



ACHIEVEMENT | COMMUNITY | VISION

GROSSE ILE TOWNSHIP SCHOOLS

**AGREEMENT BETWEEN
THE**

GROSSE ILE BOARD OF EDUCATION

AND

GROSSE ILE EDUCATION ASSOCIATION

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AUGUST 15, 2010 – AUGUST 14, 2011

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INTRODUCTION

It is the responsibility of the Board of Education to determine the type of educational program that will be offered in Grosse Ile Township Schools. The quality of education will depend in a large part on how successful the community is in attracting and retaining well-trained, competent, professional staff members.

The Board of Education agrees that it is the professional responsibility of the Grosse Ile Education Association to continually review the strengths and weaknesses of the educational program and to recommend to the Grosse Ile Board of Education changes necessary to maintain or improve the education program of Grosse Ile.

The Association agrees that it is the responsibility of the Board to establish policies and procedures not covered in this Agreement for the orderly and efficient functioning of the school system and recognizes the Board's right to amend, add to, or change such policies and procedures so long as they are not inconsistent with any of the terms of this Agreement.

The Board and the Association pledge to seek to extend the advantages of public education to every student without regard to race, creed, religion, sex, color or national origin and seek to achieve full equality of educational opportunity for all pupils.

AGREEMENT

This Agreement is made and entered into by and between the Grosse Ile Board of Education hereinafter referred to as the "Board" and the Grosse Ile Education Association hereinafter referred to as the "Association", Witnesseth:

Adopted by the Board of Education: January 26, 2010

ARTICLE 1

Recognition

The Board hereby recognizes the Association as the exclusive bargaining representative for all certified teaching personnel, including guidance counselors, speech diagnostician, learning consultant, social worker, psychologist, and media specialists.

The term “teacher”, when used hereinafter in this Agreement, shall refer to all employees represented by the Association in the bargaining unit as above defined.

ARTICLE 2

Professional Dues and Deductions: Agency Shop

Section 1. Each bargaining unit member shall, as a condition of employment, (1) on or before thirty (30) days from the date of commencement of duties or the effective date of this agreement, whichever is later, join the Association/Union, or (2) pay a Service Fee to the Association, pursuant to the Association’s “Policy Regarding Objections to Political-Ideological Expenditures” and the Administrative procedures adopted pursuant to that policy. The service Fee shall not exceed the amount of association dues collected from association members. The bargaining unit member may authorize payroll deduction for such fee. In the event that the bargaining unit member shall not pay such Service Fee directly to the Association, or authorize payment through payroll deduction, the Employer shall, pursuant to MCLA 408.477; MSA 17.277(7) and at the request of the Association, deduct the Service Fee from the bargaining unit member’s wages and remit same to the Association. Payroll deductions made pursuant to this provision shall be made in ten (10) or fifteen (15) equal installments, beginning in mid-October from the paychecks of each bargaining unit member. Monies so deducted shall be remitted to the Association, or its designee, no later than twenty (20) days following deduction.

Section 2. Pursuant to Chicago Teachers Union v Hudson, 106 S Ct 1066 (1986), the Union has established a “Policy Regarding Objectives to Political-Ideological Expenditures”. That policy, and the administrative procedures (including the timetable for payment) pursuant thereto, apply only to non-union bargaining unit members. The remedies set forth in that Policy shall be exclusive, and unless and until such procedures, including any administrative or judicial review there, shall have been availed of and exhausted, no dispute, claim or complaint by an objecting bargaining unit member concerning the application and interpretation of this Article shall be subject to the grievance procedure set forth in this Agreement, or any other administrative or judicial procedure.

Section 3. In the event of any legal action against the Employer brought in a court or administrative agency because of its compliance with this Article, the Association agrees to defend such action, at its own expense and through its own counsel, provided:

- (a) The Employer gives timely notice of such action to the Association and permits the Association intervention as a party if it so desires, and
- (b) 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 at both trial and appellate levels.
- (c) The Association shall have complete authority to compromise and settle all claims which it defends under this section. The Association agrees that in any action so defended, it will indemnify and hold harmless the Employer from any liability for damages and costs imposed by a final judgment of a court or administrative agency as a direct consequence of the Employer's compliance with this Article II, but this does not include any liability for unemployment compensation paid under the Michigan Employment Security Act.

Section 4. 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 or one-fifteenth of such dues, assessments and contributions from the bi-monthly salary check of the bargaining unit member each month beginning in mid-October.

Section 5. Upon appropriate written authorization from the bargaining unit member, the Employer shall deduct from the salary of any such bargaining unit member and make appropriate remittance for tax-deferred annuities, credit union, MEA-PAC/NEA-PAC contributions or any other plans or programs jointly approved by the Association and Employer.

Section 6. 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 agreed 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.

ARTICLE 3 **Teacher Rights**

Section 1. Pursuant to Act 379 of the Public Acts of 1965 (The Public Employment Relations Act, referenced as PERA), as amended, the Board hereby agrees that every employee shall have the right to freely organize, join and support the Association for the purpose of engaging in collective bargaining. As a duly elected body exercising governmental power under color of the law of the State of Michigan, the Board undertakes and agrees that it will not directly or indirectly discourage or deprive or coerce any teacher in the enjoyment of rights conferred, by PERA or other laws of Michigan or the Constitution of Michigan and the United States; that it will not discriminate against any teacher by reason of his/her membership in the Association.

Section 2. The Board specifically recognizes the right of the Association appropriately to invoke the assistance of the Michigan Employment Relations Commission (MERC), or a mediator from such public agency.

Section 3. The Board agrees to furnish yearly district budget and financial audits to the Association. In addition, the Association will be provided the Board minutes and agenda.

Section 4. The Board of Education and Association will abide by the provisions set forth in the No Child Left Behind Act of 2001. Any implementation of the NCLB Act will be conducted mutually between the Board of Education and Association.

ARTICLE 4 **Teachers' Hours and Loads**

Section 1.

- A. The Board recognizes the principle of a forty-hour work week and will, so far as possible, set work schedules and make professional assignments, which can reasonably, be completed within such standard work week.
- B. The Board recognizes the value of a duty-free lunch period. Each teacher shall have an uninterrupted lunch period of at least 30 minutes per day.

- C. Every effort will be made to provide ample relief time for all Elementary teachers in both the morning and afternoon. Relief periods shall be scheduled so that teachers will have no more than two (2) hours contact time without a scheduled break.

Section 2.

- A. Scheduling of teachers is the responsibility of the Building Principals. Such scheduling shall provide preparation time equivalent to the recommended standards set by AdvancEd/Michigan Accreditation Program. Time in the morning prior to student arrival, and time after dismissal of students, shall be considered as preparation time. Every effort shall be made to equalize preparation time district-wide.
- B. Principals shall involve teachers in the preparation of schedules and planning time. Prior to final adoption, schedules will be given to teachers involved.

Section 3.

- A. The normal weekly teaching loads in the Grosse Ile Schools, insofar as conditions permit, will not exceed those recommended standards published by the AdvancEd. The Board will continue to rely on the suggestions and recommendations of teachers in establishing and maintaining such standards.
- B. Student days: Minimum 182 days. If State authorities mandate more days during the length of the contract, the student days will be reflected in the calendar.
- C. Teacher days: Minimum 185 days. If the State mandates more than 182 student days during the length of the contract, the teacher days will reflect at least two (2) more teacher days than the number of student days or more if mandated by State authorities.
- D. The length of the school day for students shall be based on the following criteria:
 - (1) The length of the school days for students shall be based on the minimum number of instructional hours set by State authorities (Grades K-12).
 - (2) Consideration of the welfare of students (including safety and transportation).
 - (3) Quality education standards (as suggested by recognized professional organizations).
 - (4) Consideration for the needs of the community.

- (5) Consideration of teacher welfare and morale.
- E. The Board and the Association agree that recess times at the Elementary level can be considered a valuable learning situation or aid to the learning process under the supervision of teachers or qualified personnel.
- F. The Board and Association agree that teachers will report for work up to two (2) days prior to the official starting date for students. These two days will be used for professional development and teacher preparation time.

Section 4. Class Size

- A. The Board recognizes that in the normal academic classroom the quality of education deteriorates as class size varies significantly from the optimum size (optimum size is defined as the most favorable condition for educational growth). The Administration will meet with the Association President to form a joint committee of two administrators and two teachers to investigate and recommend to the Board solutions for relieving the class size problem brought to the attention of the committee.
- B. The Board and the Association agree that the class size must be appropriate to the intellectual-emotional needs of the pupils, the skills of the teacher, the type of learning desired, and the nature of the subject matter. The Board recognizes that mainstreaming and/or inclusion requires modification in class size to accommodate the students' special needs.
- C. Twice each year, the Building Principal shall meet with the Secondary teachers concerning class sizes. Such meetings shall be held prior to fourth Friday for the fall semester, and prior to February 15th for the winter semester of each year. It is expected that such meetings for the Elementary teachers will be on a grade level basis in order to make every reasonable effort to equalize class size on the basis of Article 4.B. above, and to keep teachers informed of the district-wide situation. It is agreed that the Elementary meeting shall be held within the first and last two weeks of school to accommodate any necessary changes for the year.

Section 5. Any teacher(s) currently employed may request shared teaching schedules by April 1st of the current school year. Should the Board grant the request to make such assignments, the teacher(s) will receive the following:

- A. Pro-rata portion of his/her salary and benefits.

- B. All shared-time or reduced schedule teachers will receive one year seniority and ½ increment on the salary schedule.
- C. Any teacher granted a shared-time or reduced-schedule position shall have the option to return to a full-time position at the end of a one (1) year period, if an opening is available. The Board also has the right to require a teacher back to full-time work after a one (1) year period, if deemed necessary.

Section 6. Every effort will be made to provide the Association President his/her preparation period at the start of or end of the teacher's work day or lunch period and the Association President may utilize this time for Association business. The Association President must notify his/her Building Principal when leaving the building, and upon arrival at another building, notify the office.

ARTICLE 5

Teaching Conditions

Section 1. The parties recognize that the availability of optimum school facilities for both student and teacher is desirable to insure the high quality of education that is the goal of both the Association and the Board. It is also acknowledged that the primary duty and responsibility of the teacher is the education of students and that the organization of the school and the school day should be directed at insuring that the energy of the teacher is primarily utilized to this end.

Section 2.

- A. The Board recognizes the need for teacher involvement in the selection of appropriate textbooks, supplies, technology equipment and other materials which are the tools of the professional educator.
- B. The Board also recognizes the value of teacher participation toward the improvement of curriculum and will continue to rely on the judgment and experience of the teacher for recommendations.

Section 3. The Board recognizes that released time for teachers used in a productive manner will enhance the educational program for the community. Whenever the building school improvement committees feel released time is necessary, they may, through their appropriate principal, submit a proposed agenda for approval.

Section 4.

- A. The Board and the Association agree that a teacher's essential role in the classroom is a crucial element in quality education. For this reason, both parties agree that the teachers will be encouraged to keep abreast of the latest developments in subject area and educational techniques.
- B. Professional meetings and conferences are considered as one means to further professional growth. Should these meetings or conferences be scheduled when school is in session, the teacher may request to attend. Application for attendance at conferences shall be made to the Building Principals and shall be considered on the basis of the educational needs of the children, relevance to classroom techniques or subject matter, community needs, time loss from the classroom, and the preparations and planning of the teacher.
- C. A budget allowance shall be provided to cover travel cost, lodging, registration, etc. When the financial resources of the community make such a provision difficult, every attempt will be made to allocate available money in an equitable manner. Should a teacher wish to pay his/her own way, he/she must still have approval based on the criteria in this Article in order to receive the released time.

ARTICLE 6 **Assignments and Transfers**

Section 1.

- A. It is recognized that the assignment of teachers within a building is the right and responsibility of the Building Principal. Principals will make assignments in compliance with the No Child Left Behind Act, when possible. When it is necessary to temporarily assign a teacher to teach subjects outside their major or minor field of study, the Association will be notified of the assignment, the reason for the assignment, and the approximate duration of the assignment.

Upon completion of building assignments by the Principals, including elementary same grade transfers due to enrollment shifts, the Board shall initiate the following process to fill the remaining vacancy(s):

- 1. The vacancy shall be posted for fifteen (15) calendar days. All teachers, and the Association, shall receive a copy of the posting.

2. Candidates in the building in which the vacancy occurs will receive first consideration and shall be evaluated based on the criteria outlined in Article 6, Section 1. B, of this agreement.

If no one applies or meets the criteria for the position then:

3. Candidates from the remainder of the district will receive consideration and shall be evaluated based on the criteria outlined in Article 6, Section 1. B, of this agreement.

If no one applies or meets the criteria for the position then:

4. Outside candidates will be considered until a suitable candidate is found.

B. When filling any teaching vacancy the Board agrees to use the following criteria and to give due weight and consideration to each.

1. Certifications, Professional background, training and experience.
2. Seniority in school district (when applicable).
3. Additional relevant factors (when applicable).

C. The Board agrees to follow the above process for full time and part-time positions. When an extra class/section becomes available in a building, Article 6, Sections A. 2, and B. 1-3 will be used to fill the vacancy.

D. Teachers shall receive their tentative teaching assignments for the next school year by May 15th of the current year. Teachers should express their preferences to their Principal prior to this date. Should changes be necessary after May 15th, affected teachers shall be notified as soon as possible by their building Principal.

E. Copies of all teacher schedules shall be given to the Association by the end of the first week of school each fall.

Section 2. Definition of Transfers

A. A transfer shall be defined as either a voluntary or involuntary change in a teacher's assignment or position to another assignment or position. This would include: (1) a change in building assigned to, (2) in grade level(s) K – 6, (3) one half or more of a subject area included in an assignment, (4) in a non-classroom assignment such as media specialist or guidance counselor, or (5) in a Special Education assignment such as learning disability, emotionally impaired, etc.

- B. Voluntary Transfers – A request to transfer may be made any time a vacancy is posted. The request shall be made in writing to the Superintendent as outlined in Article 6, Section 1. The Association shall receive a copy of the request.
- C. Involuntary Transfers – Involuntary transfers may be affected only for reasonable and just cause. The teacher and the Association shall be notified in writing by May 15th of the current school year of the district’s intent to transfer. This notification shall include the new assignment or position and a “reasonable and just cause” explanation for the involuntary transfer.

Section 3. Whenever any vacancy in any teaching or Schedule B position shall occur, the School Administration shall publicize the same by posting such vacancy in every school building. If the vacancy occurs during the summer vacation period, the School Administration will notify every teacher by email. No vacancy shall be filled permanently until such vacancy has been posted for at least fifteen (15) calendar days or fifteen (15) calendar days from the mailing date of notification of vacancy. All internal applicants must submit an internal application/transfer form located in the “employment” section of the district website.

ARTICLE 7

School Board Support of Teachers

Section 1. The Board recognizes its responsibility to give all reasonable support and assistance to teachers with respect to the maintenance of control and discipline in the classroom. Whenever it is established that a particular pupil requires the attention of special counselors, social workers, law enforcement personnel, physicians or other professional persons, the Board will take necessary steps to aid the teacher in his/her responsibilities with respect to such pupil.

Section 2. Any case of assault upon a teacher, during a working situation, shall be promptly reported to the Board through 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 render necessary assistance to the teachers in connection with handling of the incident by law enforcement and judicial authorities.

Section 3. If any teacher is complained against or sued by reason of disciplinary action taken by the teacher against a student, the Board will provide legal counsel and render necessary assistance to the teacher in his/her defense providing the disciplinary action was within established policies.

Section 4. Time lost by a teacher in connection with Sections 2 and 3, mentioned in this Article, shall not be charged against the teacher, providing such time off is authorized by the appropriate administrative official.

Section 5. Any complaint directed toward a teacher upon which the Administration feels action is necessary shall be immediately called to the teacher's attention and, shall include the names of the person or persons making the complaint. If further action is necessary, the complainant will be directed to place the complaint in writing or hold a conference with the teacher.

- A. Anonymous complaints will not be used against a teacher in any form, nor appear as part of any evaluation, nor be kept on file.

Section 6. Teachers shall be expected to exercise reasonable care with respect to the safety of pupils and property, but shall not be individually liable, except in the case of negligence or neglect of duty for any damage or loss to person or property.

ARTICLE 8

Rights and Responsibilities

Section 1. The Board retains the right in accordance with applicable laws and regulations, (a) to direct teachers of the school, (b) to hire, promote, transfer, assign, and retain teachers in position, and to suspend, demote, discharge, or take other disciplinary action against teachers, (c) to relieve teachers from duties because of lack of performance or for other legitimate reasons, (d) to maintain the efficiency of the school operations entrusted to them, (e) to determine the methods, means and personnel by which such operations are to be conducted; and, (f) to take whatever action may be necessary to carry out the functions of the Board in maintaining a good educational program for the community of Grosse Ile. No action by the Board, in the performance of the above rights and responsibilities, shall be in conflict with any of the terms of this Agreement.

Section 2. No teacher shall be disciplined, reprimanded, reduced in rank or compensation or deprived of any professional advantage without just cause. Should any teacher feel that action taken against him/her by the Board or by any agent representative thereof was not for just cause, he/she may resort to the procedure provided in this Agreement for the resolving of differences.

Section 3. All observations of the work performance of a teacher shall be conducted openly and in a professional manner. It is agreed that any written evaluation of a teacher's performance shall be discussed with the teacher and

signed by the teacher. Should the teacher disagree with the conclusion drawn by the observer, the disagreement should be noted in writing and signed by the teacher. The teacher shall have the right to an Association representative present during any evaluation or complaint conference.

Both parties agree to the Grosse Ile Township Schools Professional Development Plan (Appendix D) for teacher evaluation. Any revisions to the teacher evaluation plan are to be mutually agreeable.

Section 4. The Board and the Association agree that alcoholism, drug abuse, emotional disorders and other similar problems affect job performance. The Board and the Association agree to cooperate through the Board-paid Employee Assistance Program, to assist affected employees in correcting the problem.

Section 5. Each teacher upon request to the Superintendent shall have access to review his/her personnel file. Those records marked for confidential examination originating in agencies outside the school system shall be considered outside the scope of this Article unless released by the outside agency.

Section 6. The provisions of this Agreement and the wages, hours, terms, and conditions of employment shall be applied without regard to race, creed, religion, color, national origin, age, sex, or marital status or membership in or association with the activities of any employee organization.

Section 7. Notwithstanding their employment, teachers shall be entitled to full rights of citizenship and no religious or political activities of any teacher or the lack thereof shall be grounds for any discipline or discrimination with respect to the professional employment of such teacher, providing such activities do not interfere with the teacher's responsibilities and the acceptable performance of his/her duties.

Section 8. The Board is committed to abide by the rules and regulations found in the Freedom of Information Act (FOIA).

ARTICLE 9

Procedure for Resolving Differences

Section 1.

Step 1. Any teacher(s) believing that there has been a violation, misinterpretation or misapplication of any provision of this Agreement or any existing rule, order or regulation of the Board, or any other provision of law (except a statute specifically establishing a procedure for redress)

relating to wages, hours, terms or conditions of employment, will first discuss the complaint with his/her principal either directly, or accompanied by the Association representative if the teacher so desires with the objective of resolving it informally.

Step 2. In the event the complaint is not resolved informally, it may be reduced to writing, signed by the teacher, and presented to the Building Principal for his/her written answer within one (1) week.

Step 3. If the Principal's answer does not resolve the complaint within one (1) week, it may be referred within two (2) weeks to the Superintendent or his designated representative by the Association's Representative.

Step 4. If the Superintendent fails to resolve the complaint within three (3) weeks, the Association may transmit the question to arbitration. The arbitrator shall be selected by the American Arbitration Association in accordance with its rule. The arbitrator shall hear a presentation by each side and shall have the right to question the representatives of each side. He/she shall render a decision which shall be binding on both parties.

Section 2. The arbitrator shall have no power to add to, subtract from, disregard, alter, or modify any of the terms of this Agreement. He/she shall have no power to establish salary scales or change salary. He/she shall have no power to decide any question which under this Agreement is within the responsibility of the Board to decide, it being understood that any matter not specifically set forth remains within the reserved rights of the Board.

Section 3. The fees and expenses of the arbitrator shall be shared equally by the Board and the Association. All other expenses shall be borne by the party incurring them, and neither party shall be responsible for the expense of the witnesses called by the other.

Section 4. Failure on the part of the Association to appeal a decision within the specified time limits at any of the steps of the procedure shall be considered acceptance of the decision and the difference shall be considered resolved.

Section 5. Failure on the part of the Administration to answer within the specified time limits at any of the steps of the procedure shall permit the Association to proceed to the next step within the time limits allowed, unless extended by mutual agreement in writing.

ARTICLE 10

Miscellaneous Provisions

Section 1. The Board agrees that the Bachelor's Degree, a state Approved Teaching certificate and new employees meeting all other state mandates for employment shall be the minimal requirements for employment as a regularly assigned teacher; in the event acceptable candidates are not available, a teacher with a valid Michigan teaching certificate may be employed on a temporary assignment.

Section 2. It shall be the responsibility of the Administration to provide qualified substitute teachers.

Section 3. This Agreement shall supersede any established rule, regulation or practice of the Board which shall be contrary to or inconsistent with this Agreement. It shall likewise supersede any contrary or inconsistent terms contained in any individual teacher contracts heretofore 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 incorporated into and be considered part of the established policies of the Board.

Section 4. Copies of this Agreement shall be printed in booklet form at the expense of the Board and presented to all teachers now employed or hereafter employed by the Board. The Board shall also furnish 25 copies of the Master Agreement to the Association for its use.

Section 5. If any provision of this Agreement or any application of the Agreement to any teacher or group of teachers shall be found contrary to law, then such provision or application shall not be deemed valid except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.

Section 6. Both parties agree to meet upon reasonable request to discuss matters of common concern and mutually pledge to cooperate in arranging meetings, furnishing information and constructively considering and attempting to resolve such matters as may be relevant to student welfare or progress of education in this community.

Section 7. Any proposed contract changes in language may be implemented by "Letters of Agreement" during the life of this contract. Both parties agree to distribute copies of the "Letters of Agreement" to appropriate members.

Section 8. Calendar

- A. Prior to March 1st, the Superintendent, the Association President, and one teacher representative from each building, shall meet to discuss and agree upon proposals regarding the school calendar for the next school year.

Section 9. The Board recognizes that released time for planned inservice teacher training will enhance the educational program for the community. Whenever the Association feels released time is necessary, it may, through its president, submit a proposed agenda for approval.

Section 10. Parent-teacher conferences shall be scheduled in the spring and the fall, and students shall be dismissed for these times. Teachers will also be available for individual conferences when deemed necessary.

Section 11. The Board and the Association agree that supervising student teachers is a voluntary assignment. Once decided upon, the supervisory teacher must complete the assignment. The Board shall provide the Association with the names and assignments of all student teachers and the staff members who have voluntarily agreed to accept their placement.

Section 12. The Board of Education agrees that it is the responsibility of the professional staff to present their viewpoints on matters affecting educational programs. Prior to staff recommendations affecting educational programs being presented to the Board, it shall be the responsibility of those staff and administration involved to discuss thoroughly any differences of opinion.

Section 13. Department Chairs

- A. The department chair(s) (secondary) shall exercise the coordination of programs and materials and shall serve as instructional liaison between the teachers of the department and the school administration. Such chairperson shall not be considered a supervisory employee.
- B. The teacher selected as a department chairperson shall work with the administration on vital school issues. The Administration shall provide necessary release time and compensation (under Schedule B) to accomplish such assignments.
- C. The administration and Association have agreed to the following secondary department chair(s):
 - Language Arts (including Foreign Languages)
 - Math
 - Science

Social Studies
Enrichment (Fine Arts, DCTC, Computers, Electives)
Counseling
Special Education

ARTICLE 11

Negotiation Procedures

Section 1. At least ninety (90) days prior to the expiration of this Agreement, the parties will begin negotiations for a new Agreement covering wages, hours, and conditions of employment of teachers employed by the Board.

Section 2. In any negotiations, neither party shall have any control over the selection of the negotiating or bargaining representatives of the other party, and each party may select its representatives from within or outside the school district. It is recognized that no final agreement between the parties may be executed without ratification by a majority of the Board of Education and by a majority of the membership of the Association, but the parties mutually pledge that representatives selected by each shall be clothed with all necessary power and authority to make proposals, consider proposals, and make concessions in the course of negotiations or bargaining, subject only to such ultimate ratification.

Section 3. If the parties fail to reach an agreement in any such negotiations, either party may invoke the mediation machinery of the State Labor Mediation Board.

ARTICLE 12

Leaves

Section 1. Medical Leave (Sick Days)

- A. All teachers hired on a full-time basis shall be granted an annual medical leave allowance of twelve (12) days at the beginning of the school year. Teachers hired on a part-time basis shall receive proportional medical leave allowance. Unused portions of the leave will be allowed to accumulate to 185.

- B. Medical leave is to be used for illness or disabling injuries resulting from accidents. A doctor's statement in writing stating the specific disability shall be provided by the teacher should it be requested by the Principal.
- C. After five (5) or more consecutive days of illness or a pattern of continuous absence due to illness, a medical statement may be required before the employee may return to work and before the employee can qualify for the income protection provision of this Agreement.
- D. An annual audit of employee absences will be conducted. The Administration in concert with the Association will provide guidance and counseling where patterns of absence may indicate an underlying health problem. Should it be determined that such leave has been misused and the Board feels stronger corrective action is necessary, the teacher shall be notified in writing and a copy of the letter sent to the Association.
- E. Any teacher whose personal illness or injury extends beyond his/her accumulated sick time shall be granted a Medical Leave of Absence without salary (see Section 6) and benefits (see section 8) for such time as is necessary for complete recovery. The Board reserves the right to require satisfactory medical evidence of recovery prior to returning. Upon return from leave, a teacher shall be assigned to the same position, if available, or a substantially equivalent position, when available, providing the teacher is qualified as determined by his/her certification and qualifications.
- F. Any teacher absent from work because of childhood diseases shall suffer no loss of salary and shall not be charged with loss of accumulated sick leave days if incidence of the diseases have occurred in the school environment.

Section 2. Personal Leave

Two (2) days of the annual Medical Leave allowance may be used for personal business upon the approval of the Building Principal. Such leave must be arranged with the Building Principal at least two (2) days prior to its use, except in an emergency situation. During the course of a year, extenuating circumstances may require additional personal business days. Additional days may be granted by the Employer and deducted from the employee's Medical Leave. Personal business is defined as that which is legally obligatory and cannot be accomplished at any other time, or that which requires the teacher's presence as a serious personal obligation.

Medical Leave allowance will not be allowed for personal business immediately before or after a holiday, vacation, or summer break, except in the case of documented emergencies unrelated to a vacation or travel plans.

Section 3. Pregnancy Disability

- A. Teachers on Pregnancy Disability Leave are covered under Section 7A and 7B and qualify for medical leave pay like any other disability or illness. The use of medical leave for reasons of pregnancy shall be governed by the attending physician who shall indicate when the teacher is unable to perform assigned duties for personal medical reasons.
- B. Upon termination of pregnancy disability, teachers may request FMLA Leave or Maternity Leave without pay. FMLA Leave will be governed by Section 6, Part B.1. Maternity Leave shall be granted for a period not to exceed one (1) full calendar year beyond the date of which such leave becomes effective. The Board may grant a year's extension upon written request by the teacher. Should the leave exceed three (3) months, the teacher shall be assigned to the same position if available, or a substantially equivalent position, when available, providing the teacher is qualified as determined by the teacher's certification and qualifications.

Section 4. Sickness and Death in the Family

In addition to personal illness and personal business, Medical Leave allowances may properly be used for absences caused by the following:

- a. Death or serious illness in the immediate family.
- b. Death or serious illness of any person living in the household.

Extent of leave for this purpose shall not exceed the time necessary to arrange proper care for those affected.

Section 5. Leaves of Absence for Adoption

The Board of Education may grant a leave of absence for adoption, without pay, to any regularly employed certified staff member upon written request for such leave. Request for adoption leave must be submitted in writing immediately after formal adoption request has been made to an agency. Such leaves may be requested under Section 6 found below. Such leave of absence shall be for a period not to exceed one (1) full calendar year beyond the date of

which such leave becomes effective provided, however, that the Board may grant a year's extension upon written request by the teacher.

Leave, if approved, may commence on the awarding of the custody of the child by order of the Probate Court.

Employees on adoption leave may request reinstatement at any time within one (1) year following the adoption of a child. Should the leave exceed three (3) months, the teacher shall be assigned to the same position, if available, or a substantially equivalent position when available, providing the teacher is qualified as determined by his/her certification and qualifications.

Section 6. Family Medical Leave Act (FMLA)

Upon proper and timely application, an eligible employee will be granted a qualified leave of absence as required under the Family Medical Leave Act (FMLA) of 1993 (29 USC 2601) for a total period of up to twelve weeks.

A. Eligibility

1. Qualified employees are those employees who have worked for the employer for at least one (1) year.

B. Reasons Applicable Under FMLA

1. The birth of a child or the placement of a child for adoption or foster care.
2. Serious health condition of a teacher's spouse, child or parent.
3. Serious health condition of the teacher.
4. Care of a child under the age of eighteen (18).

C. Benefits of FMLA

1. An eligible teacher's entitlement is limited to a total of twelve (12) work weeks of leave during any twelve (12) month period.
2. Health insurance benefit payments will continue for an employee absent on a qualified leave.
3. Employees returning from a FMLA leave will be returned to the same or an equivalent position.

4. The Board may require an employee to utilize available paid leave time (e.g., sick leave, etc.) and such time will be utilized in computing available time off under the FMLA.
5. FMLA leaves can be taken on an intermittent schedule when medically necessary for planned and/or unanticipated medical treatment of a related serious health condition.
6. A rolling twelve (12) month period will be utilized in all cases by the Board in assessing the amount of time an eligible employee has available for qualified leaves under the law.
7. Leave taken for a period that ends with the school year and begins the next semester is leave taken consecutively rather than intermittently. The period during the summer vacation when the employee would not have been required to report for duty is not counted against the employee's FMLA leave benefits. The member would be provided with any benefits over the summer vacation that employees would normally have received if they had been working at the end of the school year.
8. In the event an employee and his/her spouse are employed by the district, whether within or outside the bargaining unit, an aggregate of twelve (12) weeks will be provided, unless the leave time is attributable to a serious health condition that makes the employee unable to perform the functions of his/her position. In such instances, the total amount of time for each spouse will not exceed twelve (12) weeks for all leaves covered by the FMLA.

Section 7. Leaves of Absence Without Pay

- A. Leave of absence without pay for reasons not covered in this article may, upon proper application, be granted up to a period of one (1) year to teachers who have two (2) or more years of service. It shall be the responsibility of the Association to advise members as to the provisions of this article. The Board shall notify the Association when a teacher applies for such leave. Teachers returning from unpaid leave shall be assigned to the same position, if available, or an equivalent position, providing the teacher is qualified as determined by his/her certification and qualifications.
- B. Teachers on leave must submit by March 15th a written request to return from a leave in the following September.

- C. Any teacher who does not submit a written request shall be considered terminated and the Board shall have no obligation to said teacher.

Section 8. Insurance Coverage During Unpaid Leaves

Teachers who are granted leaves of absence without pay may elect to continue insurance coverage at the group rate, providing arrangements are made with the Business Office and payment of premium is made to the Board.

Section 9. Emergency School Closings

Every effort will be made to communicate announcements of emergency school closings to appropriate radio stations as early in the morning as possible. When the schools are closed to students, due to the above conditions, teachers shall not be required to report to work.

Section 10. Association Days

- A. Officials of the Association may be granted up to fourteen (14) days with pay upon written notice to the Superintendent by the Association President. These days may be used to:
 - 1. Pursue official responsibilities in regard to the Association.
 - 2. Meet with the Administration officials from time to time regarding the maintenance of a quality education program for this community.
 - 3. To allow Association officials to join with the Board in presenting a unified position to legislative committees or representatives in regard to the educational needs of this community.
- B. In the event additional days are needed, additional days may be purchased by the Association at the current total daily substitute cost. Approval for additional days will be subject to the availability of substitutes, and due consideration to maintaining a quality education program.

Section 11. Jury Duty

The Board recognizes Jury Duty as a civic responsibility. As such, the Board agrees to compensate teachers at their regular pay when teachers are called to serve. Time involved in such duties shall not be deducted from any other leave provisions contained in this section.

Section 12. Military Leaves of Absence

- A. Military leave of absence shall be granted without pay to any teacher who shall be inducted, enlist or be called to active military duty in any branch of the Armed Forces of the United States.
- B. Teachers given such leave shall be entitled to reinstatement upon the completion of such service to the extent and under the circumstances that reinstatement may be required by the applicable laws of the United States and be granted step adjustments on the salary schedule.
- C. A teacher may use his/her personal business days for military obligation. Should the teacher choose to use his/her designated personal business days, the Board will pay the difference between the teacher's salary and his/her military pay.

Section 13. Sabbatical Leave

- A. A sabbatical leave of absence may be granted to any school teacher of the school district upon recommendation of the Superintendent. The professional competence of the teacher and the general welfare and the advantage accruing to the school district shall be the general factors of consideration requisite to approval of requests for sabbatical leave.
- B. The teacher must have completed seven (7) consecutive years of satisfactory service as a full-time employee with the district.
- C. During the terms of this contract, one (1) teacher may be granted sabbatical leave each year for professional study only.
- D. During said sabbatical leave, the teacher shall be paid at three quarters (3/4) his/her annual salary, providing, however, that any stipend that he/she receives from an outside source while on sabbatical when combined with the school district remuneration, shall not exceed the teacher's full annual salary.
- E. During said sabbatical leave the teacher shall be required to report to the Superintendent at intervals and in a manner specified by the Superintendent prior to approval of leave. Failure on the part of the teacher to do so may be cause for discontinuance of pay.
- F. Upon approval by the Superintendent authorizing sabbatical leave, the teacher will sign a commitment to assure the district of his/her return when his/her leave terminates.

- G. Teachers who are granted sabbatical leaves of absences shall continue to receive full benefits on all insurance plans requiring Board contribution.
- H. Request for sabbatical leave must be in writing and submitted in a manner determined by the Administration to the Superintendent's office by April 1 of each year.

Section 14. List of Teachers on Leave

The Board shall furnish to the Association a list of all teachers on leave and the effective date the leave was granted.

ARTICLE 13
Insurance Protection

Section 1. The Board shall provide without cost to the teacher comprehensive Sick and Accident Insurance on a Long Term Disability policy assuring payment to the teacher in the event of illness at the following rate:

Monthly benefits will commence with the 61st day of disability and benefits will be payable to age 65 at 66 2/3% of employee's salary according to the insurance policy in effect. If the employee has days of accumulated sick leave beyond the 61st day of disability, he/she shall be guaranteed full take home pay for the number of days. He/she shall receive from the Board the difference between the allowance under the insurance and his/her regular salary (after taxes) to the extent and until such time as such teacher shall have used up any leave time provided in Article 12., Section 4.

Section 2. The Board will provide full health coverage (Hospitalization coverage equivalent to Blue Cross/Blue Shield Community Blue, Drug Rider \$10.00 generic/\$20.00 brand name, and Semi-Private Service at no cost for the employee and his family). Employee will pay \$ 30 per pay period using the district insurance plan (\$780 pre-tax annually for each Employee). LTD, dental, vision and life insurance benefits to part time teachers will be provided pro-rated coverage.

Section 3. The Board agrees to provide for each teacher who is under contract and working a minimum of half days, life insurance in the amount of \$35,000 and Accidental Death and Dismemberment protection in the amount of \$35,000 without cost to the teacher. The Board also agrees to payroll deduction for teachers wishing to purchase additional life insurance from the same carrier.

Section 4. Any teacher who is absent because of an injury or disease compensable under the Michigan Worker's Compensation Law shall receive from the Board the difference between the allowance under the Worker's Compensation Law and his/her regular salary for the first thirty (30) days. Beginning with the thirty-first day, the teacher will be compensated per Section 13.1 of this Agreement.

Section 5. All physical examinations when required shall be provided without cost to the teachers, providing the examinations are given by the Township Health Officer or a Board designated physician. Should a teacher wish to select his/her own physician, he must do so at his own expense. If the state deems it necessary for employees to be tested for tuberculosis or to receive hepatitis B vaccinations, the Board will provide these items.

Section 6. The Board agrees to pay for Group Dental Insurance according to the terms and conditions of the Board approved Dental Carrier as of October 23, 2001.

Section 7. The Board agrees to pay for Group Vision Care Insurance according to the terms and conditions of the Board approved Vision Carrier as of October 23, 2001.

Section 8. Part-Time Teachers

- A. The Board will provide pro-rata payment of the health, LTD, dental, vision and life insurance benefits to any teacher hired on a part-time assignment.
- B. A part-time teacher who does not elect the pro-rata benefits coverage shall receive a pro-rata amount of the cash option, in lieu of the health benefits that a full-time teacher is eligible to receive.
- C. A part-time teacher for whom the Board provides pro-rata payment of benefit coverage will pay the remaining cost of the selected benefits at the COBRA rate. The current cost of the vision, dental, and life insurance benefits will be used to determine the pro-rata cost of those benefits.

Section 9. Cafeteria Plan (Section 125 of Internal Revenue Code)

- A. Funds unexpended at the end of each year shall be donated to a scholarship fund chosen by the Grosse Ile Education Association.

Section 10. Insurance Opt-Out

- A. Bargaining unit members who are eligible to receive, but do not elect, the health insurance coverage provided by the District shall receive the following payment each year, based on the districts enrollment:

<u>Number of Employees Enrolled</u>	<u>Payout</u>
0 – 12	\$2,400
12 – 16	\$3,000
17 and up	\$3,600

Dental, vision, long-term disability and life insurance coverage will be provided to members. The cash shall be paid monthly over the ten (10) months, of a single payment at the end of the year, or into employee’s Cafeteria plan.

An employee selecting this option must show proof of alternative coverage each enrollment period.

An employee, whose spouse is employed by the Grosse Ile Schools and covered by the health benefits provided by the Grosse Ile Schools, shall not be eligible for the cash in lieu of health coverage.

- B. An eligible bargaining unit member who chooses the cash option in lieu of health insurance may elect to receive health insurance at any time during the year if there is a change in circumstance. For example: the member’s spouse loses health insurance coverage; the member gets separated or divorced and loses health insurance coverage; etc. Should a member elect to change from the cash option to health coverage, he/she shall be eligible only for the pro rata portion of cash for that contract year.

ARTICLE 14

Professional Compensation

Section 1. The salaries of employees covered by this amendment shall be determined by the Salary Schedule which appears in Appendix A of the Agreement and commences the first day the employee begins the school year.

Section 2. Credit for teaching experience outside the Grosse Ile School system may be granted up to the maximum on the Salary Schedule whenever that experience is deemed satisfactory. The Association shall be notified when a teacher is employed and granted less than earned experience.

Section 3. Non-teaching experience related to the candidate’s teaching field and required for special certification shall be evaluated by the Board. The teacher would then be placed on an appropriate step of the salary schedule.

Section 4.

- A. The Salary Schedule in Appendix A is deemed to be calculated as compensation for certain professional responsibilities as follows:
 - 1. Normal teaching load (based on education accrediting agencies).
 - 2. Normal school year (as defined by Michigan Department of Education as minimum and the traditional Grosse Ile calendar).
 - 3. Annual Open House.
 - 4. Parent-Teacher Conferences.
 - 5. Essential staff or building meetings.

- B. Salary Schedule increment payment steps become effective the first day of each new school year. Increments are granted annually according to time of continuous service. Time of continuous service is used because it is assumed that time on the job increases a teacher's skills and abilities, thus making them more valuable to the District. All course work taken after the Master's level must have prior written approval from the Superintendent. Credit hours taken after the school year begins, which earn the teacher an incremental step on the salary schedule, will be paid the first pay period following receipt of the teacher's official transcript from the university granting the credit.

- C. For duties assigned beyond those outlined in Article 14, Section 1, teachers will be compensated according to the Co-Curricular/Extracurricular Salary Schedule Appendix B, or at the rate of .0008 of the Bachelor's starting salary.

- D. Co-Curricular/Extracurricular assignments or compensation under Appendix B shall not be considered part of the teacher's regular contract as defined under the Michigan Tenure Act. Records of hours and assignment of teachers are the responsibility of the Building Principal. Teachers who are selected for duties listed in Appendix B shall assume continuity of the assignment. Should a position be eliminated, a 30 day notice shall be given to the teacher.

- E. Upon retirement and under provisions of the Michigan Public Schools Employees Retirement Act, teachers shall receive retirement pay equivalent to \$ 275.00 per year for each year of service for the Grosse Ile Township Schools.

- F. A Teacher who accepts an additional teaching period according to the provisions within Article 6 will receive compensation for said period/class according to the following calculation:

High School - 1/7 additional contract sum

Middle School - 1/7 additional contract sum

- G. Teachers have the option to participate in the “Teacher Service Plan” (TSP). Teachers electing TSP will perform duties for the district mutually agreed upon between the teacher and building principal. All TSP plans must be approved by the Superintendent. To be eligible for a TSP, a formal letter of retirement must accompany the plan.

Section 5. Credit and hours earned will be paid at 3% of the base salary for each of the following intervals: BA + 10, BA + 20, MA + 10, MA + 20, and MA + 30.

Payment for additional credit hours will be made in the current year according to Section 4 above, providing official transcripts are received.

Section 6. The Board agrees, at the discretion of the Superintendent, to provide without cost to the teacher such inservice training or “updating” when it is required that teachers attend for new curriculum adoptions and No Child Left Behind requirements.

ARTICLE 15

Summer School

Section 1. The Board agrees that the selection of summer school teaching personnel shall be based on the same concepts of training and competence as required during the regular school year.

Section 2. Notice of openings for summer school positions shall be posted as soon as it is known what courses will be offered. Local qualified staff applications to fill such openings shall be given primary consideration.

Section 3. Compensation for personnel filling such positions shall be paid at an hourly rate as per Appendix B. In addition to the hourly rate, those classroom teachers teaching classes requiring preparation time shall be paid one-fifth above the hourly rate.

Section 4. Only those sections of this contract which pertain to teachers’ rights and protection of teachers shall apply to summer school teachers.

Section 5. It shall be the responsibility of the Administration to designate someone to serve in the capacity of Principal in all matters pertaining to summer school. Prior to the beginning of the summer school program, a meeting shall be held with those teachers involved to set up schedules and work out details.

ARTICLE 16

Reduction of Teachers

Section 1. In the event the Board deems it necessary to reduce staff through layoffs the Board agrees to give ample notice to the Association. Before the Board takes official action to reduce staff the Association will be afforded opportunity to discuss the situation and offer alternative solutions. In the event of layoffs the Board will provide a list of the affected teachers as soon as they are determined.

Section 2. The Board agrees every effort shall be made to retain elements of a well-rounded quality program. In the event of layoff, the following procedure will be utilized:

- A. The Board shall lay off teachers in reverse seniority order until the pre-determined number of teachers to be reduced is met.
- B. When it is determined that position(s) are available, teachers will be recalled according to:
 - 1. Seniority
 - 2. Certification/Highly qualified status
 - 3. Educational background/training
 - 4. Other relevant experience
- C. In the event the Board deems it necessary to reduce or eliminate a program(s) the affected teacher shall have the right to bump the least senior teacher within the same certification(s) and shall meet “highly qualified” status according to No Child Left Behind. This process continues until all positions are filled and there are no more teachers eligible to bump.

Section 3.

- A. Seniority is defined as length of unbroken service in the District. Seniority begins the first paid day of employment in a teacher’s assigned position.
- B. In the event two or more teachers have the same seniority, a lottery will be conducted to determine seniority for the purpose of layoff and recall only. The lottery will be conducted in the presence of the Association President, Superintendent and affected teacher(s), no later than September 15.
- C. Except in the event of an emergency, all teachers to be laid off shall be given at least thirty (30) days’ written notice. The Board shall maintain and post in September of each year, a district-wide seniority list showing years of service in the District and valid

certification for each teacher. Administrators will be placed on this seniority list according to their teaching experience in the District.

Section 4. When there are teaching positions that become vacant, laid-off teachers who are certified, qualified and have the greatest unbroken service to the District will be given the first opportunity to fill such positions. In the event two or more teachers are certified, qualified and have the same unbroken service in the District, the Board agrees to give due weight and due consideration to the professional background, other training and experience of all applicants and other relevant factors.

Section 5. In conjunction with Article 10, Section 3, which provides that the individual contract executed between teacher and the Board is subject to the terms and conditions of this Agreement, it is intended that this article takes precedence over and governs the individual contract and the individual contract is expressly conditioned upon this article.

Section 6. Laid off teachers, upon written request to the employer prior to the opening of school, will be placed on the substitute teaching list.

ARTICLE 17

Mentor Teachers

Section 1. The Board of Education will follow the law in regards to mentor teachers. The Administration and the Association further agree to follow the Mentor Program as outlined in Appendix “C”.

ARTICLE 18

New Legislative Requirements

Should new legislation requirements impact the teaching and learning in Grosse Ile Township Schools, a collaborative effort between GIEA and GITS will address implementation details.

ARTICLE 18
Duration of Agreement

This Agreement shall be effective August 15, 2010 and shall continue in effect until August 14, 2011 when it shall terminate. If either party desires to modify or amend this Agreement, that party shall give the other party written notice to that effect not less than sixty (60) days or more than ninety (90) prior to May 1, 2011.

IN WITNESS WHEREOF, the parties agree that all terms, benefits and conditions of this Agreement are to become effect August 15, 2010 and have duly executed this Amendment on the 26th day of January, 2010.

Grosse Ile Board of Education

[Signature]
Debra J. Hunter
C. H. Fox
[Signature]
Maureen Helm
[Signature]
Suzanne Sasse

Grosse Ile Education Association

[Signature]
John M. Durm
M. Colleen Bennett
John A.C. Selten
[Signature]

APPENDIX A
Salary Schedule 2010-2011

Bachelor's Degree

<u>STEP</u>	<u>INDEX</u>	<u>BA</u>	<u>BA + 10</u>	<u>BA + 20</u>
A-0	0.9803	\$40,833		
B-0	0.9803	\$40,833		
1	1	41,654	\$42,904	\$44,153
2	1.045	43,528	44,778	46,028
3	1.13	47,069	48,319	49,568
4	1.20	49,985	51,234	52,484
5	1.27	52,901	54,150	55,400
6	1.34	55,816	57,066	58,316
7	1.41	58,732	59,982	61,231
8	1.48	61,648	62,898	64,147
9	1.55	64,564	65,813	67,063
10	1.62	67,479	68,729	69,979
11	1.69	70,395	71,645	72,895

Master's Degree

<u>STEP</u>	<u>INDEX</u>	<u>MA</u>	<u>MA + 10</u>	<u>MA + 20</u>	<u>MA + 30</u>
A-0	1.0980	\$45,736			
B-0	1.0980	\$45,736			
1	1.12	46,652	47,902	49,152	50,401
2	1.175	48,943	50,193	51,443	52,692
3	1.27	52,901	54,150	55,400	56,649
4	1.35	56,233	57,483	58,732	59,982
5	1.43	59,565	60,815	62,064	63,314
6	1.51	62,898	64,147	65,397	66,646
7	1.59	66,230	67,479	68,729	69,979
8	1.67	69,562	70,812	72,061	73,311
9	1.75	72,895	74,144	75,394	76,643
10	1.83	76,227	77,476	78,726	79,976
11	1.91	79,559	80,809	82,058	83,308
12+	1.99	82,891	84,141	85,391	86,640

APPENDIX B
CO-CURRICULAR/EXTRACURRICULAR SALARY SCHEDULE

Note: 2010-2011 Contract freezes Schedule B salaries at the 2009-2010 level.

Category I – 13%

	<u>2010-2011</u>
	\$5,527.93
Varsity Football	--
Varsity Basketball	--
Varsity Wrestling	--
Varsity Volleyball	--
Yearbook	--

Category II – 10%

	<u>2010-2011</u>
	\$4,252.25
Varsity Baseball	--
Varsity Softball	--
Varsity Cross Country	--
Varsity Track	--
Varsity Soccer	--
Varsity Tennis	--
Varsity Swim	--
Varsity Rowing	--
Varsity Golf	--
Cheerleading H.S. Football	--
Cheerleading H.S. Basketball	--
Marching Band Director H.S.	--

Category III – 9%

	<u>2010-2011</u>
	\$3,827.03
J.V. Basketball H.S.	--
J.V. Football H.S.	--
Varsity Asst. Football H.S.	--
Asst. Wrestling H.S.	--
J.V. Volleyball	--

Category IV – 7%

	<u>2010-2011</u>
	\$2,976.58
J.V. Baseball	--
J.V. Soccer	--
J.V. Softball	--
9 th Grade Volleyball	--
9 th Grade Basketball	--
Cheer – J.V. Football	--
Cheer – J.V. Basketball	--
Assistant H.S. Track	--
Assistant Golf	--
Assistant Rowing	--
J.V. Tennis	--

Category V - 6%

	<u>2010-2011</u>
	\$2,551.35
7 th Grade Wrestling	--
8 th Grade Wrestling	--
Drama Dir. (per production)	--
Asst. Band Director - H.S.	--
Vocal Music Director - H.S.	--
7 TH Grade Football	--
8 th Grade Football	--
7 th Grade Basketball	--
8 th Grade Basketball	--

Category VI - 5%

	<u>2010-2011</u>
	\$2,126.13
M.S. Yearbook Advisor	--
7 th Grade Baseball	--
8 th Grade Baseball	--
7 th Grade Softball	--
8 th Grade Softball	--
M.S. Track	--
7 th Grade Volleyball	--
8 th Grade Volleyball	--
Cheer M.S. Football	--
Cheer M.S. Basketball	--
Cheer 9 th Grade Basketball	--
Department Chairperson	--
Music Dir. H.S. (per prod.)	--
Flag Corp	--
Senior Class Advisor	--
National Honor Soc. Advisor	--
Student Council Advisor	--
M.S. Assistant Wrestling	--

Category VII - 4%

	<u>2010-2011</u>
	\$1,700.91
Assistant Drama Coach	--
H.S. Class Sponsors	--
H.S. Science Club	--
HOSA	--

Category VIII - 3%

	<u>2010-2011</u>
	\$1,275.67
Orchestra Director, Musical	--
Ed. Tech. - Support/Trainer	--

Category IX - .0008 per hr. (approved by the principal)

2010-2011

\$34.02

Summer School Teachers

--

Club Sponsors

--

Category X – Teacher Service Plan

2010-2011

Assigned Duties Up to \$5,250 (approved by the Superintendent)

Category XI

2010-2011

Teacher in Charge

\$1,081.74

Category XII (per hr.)

2010-2011

Emergency Substitute
Rate

\$21.22

Cafeteria Supervision
(per lunch period)

\$21.22

Category XIII

2010-2011

First Year Mentor

\$1,500.00

Second Year Mentor

\$1,000.00

Third Year Mentor

\$750.00

Fourth Year Mentor

\$500.00

APPENDIX C

NEW TEACHER MENTORING PROGRAM

Public Act 335 of 1993 amended the school code to provide intense professional development for classroom teachers during their first four (4) years of employment. A mentor teacher shall be defined as a master teacher as identified in section 1526 of the school code. In order to comply with the components of the law, a mentoring program has been established for all probationary classroom teachers during their first 4 years of employment in the district.

General Agreements/Understandings

Grosse Ile Township Schools – Grosse Ile Township Schools agree to fully support the mentoring program. Individual building administrators agree to provide support and assistance to Mentors in their building. All administrators agree not to request any information from Mentors regarding Mentees that may be used to evaluate any Mentees. They also agree not to use any information that was gathered inadvertently from a Mentor regarding a Mentee.

Grosse Ile Education Association – The Association agrees to fully support the Mentoring program and the work of the Mentors. The Association further agrees to assist with Mentor recruitment, selection and assignment. The Association also agrees to act as a liaison between Mentors/Mentees and the Board.

Mentors – Mentors agree to abide by the outlined job description. Mentors further agree to attend additional training when appropriate, and participate in all group meetings/activities.

Mentees – All new teachers will agree to participate fully in the mentoring program during their first 4 years of employment. New teachers, tenured in other districts, will enter the mentoring program at year three.

COMMITMENT

Mentors agree to:

1. Be available to their Mentee.
2. Be good listeners.
3. Be an advocate for their Mentee.
4. Maintain confidentiality.
5. Be perceptive and pro-active.
6. Be a role model.
7. Be a resource.
8. Provide quality growth experiences.
9. Act as an advisor.
10. Be a friend.

RESPONSIBILITIES

Mentors agree to:

1. Schedule and meet weekly for a minimum of 45 minutes.
2. Be available to meet at other times as needed.
3. Schedule and plan collaborative teaching experiences, observations, professional development, etc.
4. Serve as a professional resource.
5. Participate in district Mentor/Mentee meetings, activities, etc.
6. Mentors will not participate in any form of evaluation other than in private and confidential exchanges between mentor and mentee.
7. Keep records and logs pertaining to contact time, content, goals, professional development, etc.
8. Participate in additional mentor training when appropriate.
9. Orientate their mentee to their building, the district, and the community.

COLLABORATIVE TIME

Mentors and Mentees are granted release time to work collaboratively during the school day according to the following guidelines.

1. A “Collaborative Time Request” must be filed at least a week in advance with the Curriculum Director for approval (use form included in packet).
2. Mentors and Mentees are responsible for securing the appropriate substitutes.
 - First year teachers and their Mentors are granted 4 half days or 2 full days for collaboration.
 - Second year teachers are granted 4 half days or 2 full days for collaboration.
 - Third year teachers are granted 2 half days or 1 full day for collaboration.
3. These collaborative days may be used to work together in the Mentors classroom, in the Mentees classroom, in the classroom of another teacher, to a visit another district, attend a professional development activity, etc.

PROFESSIONAL DEVELOPMENT

Participation in the mentoring program meets the new teacher’s professional development requirements as established by state law for their first four years of employment.

CONFIDENTIALITY

All parties agree to accept and honor the premise that any and all information, material, logs, journals, critiques, gathered during the mentoring process is the private property of the Mentee. Mentors agree to maintain complete confidentiality in regard to any information gathered during the mentoring process. Administrators agree not ask for, or accept, any information gathered from a Mentor regarding a Mentee.

MENTOR/MENTEE ASSIGNMENT/SELECTION

The Curriculum Director has the final say in Mentor assignment.

MENTOR QUALIFICATIONS

Teachers interested in becoming a Mentor must meet the following criteria:

1. Be at least a 5th year, tenured teacher.
2. Send a letter of interest to the Curriculum Director.
3. Be approved by the Superintendent.

COMPENSATION

Mentors will be compensated according to Appendix B.

APPENDIX D



**PROFESSIONAL
DEVELOPMENT PLAN**

Grosse Ile Township Schools Professional Development Plan

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GROSSE ILE TOWNSHIP SCHOOLS PROFESSIONAL DEVELOPMENT PHILOSOPHY

The Professional Development Process is a resource for teachers to use in their roles as instructional decision-makers. This process will serve as a continuous source of information on effective teaching and will be reviewed and updated periodically.

Continuous efforts toward improvement of instruction foster a community of life-long learners. Cooperative efforts will encourage productive dialogue between staff members and supervisors. In an atmosphere of mutual trust and respect, staff members will meet the district's professional standards and move toward refinement and greater effectiveness of their teaching performance. To this end, we will continue to recognize the diversity among teachers and the need for alternative methods of professional development.

The professional development process requires commitment and support from all members of the school community. Such commitment will promote growth opportunities for staff and ultimately improve instruction for students.

GROSSE ILE CERTIFIED STAFF PROFESSIONAL STANDARDS

Instruction

1. Prepares for assigned classes and responsibilities. Shows evidence of adequate preparation.
2. Demonstrates clear purpose and objectives.
3. Provides instruction at the appropriate level of difficulty for each learner.
4. Responds to the efforts of the learners and adjusts instruction to maximize learning by using a variety of methods and materials.
5. Provides opportunities for active involvement of the learner.
6. Monitors learning interactions and checks learners for understanding.
7. Correlates lesson/unit planning with district core curriculum.
8. Demonstrates competency in subject matter.
9. Appropriately assesses and records learner performance.
10. Demonstrates productive use of time on task.
11. Appropriately utilizes available technological resources.

Environment

1. Develops and maintains an organized and orderly learning environment.
 - a. Meets learners at designated locations and times.
 - b. Has materials organized and readily available for instruction.
 - c. Conveys clear behavioral expectations to students.
 - d. Manages behavior constructively.
 - e. Demonstrates fairness and consistency in the handling of student problems.

2. Takes all necessary and reasonable precautions to provide a healthy and safe environment for students.
3. Utilizes equipment, materials, and facilities appropriately.
4. Upholds and complies with school rules.
5. Treats individuals within the school community with dignity and respect.

Communications

1. Uses effective communication skills.
 - a. Demonstrates active listening skills
 - b. Establishes and maintains open lines of communications.
 - c. Is a model for effective verbal and written communication.
2. Establishes and maintains professional relations.
 - a. Works cooperatively with others.
 - b. Establishes and maintains open lines of communication.
 - c. Acknowledges the rights of others to hold differing views and values.

Policy and Procedures

1. Maintains records as required by law, district policy, and administrative regulations.
2. Attends and participates in district, faculty and departmental meetings.
3. Abides by school district policies, building procedures, master agreement and state and federal law.

Professionalism

1. Participates in life-long learning activities, i.e., staff development, continuing education opportunities, university studies and professional research.
2. Creates a favorable professional impact by words, action, appearance and attitudes.
3. Shares general school and district responsibilities.

NEW TEACHER INDIVIDUAL DEVELOPMENT PLAN

FORWARD

The school district will provide a mentor and mentor program to assist in the professional development of the probationary teacher, in addition to the supervisor. Information gathered by the mentor will not be used in the new teacher individual development process.

Tenure will be granted after a minimum of two years (for previously tenured teachers) or a maximum of four years of continuous service and demonstration of competence of all professional standards. Upon obtaining tenure, the teacher will be placed on the professional growth track.

ESTABLISHING THE GOALS

The staff member and supervisor mutually identify the goal(s). The staff member plays an active role in establishing the goal(s) and is responsible for coming to the conference prepared to openly and positively discuss areas that are of particular concern or interest. The supervisor, acting as clarifier and facilitator, and the staff member have a responsibility to make the goal-setting conference productive. In most instances, the final goal(s) should be the out-growth of a cooperative activity. When agreement cannot be reached, the supervisor maintains final responsibility. Both parties share the responsibility of approaching the conference with a positive attitude and willingness to participate fully.

Number of Goals: The number of goals established between the staff member and the supervisor is less important than the form and substance of the goals. In most cases, the number will range between one and four, with the number being determined by the relevancy, time and energy required.

Goal Priorities: It is recommended that goal(s) focus on instructional delivery and be established in accordance with their potential impact on student learning. The following priorities should be used as guidelines in determining the appropriateness of goal(s). There are instances, however, when anyone of the following four types of goals may be relevant and necessary depending on unique conditions:

- ◆ Teaching Goals: It is recommended that goals are built around teacher behaviors that are directly related to student outcomes.
- ◆ Grosse Ile Professional Standards Document serves as the basis for setting teaching goals for teachers.
- ◆ Learner Goals: It is recommended that Learner Goals relate directly to a specific learning activity or improving some particular student deficit.
- ◆ Program Goals: It is recommended that Program Goals relate to curriculum areas, course outlines, grade level or cross grade level activities, material selection, etc.
- ◆ Organizational Goals: It is recommended that Organizational Goals deal with specific criteria such as determined by the Board of Education or individual buildings.

PROCESS

Step 1-Form A will be used at this step

All probationary teachers will develop an Individualized Development Plan (IDP) in collaboration with their supervisor by October 15. The IDP will contain a minimum of one mutually agreed upon instructional goal. In working with non-tenured staff, the supervisor will normally assume a more directive role in goal setting. Teachers hired during the school year will develop his/her IDP within 45 calendar days of employment.

Step 2

During the school year, regular visits and interaction will be conducted between the principal and the probationary teacher.

Step 3

The formal observation process will consist of:

- A. Pre-observation conference
 1. The parties will mutually agree upon an initial observation date and following observation dates.
 2. At least one day prior to the scheduled observations, the pre-conference will be held. At this time, the staff member will submit the instructional plan, including artifacts (see page 6), for the class session to be observed.
 3. The supervisor will discuss the observation techniques that will be used.
- B. Observations (Minimum of two, with first and last observation being at least 60 days apart)
 1. The observations will cover the instructional plan as defined in the pre-observation conference.
 2. The supervisor is expected to arrive at the scheduled time and gather data which is descriptive of the teaching/learning observation.
- C. Post-Observation Conferences-Forms B and C will be used at this step.
 1. Within three (3) working days, a conference will be scheduled to discuss the observation.
 2. The purpose of the post-conference is to collaboratively discuss the observation. The post-conference will also provide feedback to the teacher thus ensuring continuous efforts toward improvement of instruction. A formative report will be written by the supervisor and signed by both parties within six working days after the conference.

3. The probationary teacher has the right to respond in writing to the formative report.

D. Summative Conference-Form D will be used at this step.

1. Prior to writing of the summative report, a conference will be conducted to collaboratively discuss the progress made towards the improvement of instruction.
2. A summative report will be written and signed by both parties within six working days of the conference.
3. The probationary teacher has the right to respond in writing to the summative report.

E. Summative Report

By the first week in March the building principal will submit the summative report to the Superintendent.

**GROSSE ILE
NEW TEACHER
INDIVIDUAL DEVELOPMENT PLAN
FORM A (GOALS)**

Teacher: _____

Date: _____

School: _____

Goal (s):

Strategies and Time-Line for Implementation:

Methods of Assessment:

Supervisor's Signature: _____

Teacher's Signature: _____

**GROSSE ILE
NEW TEACHER
INDIVIDUAL DEVELOPMENT PLAN
FORM B**

Teacher: _____

Date: _____

School: _____

Post Observation Conference Comments:

Supervisor's Signature: _____

Teacher's Signature: _____

**GROSSE ILE
NEW TEACHER
INDIVIDUAL DEVELOPMENT PLAN
FORM C**

Teacher: _____

Date: _____

School: _____

Professional Standards Comments:

Instruction:

Environment:

Communication:

Policy and Procedure:

Professionalism:

Supervisor's Signature: _____

Teacher's Signature: _____

**GROSSE ILE
NEW TEACHER
INDIVIDUAL DEVELOPMENT PLAN
Summative Conference
FORM D**

Teacher: _____

Date: _____

School: _____

Narrative:

Recommendation(s):

Supervisor's Signature: _____

Teacher's Signature: _____

Signature signifies that the teacher(s) has read the supervisor's comments and recommendations. A teacher(s) wishing to respond to the comments or recommendation(s) may do so on a separate sheet. A teacher(s) should include his/her (their) signature upon completion of comment(s).

PROFESSIONAL GROWTH TRACK

GOAL SETTING MODEL

There are three basic parts to the goal-setting model: Establishing the Goals, Building the Plan and Conducting the Appraisal Conference.

PROCESS

1. Staff will be continuously involved in the goal setting process.
2. Goal setting may be established for one to three years. Goal setting may be done on an individual basis or as a team.
3. The staff member(s) and the immediate supervisor, or a mutually agreed upon designee, will participate in the goal-setting process. Multi-building staff will participate in this process with their designated home building supervisor, who will receive input from all appropriate supervisors.
4. The goal setting conference will be held as early in the year as possible.

1. ESTABLISHING THE GOALS-Form E will be use at this step

The staff member(s) and supervisor mutually identify the goal(s). The staff member(s) has an active role in establishing the goal(s) and is responsible for coming to the conference prepared to openly and positively discuss areas that are of particular concern or interests. The supervisor, acting as clarifier and facilitator, and the staff member(s) have a responsibility to make the goal-setting conference productive. In most instances, the final goal(s) should be the out-growth of a cooperative activity. When agreement cannot be reached, the supervisor maintains final responsibility. Both parties share the responsibility of approaching the conference with a positive attitude and willingness to participate fully.

Number of Goals: The number of goals established between the staff member and the supervisor is less important than the form and substance of the goals. In most cases, the number will range between one and four, with the number being determined by the relevancy and the time and energy required.

Goal Priorities: It is recommended that goal(s) focus on instructional delivery and be established in accordance with their potential impact on student learning. The following priorities should be used as guidelines in determining the appropriateness of goal(s). There are instances, however, when any one of the following four types of goals may be relevant and necessary depending on unique conditions:

- ◆ *Teaching Goals:* It is recommended that Teaching Goals be built around teacher behaviors which are directly related to student outcomes.

- ◆ *Learner Goals:* It is recommended that Learner Goals relate directly to a specific learning activity or improving some particular student deficit.
- ◆ *Program Goals:* It is recommended that Program Goals relate to curriculum areas, course outlines, grade level or cross grade level activities, material selection, etc.
- ◆ *Organizational Goals:* It is recommended that Organizational Goals deal with specific criteria such as determined by the Board of Education or building teams.

2. BUILDING THE PLAN –Form F will be used at this step

The staff member(s) and the supervisor will hold a Goal Setting Conference to develop a plan. During the development of the plan, the dialogue will focus on how the staff member can accomplish the goal(s), i.e. What can we do to accomplish the goal? How can I help you? What are some of the resources available?

The staff member(s) and supervisor will write a plan that includes a course of action to accomplish the goal(s). The plan will include strategies for measuring progress toward meeting the goal(s).

Measuring Achievement of the Goals-Form F will be used at this step

Cooperation between the staff member(s) and the supervisor is a key in measuring achievement towards one's goals. The measurement tools may include but are not limited to:

- ◆ *Reflection Conference (At least once a year)*

The staff member(s) and the supervisor will meet at least once during the school year to discuss progress toward achieving the identified goals.

- ◆ *Post Observation Conference (At least once every three years)*

Observing the staff member in the classroom is a basic and important way of appraising instruction. Formal observations are made throughout the school year with either the staff member or supervisor initiating the formal observation process.

1. A pre-observation conference for each formal classroom observation will be held to assist the staff member and supervisor to determine the primary focus of the observation. In the pre-observation conference the following information will be discussed.

- ◆ The mutually agreed upon goal(s) which will be emphasized during the observation.
- ◆ Student outcomes which will be achieved by the lessons.
- ◆ Methods which will be used to help the students achieve the learning objective(s).
- ◆ Methods which will be used to assess student learning.

2. The pre-observation conference will be held any time prior to the observation.
3. A post conference will be held following each formal classroom observation within a reasonable time.

◆ *Artifact Collection*

Another important appraisal method is artifact collection. Artifacts include such things as lesson plans, unit planning material, test quizzes, study guides, worksheets, homework assignment, students' projects, and other materials that affect or relate to instruction.

◆ *Teacher-Generated Student Evaluation*

Insight can be gained related to instructional effectiveness and effective classroom procedures by the teacher asking students for their reactions and perceptions. The purpose of any such appraisal is to obtain descriptive data about instruction and not to rate the staff member. Any written information forms or notes used or made in employing this technique will be a data source for the staff member. The results of this appraisal technique may be included as part of the staff member's annual appraisal report with staff member's approval.

3. COMPLETING THE APPRAISAL CONFERENCE

Appraisal Conference-Form G will be used at this step

The staff member(s) and the supervisor will hold a conference at the end of the appraisal period which is the concluding activity of the process. The highlight of the conference should be the joint discussion of the year's activities, the implications for future goal setting and continued self-growth. The supervisor will prepare a written report which reflects the conference discussion. The written report will be shared with the staff member(s) for his or her signature and optional comments.

**GROSSE ILE
PROFESSIONAL GROWTH TRACK
FORM E**

Teacher: _____ Date: _____

School: _____

Other Team Members: _____

Goal (s):

Strategies and Time-Line for Implementation:

Methods of Assessment:

Supervisor's Signature: _____

Teacher's Signature: _____

**GROSSE ILE
PROFESSIONAL GROWTH TRACK
FORM F**

Teacher: _____

Date: _____

School: _____

Other Team Members: _____

Conference Comments:

Supervisor's Signature: _____

Teacher's Signature: _____

**GROSSE ILE
PROFESSIONAL GROWTH TRACK
Appraisal Conference
FORM G**

Teacher: _____ Date: _____

School: _____

Other Team Members: _____

Collaborative Summary of Activities:

Supervisor's Signature: _____

Teacher's Signature: _____

Signature signifies that the teacher(s) has read the supervisor's comments and recommendations. A teacher(s) wishing to respond to the comments or recommendation(s) may do so on a separate sheet. A teacher(s) should include his/her (their) signature upon completion of comment(s).

GROSSE ILE TEACHER ASSISTANCE TRACK

The Teacher Assistance Track will provide assistance to a staff member who is demonstrating any deficiency(s) in the professional standards. The appraisal of the professional standards will be made through the supervisor's contact and interaction with the staff member. When any deficiency(s) occurs in the professional standards, the staff member will be verbally contacted by the supervisor to review the minimum expectations in the deficient area(s). If any deficiency(s) continues, the supervisor will begin the Teacher Assistance Track procedures.

TEACHER ASSISTANCE TRACK PROCEDURES:

1. The supervisor will notify the teacher of movement into Teacher Assistance Track. The supervisor will discuss reasons for this decision with the teacher. A notification form (see Form H) will be prepared and included in the teacher's personnel file. As per the Master Agreement, the teacher may contact the G.I.E.A. for assistance.
2. The supervisor and teacher will establish a Teacher Assistance Team. The team will develop a plan to assist the teacher to achieve satisfactory performance in the deficient area(s) of the professional standards. (Form I) The Teacher Assistance Team will consist of mutually agreed upon members.
3. The Teacher Assistance Track Team may suggest further assistance from other sources. The Board of Education will assume approved expenses of workshops and other pertinent activities.
4. The team will meet, as defined in the plan, to discuss the teacher's progress. All meetings may include the team, at the teacher's request.
5. Input by team members will be used to help the teacher improve. No input from the team will be used for documentation purposes which could lead to dismissal.
6. At any time, the supervisor may make one of the following recommendations to the Superintendent:
 - a. To move the teacher back to the Professional Growth Track.
 - b. To have the teacher continue on the Teacher Assistance Track.
 - c. To move the teacher into the tenure process. (Legal process which includes formal notification, bill of particulars, thorough documentation, etc.)The affected teacher shall receive a duplicate copy of this recommendation.
7. A teacher will be evaluated as per the Individual Development Plan. (Form I) The evaluation will be documented on the Summative Conference Form. (Form K)

**GROSSE ILE
TEACHER ASSISTANCE TRACK
NOTIFICATION FORM
FORM H**

Teacher: _____

School: _____

Date of Notification: _____

Reasons for notification:

Supervisor's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

**GROSSE ILE
TEACHER ASSISTANCE TRACK
INDIVIDUAL DEVELOPMENT PLAN
FORM I**

Teacher: _____ Date: _____

School: _____

Team Members: _____

Goal(s):

Strategies, Resources and Time-Line for Implementation:

Strategies	Resources	Time-Line
------------	-----------	-----------

1.

2.

3.

Methods of Assessment:

Supervisor's Signature: _____

Teacher's Signature: _____

Signature signifies that the teacher(s) has read the supervisor's comments and recommendations. A teacher(s) wishing to respond to the comments or recommendation(s) may do so on a separate sheet. A teacher(s) should include his/her (their) signature upon completion of comment(s).

**GROSSE ILE
TEACHER ASSISTANCE TRACK
INDIVIDUAL DEVELOPMENT PLAN CONFERENCE
FORM J**

Teacher: _____

School: _____

Post Observation(s) Conference Comments:

Supervisor's Signature: _____ Date _____

Teacher's Signature: _____ Date _____

A teacher or team member wishing to comment may do so on a separate sheet

**GROSSE ILE
TEACHER ASSISTANCE TRACK
INDIVIDUAL DEVELOPMENT PLAN
SUMMATIVE CONFERENCE
FORM K**

Teacher: _____

School: _____

Conference Comments:

Recommendation(s):

Supervisor's Signature: _____ Date_____

Teacher's Signature: _____ Date_____

Signature signifies that the teacher(s) has read the supervisor's comments and recommendations. A teacher(s) wishing to respond to the comments or recommendation(s) may do so on a separate sheet. A teacher(s) should include his/her (their) signature upon completion of comment(s)

GLOSSARY

TERMS

DEFINITIONS

Artifact Collection	Artifacts include such things as lesson plans, unit planning material, test quizzes, study guides, worksheets, homework assignments, students' Projects, and other materials that affect or relate to instruction.
Formative Conference	A formative conference is an interim meeting held between the supervisor and teacher to discuss the progress being made on the mutually agreed upon goals.
G.I.E.A.	Grosse Ile Education Association
Individual Development Plan	Individual Development Plan (I.E.P.) is a plan required for all non-tenured staff members and staff on the Teacher Assistance Track. This plan designs strategies to help staff meet and exceed the Grosse Ile Certified Staff Professional Standards.
Mentor Program	A mentor program provides assistance to novice teachers.
Post Observation Conference	A post observation conference is held between the supervisor and teacher after the supervisor has visited the teacher's classroom.
Pre-Observation Conference	A pre-observation conference is held between the supervisor and teacher prior to the supervisor visiting the teacher's classroom.
Probationary Teacher	A non-tenured staff member.
Professional Growth Track	The professional growth track is part of the Grosse Ile Professional Development Plan. This track is for tenured staff who meet or exceed the certified staff professional standards.
Professional Standards	The professional standards are minimum standards.