **\$.50 per hour**
- 15. **Junior High School Athletic Director** **10%**
- 16. **Teachers who are assigned on a voluntary basis to supervise students during lunch periods will be paid at the pro rata rate of \$40 per hour.**

*** The High School Athletic Director and the Principal will allocate the percentages based upon the recommendation of the head coach.**

When a Schedule B position is voluntarily divided, the maximum total years experience for the position will be six (6) years. If the shared position exceeds six (6) years in combined experience the combined experience will be prorated.

Whenever a number of positions is in parenthesis, the percentage is shared equally unless otherwise indicated.

All extracurricular assignments are nontenured positions and no individual shall have an assurance of re-employment in any extracurricular position from one year to the next. The Board of Education shall fill vacant Appendix B extracurricular positions on an annual basis. High School instrumental music shall be a required assignment for the high school instrumental music teacher unless that extracurricular activity is eliminated by the Board.

APPENDIX C
TEACHING HOURS

Section 1: The elementary teacher schedule will be from 8:34 a.m. to 3:34 p.m. The teachers shall have the first twelve (12) minutes during the work day for preparation, meetings called or approved by the administration, conferences and/or specialized instruction to students. For the 2006-2007 school year, teachers will be provided no less than 150 minutes per week for preparation time during student contact time. The first twelve (12) minutes of the work day shall not be counted as part of the guaranteed 150 minutes of preparation time. During time when students receive instruction by special teachers (e.g., music, physical education, counselor, media specialist, etc.) the regular classroom teacher will use such time as preparation time, as defined elsewhere in this contract.

For the 2011-2013 school years teachers will be provided no less than 780 minutes every twenty (20) work days, and no less than 180 minutes per full week for preparation during student contact time. The first twelve (12) minutes of the work day shall not be counted as part of the guaranteed 780 minutes every twenty (20) work days. During time when students receive instruction by special teachers (e.g., music, physical education, counselor, media specialists, etc.) the regular classroom teacher will use such time as preparation time, as defined elsewhere in this contract.

An additional special teacher will be added for grades 1-4 beginning with the 2002-2003 school year for the purpose of adding preparation time for grades 1-4 teachers plus an additional specials teacher in 06-07. Normal student contact time shall not exceed six (6) hours fourteen (14) minutes of which five (5) minutes are non-duty lunch passing. To accommodate the increase of preparation time for the 2011-2013 school years, the district agrees to add one highly qualified foreign language teacher position to be hired as soon as a qualified candidate is available.

Section 2: The junior high school teacher schedule will be from 7:18 a.m. to 2:18 p.m. Each classroom teacher shall be assigned no more than five (5) teaching periods and will be assigned preparation time of not less than one (1) normal class period in duration.

Section 3: The high school teacher schedule will be from 7:18 a.m. to 2:18 p.m. Each classroom teacher, except for those in the alternative education program, shall be assigned no more than five (5) teaching periods and will be assigned preparation time of not less than one (1) normal class period in duration.

Section 4: Notwithstanding the foregoing, media specialists will be provided with preparation time as mutually scheduled with the building principal with the media center remaining open.

Section 5: The Choices program schedule will include the same number of duty hours per contract year as other high school teachers, although it may be compressed into a 155-day schedule.

Section 6: The Board shall have the right to modify the above times not to exceed five (5) minutes either way to accommodate busing schedules or for other reasons provided the total work day is not increased and the day for elementary teachers does not run later than 3:39 p.m.

Appendix D

FOWLerville COMMUNITY SCHOOLS

2011-2012 ACADEMIC CALENDAR

First Day of School: September 6, 2011 - Last Day of School: June 8, 2012

KEY	
—	Student Day
□	Holiday
☆	End of Marking Period
○	K-12 1/2 day school Conf. in both afternoon & evening
△	Teacher Work Day
+	Graduation
△	Teacher Professional Development
◇	9-12 1/2 day Exams K-8 Full day school
◇	9-12 1/2 day Exams K-8 No School
◇	K-12 1/2 day Exams
♡	Elementary (K-5) Open House
♡	Secondary (6-12) Open House

AUGUST - 2011						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER - 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER - 2011						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER - 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER - 2011						
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18	19	20	21	22	23	24
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3rd - 9th Grade
MEAP Oct. 11, 12, 13, 18, 19, & 20

JANUARY - 2012						
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1	2	3	4	5	6	7
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FEBRUARY - 2012						
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MARCH - 2012						
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18	19	20	21	22	23	24
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11th Grade-Michigan Merit Exam March 6, 7, & 8

APRIL - 2012						
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MAY - 2012						
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JUNE - 2012						
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24	25	26	27	28	29	30

Start and End Times
FHS & FJHS 7:30 AM - 2:15 PM
Kreeger & Smith 8:51 AM - 3:35PM
Open House Times: 5:00 PM-7:30 PM

Half-Day Student Dismissal Times
6-12 grade -10:45 AM
K-5 grade - 12:18 PM

K-12 Parent Teacher Conference Times
Nov. 10th 1:00-4:00 PM & 5:00-7:30 PM
April 5th 1:00-4:00 PM & 5:00-7:30 PM
Open House Times: 5:00 PM-7:30 PM

Appendix D-2

FOWLerville COMMUNITY SCHOOLS 2012-2013 ACADEMIC CALENDAR First Day of School: September 4, 2012 - Last Day of School: June 7, 2013

KEY	
— Student Day	△ Teacher Professional Development
□ Holiday	◇ 9-12 1/2 day Exams K-8 Full day school
☆ End of Marking Period	◇ 9-12 1/2 day Exams K-8 No School
○ K-12 1/2 day school Conf. in both afternoon & evening	◇ K-12 1/2 day Exams
△ Teacher Work Day	♡ Elementary (K-5) Open House
⊕ Graduation	♡ Secondary (6-12) Open House

AUGUST - 2012						
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SEPTEMBER - 2012						
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OCTOBER - 2012						
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NOVEMBER - 2012						
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DECEMBER - 2012						
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23	24	25	26	27	28	29
30	31					

3rd - 9th Grade
MEAP Oct. 9, 10, 11, 16, 17, & 18

JANUARY - 2013						
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FEBRUARY - 2013						
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MARCH - 2013						
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24	25	26	27	28	29	30
31						

11th Grade-Michigan Merit Exam March 5, 6, & 7

APRIL - 2013						
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MAY - 2013						
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JUNE - 2013						
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23	24	25	26	27	28	29
30						

Start and End Times
FHS & FJHS 7:30 AM - 2:15 PM
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6-12 grade - 10:45 AM
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K-12 Parent Teacher Conference Times
Nov. 8th 1:00-4:00 PM & 5:00-7:30 PM
April 11th 1:00-4:00 PM & 5:00-7:30 PM
Open House Times: 5:00 PM-7:30 PM

APPENDIX E
FLAT FEE INCENTIVE PROGRAM

General Guidelines

1. This Flat Fee Incentive Program (FFIP) is limited to Fowlerville Education Association members who are employed by Fowlerville Community Schools and who meet the eligibility requirements set forth below.
2. To be eligible for the FFIP an employee must:
 - A. Be an employee with at least five (5) years of service in this school District.
 - B. Be actively employed by the Fowlerville Community Schools in good standing and cannot be on layoff or on leave of absence.
3. The employee must submit his/her written notification of resignation at the end of the current school year, and a fully executed Waiver and Release of Claim, a copy of which is attached, to the Superintendent's office by 4:00 p.m. January 31 of the year the employee intends to resign.
4. The School Board shall not take action to accept the resignation prior to the first regular School Board meeting in February or no later than the last regular School Board meeting in February. Employees who apply for the FFIP may withdraw their resignation by providing a written notice to the superintendent's office, at any time prior to formal Board approval. If the employee does not withdraw his/her resignation by the date of Board action, such resignation shall become irrevocable.
5. In consideration of the Employee's resignation, the Fowlerville Community Schools Board shall provide and the Employee shall choose, one of the following two options:

OPTION A

A lump sum payment of the total due, not to exceed \$15,000 on or before September 1 of the year the employee resigns. This payment is in addition to any other benefits provided under the collective bargaining agreement between the Fowlerville Community Schools and the Fowlerville Education Association.

OPTION B

Twelve (12) or fifteen (15) equal monthly payments of the total due will be made on or about the first day of each month beginning on September 1, of the year the employee resigns thereafter until paid in full. These payments are in addition to any other benefits provided under the collective bargaining agreement between the Fowlerville Community Schools and the Fowlerville Education Association.

6. Regardless of which option the employee chooses, it is expressly understood that the payments are subject to applicable state and federal withholding taxes. Therefore, it is strongly recommended that the employee consult with an attorney or other tax advisor to determine the tax consequences. It is further understood that the Fowlerville Community Schools and the Fowlerville Education Association makes no representations as to the tax consequences or liabilities that may occur as a result of an employee selecting Option A or Option B above.
7. Any teacher opting for the Voluntary Incentive Plan will not be eligible for this FFIP any year the Voluntary Incentive Plan is offered.

FLAT FEE INCENTIVE SCHEDULE

Teachers will receive credit for each year of service according to the following schedule:

\$750.00 for every year taught in Fowlerville.

\$500.00 for every year taught in another school District.

Total Incentive payment shall not exceed \$15,000.00.

Employees who are eligible for the flat fee incentive as of June 30, 2002, will continue to be eligible for the flat fee incentive at a prorated basis. The total flat fee incentive amount will be decreased by the additional longevity received above the 2000-2001 longevity amounts.

FOWLerville EDUCATION ASSOCIATION
FOWLerville COMMUNITY SCHOOLS
Acceptance of Flat Fee Incentive Plan
Waiver and Release of Claims

This Agreement is between _____, the Employee, and the Fowlerville Community Schools.

1. The Employee acknowledges that the Fowlerville Community Schools has offered and the Employee has voluntarily accepted the Flat Fee Incentive Plan (FFIP) benefit, which is attached as part of this Agreement.
2. In exchange for the FFIP, which provides a financial consideration in addition to the value of benefits I am already entitled to, I understand that by entering into this Agreement, I permanently and expressly relinquish employment of any kind with the Fowlerville Community Schools and waive and release any claims I may have against the Fowlerville Community Schools, its individual Board members, employees, or agents, and the Fowlerville Education Association, arising out of my retirement or termination of employment with the Fowlerville Community Schools, including but not limited to: claims for breach of contract, any tenure rights, lost wages or benefits, discrimination, including age discrimination, mental distress, failure to represent or any other, legal or equitable claim arising from my retirement/resignation from the Fowlerville Community Schools.
3. I acknowledge that I have received in writing the following items and/or information.
 - a) An explanation of the rights under the Age Discrimination in Employment Act, 29 USC, seq.;
 - b) An explanation that I have not waived the rights to any cause of action that may arise after the date the waiver is accepted by the Fowlerville Community Schools, and that I have the right to enforce the terms of the FFIP and this Agreement, should the Fowlerville Community Schools fail to abide by its provisions;
 - c) Advice to consult an attorney concerning the terms of this Agreement;
 - d) Notice that I have seven (7) days following submission of this acceptance in which I may revoke this acceptance;
 - e) A copy of this FFIP Waiver Agreement for my review.
4. I acknowledge that in order to be eligible for the Flat Fee Incentive Plan, I must sign this Waiver and Release of Claims.
5. I acknowledge that I have read this Agreement and understand its terms, contents, and effect, and execute this Agreement voluntarily.

6. I HEREBY elect to receive payment in accordance with the following option:

Option A* Lump sum pay less taxes.

Option B* Lump sum amount in equal installments less taxes.

Employee Name (print or type)

Employee Social Security No.

Employee Signature Date

Primary Beneficiary

Contingent Beneficiary

On this _____ day of _____, 20_____, before me personally
appeared _____ who being duly sworn says, s/he is the person described
herein who executed the foregoing instrument for the purpose there-in stated.

Notary Public
_____, County, MI

My Commission Expires _____

* See Letter of Agreement for 403 (B) Qualified Retirement Plan - Page 58

THE AGE DISCRIMINATION IN EMPLOYMENT ACT

The Age Discrimination in Employment Act, 29 USC 621 seq., ("the Act") makes it unlawful for an Employer to:

- (1) fail or refuse to hire or to discharge any individual or otherwise discriminate against any individual with respect to his/her compensation, terms, conditions, or privileges of employment, because of such individual's age;
- (2) limit, segregate or classify its employees in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his/her status as an employee because of such individual's age; or
- (3) reduce the wage rate of any employee in order to comply with this Act.

However, the Act permits an Employer to institute a voluntary Flat Fee Incentive Program (FFIP) within certain guidelines established by the Act, provided the employee makes a knowing and voluntary acceptance of participation in the program, and is not in any way forced to resign involuntarily. The Fowlerville Community Schools and the Fowlerville Education Association have negotiated the terms of the FFIP for employees who are members of the Fowlerville Education Association and who have five (5) or more years of service with the Fowlerville Community Schools.

As an eligible employee, you will be given a statement of the benefits which are incentives for early retirement/resignation under the FFIP and a copy of the Fowlerville Community Schools FFIP which states the requirements for participation in the program. Additionally you will receive a copy of the Waiver Agreement for your review which must be signed and notarized prior to the Fowlerville Community Schools taking action on your request to retire/resign.

You will have forty-five (45) days to consider whether you wish to participate in this program, during which time you may consult with your attorney or financial advisor. When you agree to participate in the program and to retire/resign, you will be waiving the right to continued employment as an employee with the Fowlerville Community Schools. You will, however, not waive any rights to enforce provisions of the FFIP, should the Fowlerville Community Schools fail to abide by its terms. Additionally, you retain the right to revoke the Acceptance and Waiver within seven (7) days after you have submitted the Agreement to the Fowlerville Community Schools.

Before you agree to participate in the program and to retire/resign and thereby waive your right to employment under the Act, please read the material provided you. The deadline for notifying the Superintendent's office of your intent to retire/resign and participate in the program is 4:00 p.m January 31, of each school year.

The employee shall have seven (7) calendar days to revoke in writing the acceptance and Waiver he/she presented to the Superintendent's office

APPENDIX F
FAMILY AND MEDICAL LEAVE ACT

Pursuant to the Family and Medical Leave Act of 1993, an employee who has been employed at least 12 months and worked at least 1,250 hours during the prior 12 month period is entitled to 12 work weeks of leave during any 12 month period without pay but with group health insurance coverage maintained for one or more of the following reasons:

- (a) due to the birth of the employee's child in order to care for the child;
- (b) due to the placement of a child with the employee for adoption or foster care;
- (c) due to the need to care for the employee's spouse, child, or parent who has a serious health condition; or
- (d) due to a serious health condition that renders the employee incapable of performing the functions of his or her job.

A "serious health condition" is defined by the law as an illness, injury, impairment, or physical or mental condition that involves (1) in-patient care in a hospital, hospice, or residential medical care facility or (2) continuing treatment by a health care provider. Any leave taken under this Contract for the above purposes shall be charged against the teacher's leave entitlement under the Family and Medical Leave Act at the election of either the Board or the teacher. Other conditions of the Family and Medical Leave Act shall apply to leaves in this section.

This shall not reduce any benefits guaranteed by this Agreement, and in addition shall be discussed between the Central Office and the employee.

APPENDIX G
MENTOR GUIDELINES

Participation as a mentor teacher is voluntary. The purpose of a mentor is to assist, inform, and coach probationary teachers in the rights, responsibilities and ethics of the teaching profession. The following shall apply to mentoring:

1. Qualified staff will submit their intentions to become mentors by June 1 of each school year. The list of names will be maintained until the teacher requests removal from said list.
2. In the selection process the following guidelines will be applicable with respect to internal applicants:
 - a. The ultimate and overriding criteria used by the administrator in selecting a mentor will be the respective candidate's recognition as a teacher skilled in the art and science of teaching with the capability to communicate these two areas.
 - b. General criteria in selection will include:
 1. Tenure
 2. Minimum of five (5) years teaching
 3. Meets "highly qualified" requirements of the No Child Left Behind law and regulations and similar State law and regulations
 4. Same background in major area of instruction when available (i.e., lower elementary to lower elementary, grade level to grade level, department to department, etc.)
3. Regarding appointments, the following will apply:
 - a. Appointments shall be for three (3) years unless either party requests a change, or their building principal decides it is in the best interests of the parties.
 - b. Mentors will have no involvement in the evaluation process and the relationship will be collaborative and confidential.
 - c. A mentor can have up to two (2) probationary teachers if desired.
4. Mentoring Responsibilities:
 - a. It is understood that time between the mentor and the probationary teacher will necessarily take place weekly beyond the normal working day to establish a collaborative relationship. A minimum of 25 hours per school year in the mentee's first year; 18 hours in the mentee's second year; and 10 hours in the mentee's third year is required of an on-staff mentor and the mentor shall keep a log of the time devoted to this process for confirmation to the Administration. The log will be submitted to the building principal throughout the school year as mentoring is conducted and must be submitted by May 15 each year for payment of the mentor stipend. Any time spent together before of after the normal school year shall be at the option of the mentor and probationary teacher. Time commitments may change due to revision of state mandates.
 - b. The mentor will provide instructional support for the assigned probationary teacher(s) as needed. The minimum of mentor/probationary teacher contacts should be 8 per semester with no less than 1 contact per month.

The contacts will include the following activities:
Individual conferencing 2-5

Classroom observations (at least 2 per year the first year, and at least 1 in year 2 and 3).

Research shows that the eight most common problems for beginning teachers include:

- classroom discipline
- planning lessons and class work
- motivating students
- dealing with students' individual differences
- evaluating student work
- dealing with students' personal problems
- relating to parents
- coping with a lack of instructional resources

It is expected that each of these topics will be reviewed with the probationary teacher during the individual conferences or in-services provided by the mentor teacher.

5. In filling vacancies for mentor positions from within the staff, the Board shall consider the professional qualifications, background, attainments, and service in the school district of all applicants. The parties recognize in the filling of mentor vacancy qualified association members will be given primary consideration. If no qualified Association member is available, the position may be filled from outside the Association.
6. The mentor teachers from within the staff shall receive the following Schedule B stipend per mentee:

First year probation – 25 hours – 1 ½ %
Second Year probation – 20 hours – 1%
Third year probation – 20 hours – 1%

7. Tenure teachers hired from another District may request a mentor for one year and the mentor will receive the same pay as second year probation1%. Probationary teachers hired from another school district will combine total mentor experience not to exceed three (3) years. All probationary teachers new to the District will have a mentor for at least one (1) year.

Appendix H
Teacher Job Sharing

Job Sharing Job Sharing shall refer to two (2) or more experienced bargaining unit members sharing one (1) full-time position.

- A. **Purpose:** Two or more experienced bargaining unit members, at their request, pair up for the purpose of sharing common teaching assignments. This voluntary pairing shall not occur if the pairing results in the involuntary layoff or involuntary transfer of a fulltime teacher. It shall not occur if it prevents the recall of a laid off teacher. The application for Job Sharing shall be approved or disapproved in writing by the Superintendent within thirty (30) days of the application.
- B. **Application:** The teachers shall notify the District and the Association by April 1 of each year explaining their working arrangement and indicate their desire to job share. Once teachers have submitted their plan, they may not deviate from it unless they have the Superintendent's approval. Alternate days of instruction will be discouraged. Job sharing schedules currently taking place during the 05-06 school year will be grandfathered.
- C. **Pairing:** The teachers who have jointly agreed to work together must be certified and "Highly Qualified" under No Child Left Behind. The job sharing arrangement shall be for one year, renewable at the option of both teachers, subject to approval of the Superintendent.
- D. **Responsibilities:** Responsibilities of an assignment by two job sharers may be divided and/or allocated to a plan by the job sharers, with approval by the District. This shall include but not limited to attendance at regular staff meetings, District meetings, etc. The teachers are required to attend full-day in-services or special training days such as testing, training, curriculum work shops, and grade level meetings which are required of fulltime teachers if appropriate. Stipends will be paid to teachers who are required to attend a full day.
- E. **Compensation/Fringe Benefits:** Compensation shall be determined by each teacher's step and column of salary schedule, prorated. Each teacher will gain one year of seniority and will move up one half (1/2) step on the salary schedule for each year worked at the job sharing position. Insurance, personal business days, and sick days will be prorated to the percentage of the day worked. If the job sharing teachers each work a half day, their benefits will be calculated at a fifty percent level for example. The teachers may contribute any additional amounts necessary to pay the premium costs for insurance.
- F. **Return to Full Time:** If the teachers choose to terminate the arrangement, they must notify the Association and District by April 1st. The job sharing teacher can only return to fulltime position, if there is a vacancy which they are certified and "Highly Qualified" under No Child Left Behind. A return to fulltime cannot create a layoff for an Association member. If a teacher goes fulltime, the remaining part-time teacher can seek another job sharing. In the event either party to the job sharing agreement chooses to terminate the agreement, the

agreement shall cease for all parties to the agreement. This section shall not supersede any return to full time provisions of the Michigan Tenure Act.

- G. Approval: The Superintendent and job sharing teachers will meet in person to review their proposal with agreement by the building principal. After review of the accepted proposal, the job sharing teachers and Superintendent will sign and date the agreement.
- H. Parent Letters/Friday Folders will be a shared responsibility of both teachers.
- I. Report Cards: Each teacher is responsible for marking their portion of the report card. Social habits/citizenship will be a combined effort of both teachers.
- J. Communication: Teachers will set aside time to discuss any parent comments, absence and tardy concerns, unit topics, discipline problems, and necessary communication.
- K. Elimination of Shared Position. If a shared position is to be eliminated as a result of a reduction in personnel as describe in Article X, each individual teacher shall be subject to the terms of the professional employment contract related to seniority, certification, and qualifications.

The following JOB SHARE Teachers during the 2005-2006 school year will be grandfathered and will move up a full step for each year job shared:

Dorothy Prawat and Barbara Sinke.

Appendix I
Alternative Education Advisory Committee

The Fowlerville Board of Education, administration, teachers, and Association recognize students attending alternative education deserve a quality education preparing them for the 21st century work place. An advisory to the Fowlerville Board of Education can be extremely important in evaluating the program and making recommendations for the future. An advisory committee to the Superintendent and Fowlerville Board of Education may consist of the following:

- Choices program representative
- Fowlerville High School Teacher
- Fowlerville Junior High School Teacher
- Fowlerville High School Administrator
- Fowlerville Junior High School Administrator
- At least one (1) Fowlerville Board of Education member
- Central Office Administrator

Participation shall be voluntary and no compensation would be required for teachers in attendance.

Appendix J
Choices Alternative Education Program

The parties mutually recognize that in programs such as the alternative education program, credit recovery, and certain summer school classes that utilize distance learning instruction, the role of the classroom teacher becomes that of an on-site proctor. As such, the parties agree that the following conditions shall apply to such programs.

Section 1: Each program class period shall have a certified district teacher acting in the capacity of “on-site proctor-teacher” (proctor). Such proctors shall be certified teachers employed by the board with knowledge of computers and the internet and continuing to participate in professional development pertaining to addressing the issues of learning on-line.

- a. Assignment to a position of proctor shall be voluntary. Available positions shall be posted and filled according to the contract.
- b. Responsibilities of proctors shall include: Maintaining order in the classroom, monitoring the students’ work, giving assistance to student(s) as needed, corresponding with the program teacher providing the instruction, and administering tests prepared by the program teacher. The proctor shall not be responsible for creating lesson plans, creating or grading tests or assignments or performing duties normally the responsibility of the program teacher.
- c. Evaluation of the proctor shall be according to the evaluation procedure established in the contract and shall be appropriate to the role of proctor. It is expressly understood by the parties that electronic means shall not be used in the evaluation or monitoring of the progress.
- d. Cancellation of instruction due to technical problems shall not result in the loss of compensation.
- e. Bargaining unit members assigned to full-time proctor positions in the alternative education program shall be placed on the regular salary schedule (Appendix A).
- f. Bargaining unit members who are assigned alternative education proctor positions in addition to their regular teaching duties shall be compensated according to the following hourly salary schedule. The hourly rate will increase at the same percentage as Schedule A of the contract.

Step	BA Per Hour	MA Per hour
1 st year	\$26.86	\$28.92
2 nd year	\$27.88	\$29.95
3 rd year	\$28.92	\$30.99
4 th year	\$29.95	\$32.01
5 th year	\$30.99	\$33.05

Section 2: A full-time proctor shall be assigned for every fifty (50) students enrolled in the alternative education program. Staffing of the program will be determined as of the fall count date and, for

purposes of this section, the blended pupil count shall be used to determine the number of full-time proctors needed for the school year. In addition, proctors in the alternative education program shall supervise no more than thirty (30) students during any program class period. Students enrolled in the program shall not exceed the number of available work stations or site licenses for the program classes.

Section 3: Full-time proctors in the alternative education program shall be guaranteed one hundred and twenty (120) minutes of planning time per week. Teachers who serve as proctors for three (3) or more hours in a summer school program that is offered through distance learning shall be paid for thirty (30) minutes of instructional planning.

Section 4: A full-time proctor serving as Lead Teacher in the alternative education program shall be guaranteed no less than two hundred and forty (240) minutes of planning time per week.

Section 5: A full-time proctor serving as Lead Teacher in the alternative education program may be required to work additional days before the opening of school or past the closing of school as determined appropriate by the Employer to prepare for the opening and closing of the program. For this, they shall be paid at a rate equal to their per diem pay rate.

Section 6: Bargaining unit members who may be hired to mentor students participating in the seat time waiver program, shall be paid according to the hourly wage rate established in Section 1 (f) of Appendix J. The district will post such positions and unit membership will be eligible to apply during the posting period.

Fowlerville Community Schools
TEACHERS PERFORMANCE EVALUATION - FORMATIVE DOCUMENT

School Year _____ Grade Level (s) _____
 Teacher _____ Administrator _____
 Building _____ Subject _____

Each teacher will participate in the formative evaluation process. This process will include self-reflection and analysis over the following five domains of teacher quality:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities
- Domain 5: Student Achievement

The formative evaluation process will require you to complete your Individual Professional Growth Plan (IPGP), meet with your building administrator to discuss your goals for the year, provide evidence of your levels of effectiveness, and reflect on your growth as an educator. This document is used as the official formative evaluation document, and you may include your evidence and reflections for each domain and standard directly in this document. Please check each box as they pertain to you. You may include additional sheets for evidence or notes that will be included with the evaluation.

Domain 1: Planning and Preparation

Standard 1a: Demonstrating Knowledge of Content and Pedagogy			
Ineffective	Minimally Effective	Effective	Highly Effective
The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline. <div style="text-align: center;"><input type="checkbox"/></div>	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline. <div style="text-align: center;"><input type="checkbox"/></div>	The teacher's plans and practice reflect solid knowledge of the content prerequisite relationships between important concepts and the instructional practices specific to that discipline. <div style="text-align: center;"><input type="checkbox"/></div>	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. <div style="text-align: center;"><input type="checkbox"/></div>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 1b: Demonstrating Knowledge of Students

Ineffective	Minimally Effective	Effective	Highly Effective
<p>The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher actively seeks knowledge of the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.</p> <p align="center"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 1c: Setting Instructional Outcomes

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.</p> <p align="center"><input type="checkbox"/></p>	<p>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning but the teacher makes no attempt at coordination or integration.</p> <p align="center"><input type="checkbox"/></p>	<p>Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.</p> <p align="center"><input type="checkbox"/></p>	<p>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.</p> <p align="center"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 1d: Demonstrating Knowledge of Resources

Ineffective	Minimally Effective	Effective	Highly Effective
<p>The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher seeks out resources in and beyond the school or district in professional organizations, on the internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.</p> <p align="center"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 1e: Designing Coherent Instruction

Ineffective	Minimally Effective	Effective	Highly Effective
<p>The series of learning experience is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.</p> <p align="center"><input type="checkbox"/></p>	<p>The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.</p> <p align="center"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 1f: Designing Student Assessments			
Ineffective	Minimally Effective	Effective	Highly Effective
The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction. <input type="checkbox"/>	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole. <input type="checkbox"/>	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students. <input type="checkbox"/>	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students. <input type="checkbox"/>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Domain 2: The Classroom Environment

Standard 2a: Creating an Environment of Respect and Rapport			
Ineffective	Minimally Effective	Effective	Highly Effective
Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict. <input type="checkbox"/>	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. <input type="checkbox"/>	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. <input type="checkbox"/>	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class. <input type="checkbox"/>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 2b: Establishing a Culture for Learning			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be only "going through the motions."</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 2c: Managing Classroom Procedures			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 2d: Managing Student Behavior			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 2e: Organizing Physical Space			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Domain 3: Instruction

Standard 3a: Communicating with Students			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusions; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 3b: Using Questioning and Discussion Techniques			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 3c: Engaging Students in Learning			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 3d: Using Assessment in Instruction			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 3e: Demonstrating Flexibility and Responsiveness

Ineffective	Minimally Effective	Effective	Highly Effective
<p>The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw on.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p> <p align="center"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Domain 4: Professional Responsibilities

Standard 4a: Reflecting on Teaching

Ineffective	Minimally Effective	Effective	Highly Effective
<p>The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.</p> <p align="center"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 4b: Maintaining Accurate Records			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 4c: Communicating with Families			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 4d: Participating in a Professional Community

Ineffective	Minimally Effective	Effective	Highly Effective
<p>The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.</p> <p align="center"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 4e: Growing and Developing Professionally

Ineffective	Minimally Effective	Effective	Highly Effective
<p>The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession, in addition, the teacher seeks feedback from supervisors and colleagues.</p> <p align="center"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 4f: Showing Professionalism			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Domain 5: Student Achievement

Standard 5a: Student Achievement Data			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>Students rarely show growth in the areas measured. Instructional outcomes are either lacking or inappropriate. Outcomes are inadequate and not aligned to the teacher, building, or district goals.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Students show growth in some of the areas measured, but growth is inconsistently seen. Some instructional outcomes are suitable to the students and some of the outcomes are aligned to the teacher, building, and district goals.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Students usually show growth in the areas measured. Instructional outcomes represent important learning suitable to most students. Most outcomes are aligned to the teacher, building, and district goals.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Students have shown consistent growth in all areas measured and instructional outcomes represent important learning suitable to all students. All outcomes are clearly aligned to the teacher, building, and district goals.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Administrator Feedback and Evaluation Summary

Administrative Feedback and Suggestions

Overall Evaluation Summary

IPGP Completed and progress was made towards individual goals: Yes No

Teacher included reflections on each domain and provided evidence: Yes No

Overall Rating

Ineffective

Minimally Effective

Effective

Highly Effective

*Teacher Signature

Date

Administrator Signature

Date

**Signature does not indicate agreement with the evaluation, but indicates that the teacher has received the evaluation and understands the contents. Any additional responses to this evaluation will be included with this document as part of the evaluation.*

**Appendix K
DOMAIN 5**

FCS EVALUATION DATA SOURCE MENU

Elementary (Grades K-5/6)

Secondary (Grades 6/7-8/9)

Secondary (Grades 9/10-12)

MEAP Scale Scores
(Grades 2-5/6)

MEAP Scale Scores
(Grades 6 & 7)

MME Scale Scores
(Grades 9/10-11)

MLPP
(Grades K-3)

Department Common
Assessments (Pre & Post)
(Grades 6/7-8/9)

Department Common
Assessments (Pre & Post)
(Grades 9/10-12)

DRA
(Grades K-6)

of Students Pass/Fail Rate
(Grades 6/7-8/9)

of Students – Credit
Earned
(Grades 9/10-12)

Common
Assessment/Content Area
(Grades K-5/6)

Student Performance
Project Based
(Grades K-6/7-8/9)

AP Test Scores
(Grades 10-12)

Student Performance
Project Based
(Grades K-5/6)

Explore/Plan
(Grades 8/9/10)

Graduation Rates
(Grades 9/10-12)

Special Education:
IEP Goals
MI-Access
Brigance Inventory
Woodcock Johnson

Special Education:
IEP Goals
MI-Access
Brigance Inventory
Woodcock Johnson

ACT Work Keys
(Grades 9/10-11)

Student Performance
Project Based
(Grades 9/10-12)

Other

Other

Explore/Plan
(Grades 9/10)

SRI

SRI

Special Education:
IEP Goals
MI-Access
Brigance Inventory
Woodcock Johnson

SMI

SMI

Other

The Teacher shall select two (2) evaluation measures for their primary (majority) grade level.

The evaluating administrator will select one (1) evaluation measure from the same grade level.

Evaluation of student achievement data will be based on all three selected measures.

SRI

SMI

Fowlerville Community Schools
TEACHERS PERFORMANCE EVALUATION - SUMMATIVE DOCUMENT

School Year _____ Grade Level (s) _____
 Teacher _____ Administrator _____
 Building _____ Subject _____

Each teacher will participate in the formative evaluation process, and some will participate in the summative evaluation process as well. The summative evaluation process will include a comprehensive evaluation conducted by the building administrator subject to the provisions in Section 15 of this contract. The teacher will be evaluated on the following five domains of teacher quality:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities
- Domain 5: Student Achievement

The summative evaluation process will include at least one formal classroom observation for tenured teachers, and at least two classroom observations for probationary teachers. Each formal classroom observation will be precluded by a pre-conference with the building administrator to discuss lesson plans, goals, and objectives for the lesson. This document will serve as the summative evaluation documents for teachers.

Domain 1: Planning and Preparation

Standard 1a: Demonstrating Knowledge of Content and Pedagogy			
Ineffective	Minimally Effective	Effective	Highly Effective
The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline. <div style="text-align: center;"><input type="checkbox"/></div>	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline. <div style="text-align: center;"><input type="checkbox"/></div>	The teacher's plans and practice reflect solid knowledge of the content prerequisite relationships between important concepts and the instructional practices specific to that discipline. <div style="text-align: center;"><input type="checkbox"/></div>	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. <div style="text-align: center;"><input type="checkbox"/></div>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 1b: Demonstrating Knowledge of Students

Ineffective	Minimally Effective	Effective	Highly Effective
<p>The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher actively seeks knowledge of the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.</p> <p align="center"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 1c: Setting Instructional Outcomes

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.</p> <p align="center"><input type="checkbox"/></p>	<p>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning but the teacher makes no attempt at coordination or integration.</p> <p align="center"><input type="checkbox"/></p>	<p>Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.</p> <p align="center"><input type="checkbox"/></p>	<p>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.</p> <p align="center"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 1d: Demonstrating Knowledge of Resources

Ineffective	Minimally Effective	Effective	Highly Effective
<p>The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher seeks out resources in and beyond the school or district in professional organizations, on the internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.</p> <p align="center"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 1e: Designing Coherent Instruction

Ineffective	Minimally Effective	Effective	Highly Effective
<p>The series of learning experience is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.</p> <p align="center"><input type="checkbox"/></p>	<p>The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.</p> <p align="center"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 1f: Designing Student Assessments			
Ineffective	Minimally Effective	Effective	Highly Effective
The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction. <input type="checkbox"/>	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole. <input type="checkbox"/>	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students. <input type="checkbox"/>	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students. <input type="checkbox"/>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Domain 2: The Classroom Environment

Standard 2a: Creating an Environment of Respect and Rapport			
Ineffective	Minimally Effective	Effective	Highly Effective
Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict. <input type="checkbox"/>	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. <input type="checkbox"/>	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. <input type="checkbox"/>	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class. <input type="checkbox"/>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 2b: Establishing a Culture for Learning			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be only "going through the motions."</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 2c: Managing Classroom Procedures			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 2d: Managing Student Behavior			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 2e: Organizing Physical Space			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Domain 3: Instruction

Standard 3a: Communicating with Students			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusions; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 3b: Using Questioning and Discussion Techniques			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 3c: Engaging Students in Learning			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 3d: Using Assessment in Instruction			
Ineffective	Minimally Effective	Effective	Highly Effective
<p>Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 3e: Demonstrating Flexibility and Responsiveness			
Ineffective	Minimally Effective	Effective	Highly Effective
The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. <input type="checkbox"/>	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw on. <input type="checkbox"/>	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests. <input type="checkbox"/>	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies. <input type="checkbox"/>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Domain 4: Professional Responsibilities

Standard 4a: Reflecting on Teaching			
Ineffective	Minimally Effective	Effective	Highly Effective
The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved. <input type="checkbox"/>	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved. <input type="checkbox"/>	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved. <input type="checkbox"/>	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each. <input type="checkbox"/>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 4b: Maintaining Accurate Records			
Ineffective	Minimally Effective	Effective	Highly Effective
The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 4c: Communicating with Families			
Ineffective	Minimally Effective	Effective	Highly Effective
The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 4d: Participating in a Professional Community

Ineffective	Minimally Effective	Effective	Highly Effective
<p>The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.</p> <p align="center"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 4e: Growing and Developing Professionally

Ineffective	Minimally Effective	Effective	Highly Effective
<p>The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.</p> <p align="center"><input type="checkbox"/></p>	<p>The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession, in addition, the teacher seeks feedback from supervisors and colleagues.</p> <p align="center"><input type="checkbox"/></p>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Standard 4f: Showing Professionalism			
Ineffective	Minimally Effective	Effective	Highly Effective
The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines. <input type="checkbox"/>	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by. <input type="checkbox"/>	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations. <input type="checkbox"/>	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations. <input type="checkbox"/>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Domain 5: Student Achievement

Standard 5a: Student Achievement Data			
Ineffective	Minimally Effective	Effective	Highly Effective
Students rarely show growth in the areas measured. Instructional outcomes are either lacking or inappropriate. Outcomes are inadequate and not aligned to the teacher, building, or district goals. <input type="checkbox"/>	Students show growth in some of the areas measured, but growth is inconsistently seen. Some instructional outcomes are suitable to the students and some of the outcomes are aligned to the teacher, building, and district goals. <input type="checkbox"/>	Students usually show growth in the areas measured. Instructional outcomes represent important learning suitable to most students. Most outcomes are aligned to the teacher, building, and district goals. <input type="checkbox"/>	Students have shown consistent growth in all areas measured and instructional outcomes represent important learning suitable to all students. All outcomes are clearly aligned to the teacher, building, and district goals. <input type="checkbox"/>
Teacher Evidence		Student Evidence	
Teacher Notes and Reflections			

Administrator Feedback and Evaluation Summary

Administrative Feedback and Suggestions

Overall Rating

Ineffective

Minimally Effective

Effective

Highly Effective

*Teacher Signature

Date

Administrator Signature

Date

**Signature does not indicate agreement with the evaluation, but indicates that the teacher has received the evaluation and understands the contents. Any additional responses to this evaluation will be included with this document as part of the evaluation.*

Fowlerville Community Schools Teacher Individual Professional Growth Plan (IPGP)

Teacher _____ Grade Level(s) _____
 School Year _____ Administrator _____
 Building _____ Subject _____
 Prof. Team _____

PROFESSIONAL TEACHING GOAL

Based on your own assessment, input from others, and any school or district initiatives, what goal have you identified for your professional growth? What is an area of knowledge or skill that you would like to strengthen?

Describe the connection between this goal and your teaching assignment.

What would success on this goal look like? How will you know when you have achieved it? What would count as evidence of success?

Describe the activities you will do to work toward your goal and their time lines

<u>Activity</u>	<u>Time Line</u>

What resources will you need to better achieve your goal?

STUDENT ACHIEVEMENT GOALS

Using the FCS Evaluation Data Source Menu, please list the three data sources that were selected (2 selected by you, and 1 from your administrator), and select an outcome goal for each data source.

Data Source 1 _____ Goal _____
 Data Source 2 _____ Goal _____
 Data Source 3 _____ Goal _____

Will you be participating in a summative evaluation process this year? Yes No
(Circle one)

Please return the signed and completed IPGP to your building administrator by September 30.

Teacher Signature _____ Date _____
 Principal Signature _____ Date _____

Fowlerville Community Schools Teacher Individual Professional Growth Plan (IPGP)

Teacher John Doe Grade Level(s) 7th
 School Year 2011-12 Administrator JH Principal
 Building FJHS Subject Science
 Prof. Team Science Team

PROFESSIONAL TEACHING GOAL

Based on your own assessment, input from others, and any school or district initiatives, what goal have you identified for your professional growth? What is an area of knowledge or skill that you would like to strengthen?

I intend to enhance my skills in cooperative learning, and the use of group work in my teaching.

Describe the connection between this goal and your teaching assignment.

I teach junior high science; many of the topics lend themselves to group work, but I don't have the confidence in my skill to incorporate them in the classroom.

What would success on this goal look like? How will you know when you have achieved it? What would count as evidence of success?

- *Students will be able to assume different roles in group work*
- *An observer would notice students working productively together, with all students contributing*
- *Students themselves will report that they find group strategies productive for learning.*

Describe the activities you will do to work toward your goal and their time lines

<u>Activity</u>	<u>Time Line</u>
- <i>Read to articles and a book on cooperative learning</i>	<i>September 30</i>
- <i>Enroll in a weekend course on cooperative learning</i>	<i>October 31</i>
- <i>Observe two teachers who use cooperative learning and discuss their techniques with them</i>	<i>December 15</i>
- <i>Teach my students the skills of respectful group work, and about the different roles and group work.</i>	<i>January 15</i>
- <i>Invite a colleague to observe my class while students are engaged in group work to offer me feedback.</i>	<i>February 15</i>

What resources will you need to better achieve your goal?

Books and journals from the school professional library, tuition for the weekend course, and class coverage to enable me to visit colleague's classrooms.

STUDENT ACHIEVEMENT GOALS

Using the FCS Evaluation Data Source Menu, please list the three data sources that were selected (2 selected by you, and 1 from your administrator), and select an outcome goal for each data source.

Data Source 1 FJHS Science Common Assessments Goal My students will improve their overall scores by 25% on their common unit assessment post tests

Data Source 2 8th Grade MEAP science Goal My students from last year will score above the state average on the 8th grade MEAP in science

Data Source 3 SRI Test Goal Students in my classes will improve their Lexile scores by at least 10% on the end of year SRI test.

Will you be participating in a summative evaluation process this year? Yes No
(Circle one)

Please return the signed and completed IPGP to your building administrator by September 30.

Teacher Signature _____ Date _____

Principal Signature _____ Date _____

Appendix L

**FOWLerville COMMUNITY SCHOOLS
ANNUAL PREFERENCE FORM
TEACHING ASSIGNMENTS
FOR THE 20__-20__ SCHOOL YEAR**

Teacher Name (Printed) _____

Assignment Request: _____

Building _____

Grade _____

Subject _____

Please return this form to the Building Principal even if you request the same assignment. Preference forms are used by the Human Resources Specialist during the summer for vacancies.

If this request would require a transfer, please note reasons for this request:

Please forward a copy to: Smith Kreeger JHS FHS

Qualifications for new position:

Teacher Signature

Date

Please return to building principal by February 28, 20__.

**Letter of Agreement
between the
Fowlerville Education Association
and the
Fowlerville Community Schools Board of Education**

The parties agree to the following language:

403(b) Qualified Retirement Plan for Accumulated Sick Leave/Annual Leave-Vacation Pay/Incentive Pay/"Special Pay" (MEA Financial Services)

- A. All employees who are eligible for accumulated sick-leave pay, annual leave-vacation pay, and/or Flat Fee Incentive Pay shall participate in this program.
- B. All accumulated sick-leave pay, annual leave-vacation, and/or Flat Fee Incentive pay shall be placed in to 403(b) account by the Employer by the timelines listed below.
 - 1) Flat Fee Incentive money shall be placed in the 403(b) account by September 1st
 - 2) Vacation pay and sick leave pay out shall be placed in the 403(b) account on or before July 15th.
- C. Employees who are 55 years or older by December 31st of the year in which they resign, shall have all amounts from above places in the 403(b) account by the timelines listed above and shall incur no penalty for immediate withdrawal.
- D. Employees who are less than 55 years old by December 31st of the year in which they resign and take distribution shall be subject to a 10% penalty for any withdrawal prior to age 59.5. To offset this penalty, any employee who is less than 55 years old before December 31st of the year in which they resign, shall receive an additional 2.35% of his/her total deposit added to the 403(b) account.
- E. This plan shall be in effect until January 1, 2010 unless extended by mutual agreement of the parties.
- F. Excepted from this Letter of Agreement is the Voluntary Separation Plan dated January 3, 2006.

Robert Linton
For the Association

March 17, 2006
Date

Nancy R. Collins
For the Association

March 17, 2006
Date

Michael D Brown
For the Board

3-28, 2006
Date

Eraine M. Esch
For the Board

Mar. 28, 06
Date

Letters of Agreement

The parties shall have the authority to set forth agreements during the life of the contract in written Letters of Agreement. The Letter of Agreement shall be subject to approval by the FEA Representative Council. The attached Letter of Agreement form shall be used.

**Letter of Agreement
between the
Fowlerville Community Schools
and the
Fowlerville Education Association**

The parties agree to the following regarding _____:

- 1)
- 2)
- 3)

This Letter of Agreement may not be modified without the written consent of both parties. This agreement will expire when the contract expires and may only be extended by mutual agreement.

=====

Signature Indicating Tentative Letter of Agreement Has Been Reached:

For the Board Date For the Association Date

=====

Signature Indicating the FEA Representative Council and School District Have Approved the Agreement:

For the Board Date For the Association Date

Voluntary Severance Plan

Fowlerville Board of Education proposes the following Voluntary Severance Plan be available for consideration during the period from June 30, 2011 through August 15, 2011

The deadline for application would be 4:00 p.m. August 15, 2011. The President of the FEA can hold the applications or the applications can be submitted to the Superintendent. The preference of accepting the applications will be the FEA preference.

The resignation effective date will be August 31, 2011.

A minimum of six would need to participate. The following ERI is being proposed:

6 teachers = \$20,000 each with \$10,000 payable by December 1, 2011 and \$10,000 payable December 1, 2012.

In addition, teachers would still be eligible for their Flat Fee Incentive.