

AGREEMENT

BETWEEN

THE CORNISH EDUCATION ASSOCIATION

AND

THE CORNISH SCHOOL BOARD

July 1, 2014 to June 30, 2016

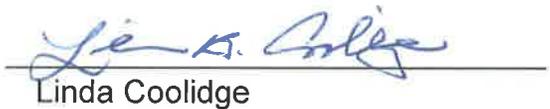

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Date

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Date

1/9/15

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ARTICLE I
PREAMBLE

This Agreement is made and entered into by and between the Cornish School Board and the Cornish Education Association.

WITNESSETH:

Whereas pursuant to RSA 273-A, the School Board and the Association have the obligation and authority to negotiate in good faith with the unit as set forth in Article II, the Recognition Clause, and whereas the parties have reached certain understandings which they desire to confirm in the Agreement.

It is hereby agreed as follows:

ARTICLE II
RECOGNITION

The School Board recognizes the Cornish Education Association, affiliated with NHEA/NEA, for the purpose of collective negotiations pursuant to RSA 273-A, as the exclusive representative of those teachers certified by the New Hampshire Public Employees Labor Relations Board.

Definitions: The following list of terms will be used in this Agreement and when they are used they will refer to the definitions described below unless otherwise stipulated.

1. The term "school" refers to the Cornish Elementary School.
2. The term "teacher" refers to a person employed by the District who is eligible to be included in the bargaining unit.
3. The term "school board" refers to the Cornish School Board.
4. The term "association" refers to the Cornish Education Association.
5. The term "district" refers to the Cornish School District.

ARTICLE III
GENERAL PROVISIONS

- A. This Agreement may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of the parties in a written and signed Amendment to this Agreement.
- B. A copy of this Agreement between the School Board and the Association shall be provided by the School Board and presented to each teacher employed.
- C. The rights and/or privileges granted to the Association will not be granted to any other group or organization which purports to represent any employees covered by this Agreement as long as the Association is the certified bargaining unit by the Public Employees Labor Relations Board.
- D. Whenever any notice is required to be given by either party to this Agreement, the party shall do so by registered or certified mail at the following addresses:

Superintendent of Schools
School Administrative Unit 6
165 Broad Street
Claremont, NH 03743

President, Cornish Education Association
Cornish Elementary School
274 Townhouse Road
Cornish, NH 03745

ARTICLE IV
DURATION OF CONTRACT

The provisions of this Agreement will be effective as of July 1, 2014 and will continue and remain in effect until June 30, 2016.

ARTICLE V
NEGOTIATIONS PROCEDURE

- A. The Association and School Board agree to enter into collective negotiations in accordance with the New Hampshire RSA 273-A.
- B. On or before October 1, either party may submit to the other, by certified mail, written notice of its intention to negotiate a successor Agreement.
- C. The parties shall meet at reasonable times and places to negotiate in good faith.
- D. The School Board shall furnish to the Association, upon request, that information which is in the public domain and is a matter of public information.
- E. Any Agreement reached shall be reduced to writing and be signed by the School Board and the Association. A copy of the Agreement shall be filed with the New Hampshire Public Employees Labor Relations Board within fourteen (14) days of the signing.
- F. If Agreement is not reached by ninety (90) days prior to the budget submission date, either party may declare an impasse and utilize the procedures set forth under RSA 273-A:12, Resolutions of Disputes, to resolve impasse.

ARTICLE VI
PERSONNEL FILES

- A. Any teacher shall have the right, upon request, to review the contents of his/her personnel file except confidential reference information. Upon request from a currently employed teacher, the administration will remove any record of discipline (excluding suspensions) from the personnel file which are at least three years old and are not related to sexual misconduct or criminal activity.
- B. No material shall be placed in a teacher's file unless the teacher has had an opportunity to review such material by signing the copy to be filed. Such signature in no way indicates agreement with the content therein. The teacher shall also have the right to submit a written answer to such material and this answer shall be reviewed by the Superintendent, or his designee, and attached to the file copy.
- C. No material shall be placed in the personnel file of a teacher after termination of employment.

- D. In the event there is removal of material from a teacher's file, a dated notation stating what has been removed and the reason for such removal shall be placed in the file.

ARTICLE VII
CORNISH EDUCATION ASSOCIATION RIGHTS

- A. The Board shall not refuse to hire, to discharge, or to otherwise discriminate against any person regarding compensation or terms and conditions of employment because of the person's race, color, religious creed, national origin, gender, domicile, marital status, age, sexual orientation, or mental or physical disability.
- B. Each employee of the bargaining unit has the right, freely and without fear of penalty or reprisal, to form, join and assist the Association or to refrain from such activity, and each employee shall be protected in the exercise of this right. Except as otherwise expressly prohibited in the New Hampshire Public Employee Relations Law RSA 273-A, the right to assist the Association extends to participation in the management of the Association and acting for the Association in the capacity of Association Representative, including presentation of its views to officials of the School Board, the building or other appropriate authority within the District or the State. The School Board shall take action that no interference, restraint, coercion, reprisal, or discrimination is practiced against members of the bargaining unit and/or the Association.
- C. The Association and its representatives may use the school building at reasonable hours for meetings before or after the teacher work day. Permission for use will be at the discretion of the principal upon proper notice and prior approval. Such permission shall not be unreasonably withheld.
- D. The Association or its representatives may use school equipment at the discretion of the principal upon proper notice and approval. Costs of materials will be borne by the Association.
- E. The Association may, with prior arrangement and approval of the principal, be on the agenda, present reports and announcements at faculty meetings.
- F. The Association and its representatives shall have the right to post notices of activities and matters of Association concern on teacher bulletin boards, at least one of which shall be provided in the teachers' room. The Association may use teachers' mailboxes and district e-mail for communication.
- G. The Association shall be given sufficient time on the agenda of the orientation program for new teachers to explain Association activities.
- H. Representatives of the Association may be allowed to receive telephone calls or communiqués concerning Association business during school hours; however, such matters should not interfere with the normal operation of the school.

ARTICLE VIII
CONDITIONS OF EMPLOYMENT

Conditions of employment should reflect mutual educational goals of the School Board and the Cornish School staff.

- A. The teacher work year will be 186 days. One hundred eighty (180) days shall be student contact days. Two days shall be scheduled at the beginning of the school year for administrative purposes. One day shall be used for parent-teacher conferences in the fall. Two days shall be scheduled during the school year to be used as determined by the administration. The final day shall be at the end of the school year to complete closing duties. A teacher new to the school district shall have an additional in-service day, paid at his/her per diem rate, prior to the beginning of the school year.
- B. No more than five 2 ½ hour periods, from 3:15 – 5:45, shall be scheduled to work on Cornish School District goals. The scheduling, specific content, and number of periods shall be at the Principal's discretion. The schedule shall be established by July 1st of each year. The Principal may cancel a session, but may not add a session. Reimbursement for these sessions shall be calculated at one-third of the per diem BA base salary (i.e. BA base salary divided by 186 divided by 3).
- C. The School Board and the Association acknowledge that a teacher's primary responsibility is to teach and that his/her energies should, to the extent possible, be utilized to this end. To further support the teachers in their primary responsibility, the School Board and the Association recognize the need for teachers to have regular planning periods during the school day. The School Board will make every effort to assure that teachers are not needed to perform monitoring duties such as recess, lunch, and bus, therefore providing additional time in their work week to create daily planning time.
- D. The School Board will make every effort to maintain an average class size in conventional academic groups at no more than twenty-five (25) students per classroom teacher.
- E. In light of modern educational developments, it is essential to move toward flexibility relative to numbers of teachers and students participating in the process of teaching and learning. Class size will be appropriate to each learning situation and will be no greater than the number for which the facility was designed. Utilization of paraprofessionals and volunteers in the classroom should be at the discretion of the building principal in consultation with the classroom teacher to best meet the learning needs of students in the class.
- F. All teachers shall have a duty-free lunch.
- G. The School Board and the Association recognize that budgetary changes can significantly affect what goes on in the classroom which affects conditions of employment. In the event of budgetary changes, the School Board and the Association agree to collaborate and come to consensus regarding the best possible resolution of changes. At least two

representatives of the Association and at least two members of the School Board would meet to come to consensus and recommend solutions to their respective groups.

ARTICLE IX PROFESSIONAL IMPROVEMENT/STAFF DEVELOPMENT

Effective education occurs when teachers are part of a professional process that includes performance review, collaborative decision making, goal development, and planning.

A. Professional Improvement/Staff Development

The School Board provides a fund to be used for staff development. The negotiated amount will be \$15,000 per year. The provisions for this fund are as follows:

1. The first \$2,000 each year will be set aside for summer staff work or additional work during the year that contributes to the teaching programs that ultimately benefit the children. Any remaining money will be applied to #2.
2. All certified teaching staff who receive an annual teaching contract will be eligible to draw a portion of the Staff Development Funds. The pool for the staff will be \$13,000 per year. The portion automatically available to each staff member shall be determined by dividing the pool of funds by the number of individual professional staff members. Any remainder in the account will first be used to pay teachers who spent beyond the allotment. Then, any remainder will be applied to the summer funds as in #1.
3. All professional development activities to be reimbursed by this Fund must be pre-approved by the Principal. The Principal will approve only those activities which are related to the goals of the Cornish School District and/or the teacher's individual goals under the SAU DOE-approved Professional Development Plan. Activities which may be approved for reimbursement include:
 - a. college courses
 - b. conferences
 - c. professional journals
 - d. professional fees or dues to a professional organization
 - e. workshops
4. A report of the funds and their distribution will be made to the Association members before the closing of school each contract year.
5. All requests for funding will be made in writing no later than May 10th of the contract year.
6. Two teachers will be elected to keep the fund requests current. At least one of the elected teachers must be an Association member. They will comply with the necessary paperwork from the School Board and the SAU.
7. The Association secretary will furnish a list of all eligible staff members, their FTEs, and their allotted funding when contracts have been signed for the given year.

B. Teacher Evaluation

The procedures for Evaluation and Observation are attached as Appendix B. These procedures may be amended with the approval of both the Association and the School Board during the pendency of this Agreement. Notwithstanding, a Committee shall be formed comprised of two (2) CEA members and two (2) Board designees to modify the evaluation procedure as may be required by the New Hampshire No Child Left Behind

Waiver. The Committee shall prepare recommendations by May 1, 2014, with ratification/implementation to occur prior to the start of the 2014-2015 school year.

C. School Calendar

The school calendar shall be determined annually by the School Board based on recommendations of the staff, the principal, and the Superintendent.

ARTICLE X
TIME TEACHERS SHALL BE IN THE BUILDING

Teachers are expected to be in the school at least one-half (1/2) hour prior to the opening of school in the morning and remain at least one-half (1/2) hour after the close of school in the afternoon. This gives parents, children, supervisors, and administrators an opportunity to meet with teachers as situations arise.

It is realized that there will be times when a teacher cannot fulfill this obligation and in those instances the principal will be informed.

ARTICLE XI
PROFESSIONAL COMPENSATION

- A. The basic salaries of teachers covered by this Agreement are set forth in Appendix A which is attached and incorporated in this Agreement. Such salary schedule shall remain in effect during the term of this Agreement.
- B. Any newly hired teacher, whose years of experience exceed the cap in his/her column, will be placed no higher than the top step in that column.
- C. Each teacher shall have the option of salary payments pro-rated on the basis of 22 or 26 payments.
- D. No newly hired bargaining unit member shall be placed on a step higher than a currently employed bargaining unit member with equal or greater years of experience.
- E. Teachers may be asked to attend workshops or engage in other non-teaching work during the summer. Such work will be voluntary and shall be compensated at a rate of 1/186 of the BA base salary.

ARTICLE XII
TEACHER RIGHTS

- A. When the School Board wishes to meet with a teacher, written notice will be given at least forty-eight (48) hours in advance. A teacher may have representation present during such a meeting.

- B. The Association recognizes the authority and the responsibility of the principal for reprimanding an employee for delinquency of professional performance. If an employee is to be reprimanded by a member of the administration, he/she will be entitled to a member of the Association to be present. The Administrators are not to be denied the right to give constructive criticism.
- C. Prior to a teacher being discharged, non-renewed, or suspended there will be a meeting between the teacher, the principal, and the Assistant Superintendent to review the teacher's performance.
- D. No member shall be discharged, suspended, disciplined, reprimanded, or reduced in rank or compensation without a written statement outlining reasons for such actions. All information forming the basis for disciplinary action will be made available to the member. Discipline shall be administered in a fair, consistent and reasonable manner.

ARTICLE XIII
GRIEVANCE PROCEDURE

A. Purpose:

- 1. The purpose of this procedure is to secure, at the lowest level, equitable solutions to the problem(s) which from time to time may arise affecting terms and conditions of employment of teachers. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of procedure.
- 2. Nothing herein contained shall be construed as limiting the right of any teacher having a grievance to discuss the matter informally with any member of the administration, and having the grievance adjusted without intervention of the Association provided the adjustment is not inconsistent with the terms of this Agreement. The Association will be informed of any such grievance resolution.

B. Definitions:

- 1. A "grievance" shall mean an alleged violation, misinterpretation, or misapplication with respect to one or more teachers, of any provision of this Agreement. The grievance must be filed within ten (10) days of its occurrence or time when the teacher should have been aware of the occurrence which gave rise to the grievance.
- 2. The "aggrieved teacher" is the teacher making the claim.
- 3. The term "days" shall mean school days Monday through Friday. During the summer "days" shall mean Monday through Friday excluding holidays.

C. Time Limits:

- 1. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level shall be considered as a maximum and every effort should be made to expedite the process. The time limits may, however, be extended by mutual agreement between the Association and the Administration.
- 2. The time limits set forth herein may be reduced by mutual agreement of the Association and the Administration.

D. Informal Procedure:

1. If a teacher feels that he/she may have a grievance, the teacher will first discuss the matter with the principal or other appropriate administrator in an effort to resolve the matter informally.
2. If the teacher is not satisfied with such disposition of the matter, the teacher may have the Association's representative's assist further to resolve the problem informally with the principal or other appropriate administrator.

E. Formal Procedure:

1. Level One - School Principal

- a. If an aggrieved teacher is not satisfied with the outcome of informal procedures, the claim may be presented as a formal grievance in writing to the principal.
- b. The principal shall within ten (10) days after receipt of the above written grievance, render his decision and the reason(s) therefore in writing to the aggrieved teacher.

2. Level Two - Superintendent of Schools

- a. If the aggrieved teacher is not satisfied with the disposition of the grievance at level one, the teacher may, within ten (10) days after the receipt of the principal's decision, file the grievance with the Superintendent.
- b. The Superintendent shall, within ten (10) days after the receipt of the grievance, meet with the aggrieved teacher and with the principal (together or separately) for the purpose of resolving the grievance.
- c. The Superintendent shall, within ten (10) days after meeting with the grievant, render his decision and the reason(s) therefore in writing to the aggrieved teacher.

3. Level Three - School Board

- a. If the teacher is not satisfied with the disposition of the grievance at level two, the teacher may, within ten (10) days after the Superintendent's decision, file the grievance with the School Board.
- b. The School Board shall, within twenty (20) days after the receipt of the grievance, hold a hearing for the purpose of reviewing the grievance.
- c. The School Board shall, within thirty (30) days after the receipt of such grievance, render its decision and the reason(s) therefore to the teacher in writing.

4. Level Four - Arbitration

- a. If the teacher is not satisfied with the disposition of the grievance at level three, the teacher with the support of the Association may, within six (6) days after receiving the School Board's decision, refer the grievance to arbitration. The parties shall attempt to mutually agree on an arbitrator. If the parties are unable to agree on an arbitrator within 6 days, selection will be done through the American Arbitration Association. The parties agree to share equally in the compensation and expense of the arbitrator. In any event, the decision of the arbitrator shall be final and binding on both parties.

- b. Failure at any step of this procedure to communicate the decision on a grievance within the specified time limits, (unless extended by mutual Agreement) shall permit the aggrieved person to proceed to the next level. Failure at any level of this procedure to appeal a grievance to the next level within the specified time limits shall be deemed to be acceptance of the decision rendered at that level.

F. Forms:

Forms for filing and processing grievances shall be prepared jointly by the Association and the School Board and made available through the Association representatives and the principal so as to facilitate operation of the grievance procedure.

G. Meetings:

All meetings and hearings under this procedure shall not be conducted in public and shall include only such parties in interest and their selected representatives.

ARTICLE XIV LEAVE OF ABSENCE

A. Temporary Leaves

1. Each teacher who is under a full time contract for a full professional year shall be granted fifteen (15) temporary leave days per year. Temporary leave days shall be prorated for any bargaining unit member who is employed part-time or less than a full year.
2. Unused temporary leave days shall be accumulative to one hundred and twenty (120) days for teachers. The year following the accumulation of one hundred and twenty (120) days, the teacher shall be granted an additional fifteen (15) days for use in that present year. At the conclusion of that year, the teacher's total days will revert to the one hundred and twenty (120) day limit, if no more than fifteen (15) days were used.
3. Temporary leave days may be used for:
 - a. personal illness, injury or incapacitation up to a maximum number of days the bargaining unit member has accumulated,
 - b. illness or injury in the immediate family up to five (5) days per contract year,
 - c. for each death in the immediate family up to five (5) days per occurrence,
 - d. death of a close acquaintance up to a maximum of two (2) days per occurrence,
 - e. personal business up to a maximum of three (3) days per contract year. Personal business is defined as:
 - i. circumstances beyond the control of the person,
 - ii. personal affairs which cannot be accomplished at any other time,
 - iii. duties as an official of a governmental agency,
 - iv. religious observances.
 - f. Notice of intent to use personal leave will be made in writing, submitted to, and approved by, the principal. Each notice shall specify under which section of Article XIV the leave is being taken. Except in emergencies, twenty-four (24) hours notice is required.
 - g. Misuse of personal days will result in loss of pay for those days.

4. Immediate family, for purposes of this section, shall mean grandparents, parents, foster parents, legal guardians, stepparents, in-laws, spouse, siblings, children, stepchildren, or foster children of an employee or an employee's spouse.
5. When an employee is absent from his/her assignment for any of the above listed reasons, such absence shall be a chargeable absence and shall be deducted from his/her accumulated temporary leave days. Absences for one half (1/2) day or less shall be chargeable as one-half (1/2) day. Absences for less than a day, but more than one-half day, shall be chargeable as one (1) day.

B. Sick Leave

1. Upon initial employment, employees may transfer up to fifteen (15) days of their accumulated sick leave when moving from another District.
2. A voluntary sick leave bank will be established for the benefit of those employees whose accumulated leave for illness becomes exhausted. Each participating employee will contribute two (2) sick leave days upon his/her initial enrollment. The number of days in the bank will be maintained at a minimum of twenty (20) days. When the bank falls one (1) day below this minimum, the enrolled employees shall donate one (1) additional day. The number of days will carry over from year to year. In order to qualify for the bank, an employee must have been ill for three (3) or more consecutive days prior to application. An enrolled employee may draw up to twenty (20) days from the bank. The sick leave bank shall be administered by a committee composed of three (3) members of the Association, appointed by the President, and the Assistant Superintendent hereafter called the Administrative Committee.
3. Each school year the District will buy-back, at the rate of \$75/day, up to five sick days as follows: five days for a teacher who does not take any sick days in a given school year; four days for a teacher who takes no more than one sick day; three days for a teacher who takes no more than two sick days; two days for a teacher who takes no more than three sick days; and one day for a teacher who takes no more than four sick days. Days that are bought back may not be accumulated. A teacher must elect to accept the bonus by providing written notice of that intent to the Superintendent by May 1st. If said notice is received, the bonus shall be paid no later than June 30th of the fiscal year in which the bonus is earned. If no notice is received, sick days will continue to accumulate. This provision shall be in effect for the 2014-2015 school year. It may be extended to the 2015-2016 school year with the approval of both the Board and the CEA.

C. Professional Days

1. Provisions for professional leave days shall be mutually arranged between the employee and the principal.
2. Employees may be granted up to three (3) professional days during the school year. Additional days may be granted at the discretion of the principal.
3. If any individual is requested by the Superintendent of Schools or the School Principal to attend a function to represent the school, such time shall not be charged to an individual's professional time.

D. Professional Leave (One [1] Year)

1. The School Board, upon recommendation of the Superintendent, shall grant a teacher a year's leave of absence for educational purposes provided that the School Board

approves of the year's program as submitted by the teacher in his/her application for leave.

2. The School Board, upon the recommendation of the Superintendent, shall grant credit for a year's experience on the salary schedule for a year's leave of absence provided that the teacher can show successful accomplishment of the year's work. It is understood that the year's work must be considered by the School Board and the Superintendent to be beneficial to the Cornish School System.
3. The School Board shall provide for a continuation of health and dental insurances as long as the insurance carriers agree to such a change.
4. No pay or other benefits, except as specified above or as specified explicitly in the motion of the School Board in granting such leave, shall accrue during or as a result of a leave of absence.
5. A leave of absence for other purposes may be granted upon the recommendation of the Superintendent and approval of the School Board in certain emergency situations. The employee would then be responsible for the entire cost of health and dental insurance. Opportunities to subscribe to the District health plans would be available as long as the insurance carriers are in agreement.
6. A staff member who is granted a professional leave shall sign a contract acknowledging his/her responsibility for one year of service to the District upon return. If the individual does not return to the District, the individual must reimburse the District an amount equal to District monies invested in the leave.

E. Staff Leave for Community Service

The Board recognizes that community service benefits the general community. Thus, staff members will be paid by the District while they are performing such community service an amount equal to the difference between what they receive for such duty (excluding expenses) and their regular amount of pay (1/186th of the negotiated contract) for each normal school day during such duty, providing the regular pay is higher. The following community service activities shall be considered paid leave:

1. Jury duty;
2. Service as a subpoenaed witness;
3. Annual National Guard or Military Reserve Training;
4. Emergency response to a local, state, or national life and/or fire safety call.

Staff members will be expected to leave educational plans for instruction for any civic leave of absence. Staff members will ensure that all classes are covered during emergency leaves of absence and will make such arrangements known to the principal.

F. Family Leave

1. Family Medical Leave shall be granted in accordance with applicable law.
2. Upon application by such teacher, the School Board shall grant family leave without pay or benefits for a period not to exceed one (1) school year following the school year during which such leave commences. Return from family leave shall coincide with the beginning of the school year. Return during the school year shall be at the discretion of the Superintendent.
3. The teacher shall be entitled to return to duty after completion of the family leave provided:

- a. The teacher has previously indicated an intent to return to duty following such family leave. This notice must be made before the first day of March prior to the school year in which the teacher intends to return to work,
 - b. upon return from leave of absence, the teacher shall be re-employed upon such terms and conditions of employment as the teacher would have been entitled to at the time such leave of absence commenced, provided, however, that such terms and conditions are then currently available.
4. Family medical leave shall run concurrently with any family leave granted under this section.

ARTICLE XV RETIREMENT

The District will financially support the payment of a retirement benefit. To be eligible for this benefit the teacher:

1. will expect to be at least 55 years old at the date of retirement;
2. will expect to have completed a minimum of 10 years service in the District;
3. must provide written notice to the School Board of the intent to retire no later than December 31st, which would create a one and a half year notice of intent to retire.
Example: A teacher intending to retire on June 30, 2007 must give notice by December 31, 2005.

A. Benefit Choices

Having met the eligibility requirements for retirement, the teacher will be expected to indicate at the time of the written notice to the School Board which option he/she chooses. The retiree would be eligible for one of the following benefits:

1. Health care insurance for a single person paid by the District from the date of retirement for five (5) years, not to exceed \$17,500. The retiree would have the option of purchasing, at his/her own expense, health benefits for his/her spouse. If the retiree continues to need health insurance beyond the five-year period, or the \$17,500 benefit, he/she would have the option of purchasing, at his/her own expense, the group health insurance. The retiree would receive a yearly report from the Cornish School District indicating the amount of benefit used and amount of benefit remaining. Or,
2. A retirement stipend would be calculated based upon the formula indicated below and paid to the employee in one amount in June of the school year of retirement. If the employee chooses, the stipend may be paid into a tax-deferred annuity of the employee's choosing so as to limit the tax consequences. The employee is responsible for working with the SAU 6 staff and his/her own retirement counselor to ensure that any payment into the tax deferred annuity complies with all appropriate IRS regulations regarding such contributions and any amount deemed not qualifying will be paid directly to the employee, less any payroll taxes applicable.
3. The employee choosing option 2 above may purchase group health insurance for himself/herself and his/her spouse at his/her own expense.

FORMULA:

1. Would be calculated for retiring employees who have 10-14 years of service in Cornish: 30% of the final year's salary.

2. For a retiree who has 15 or more years of service in Cornish: 40% of the final year's salary.

The School Board will financially support either choice up to a total dollar amount of no more than \$17,500 per retiree. The number of teachers who can retire in one fiscal year would be two (2) unless otherwise decided by the School Board.

Any amount payable by the District to a retiring employee above base salary shall be reduced by such amount as necessary to prevent the school district from being assessed a penalty by the New Hampshire Retirement System. Any reduction in such amounts as otherwise payable to the employee shall be paid to the retiree 120 days after the date of retirement so long as this results in the avoidance of such penalty.

A teacher could withdraw his/her notification by written letter to the School Board no later than April 1st of the year indicated for retirement.

ARTICLE XVI INSURANCE BENEFITS

A. Health Insurance

The District will financially support the payment of health insurance premiums for all full-time employees at a level of cost as required by the School Care HMO plan. The percent of coverage is as applies to:

School Care HMO	
Single	80%
Two Person	80%
Family	80%

An alternate plan within School Care may be chosen by the employees, but the District contribution will be equivalent to the School Care HMO contribution.

B. Life Insurance

The School Board agrees to provide one (1) times the current salary for certified teachers. Each certified teacher must meet insurance carrier requirements, i.e., number of hours per week that carrier may require for coverage (20 hours), age 70 reduction. It is understood and agreed that part-time bargaining unit members working half time or more will be covered by this benefit.

C. Dental Insurance

The District will financially support 100% Single coverage cost to all full-time employees (Option 8).

D. Part-time Teachers

Health and dental insurance are available to certified part-time teachers on a pro-rated basis.

ARTICLE XVII
REDUCTION IN FORCE

When the School Board finds it necessary to reduce the number of certified full-time and/or part-time positions for reasons of declining enrollment, budget reduction, change in or consolidation of Board authorized programs, or for any other reason determined necessary or desirable by the School Board, the following reduction-in-force policy will be implemented.

A. Notice:

1. As soon as a reduction-in-force is seriously contemplated, the Superintendent of Schools shall notify the President of the Association and all the teachers.
2. The School Board will accept any written presentation regarding the reduction-in-force from the Association, individual teachers, or the public.
3. The decision to implement the reduction-in-force is at the sole discretion of the School Board.

B. Procedure for Determining Reduction-In-Force:

1. The School Board will make every reasonable effort to minimize the effects of reduction-in-force on the current staff by absorbing as many positions as possible through attrition (retirements, resignations, and refusal to contract).
2. If further reduction in staff is necessary, the School Board shall retain those teachers who, in its sound discretion, will be the best teachers for the school system and students it serves. In identifying which teachers to release, the School Board shall consider the following factors: certification, level of professional education, professional growth, experience in certified area and/or job classification and demonstrated teaching ability as shown by evaluations. All the factors being equal, then seniority will be considered in making the final determination. Seniority is defined as the total number of years continuously employed in the District.
3. Teachers whose positions have been identified to be eliminated shall have the right to be offered a contract for the following school year for a position for which the teacher is certified and which falls within their specific classification provided that a position becomes vacant and available prior to the commencement of the next school year. There will be no obligation on the part of the School Board to offer a position to a teacher who has been identified as a teacher to be "laid off" if there is no known vacancy for the following school year for which the teacher is certified.
4. There will be no recall rights for terminated employees. However, the School Administration shall consider the application of employees terminated after the end of the current school year for such positions which may become available in subsequent years provided that said terminated employees submit a reasonable and timely application at the time the position becomes vacant.
5. Any transfer, assignment, or reassignment resulting from, or involved with, a reduction in staff will be made at the sole discretion of the Superintendent of Schools. In the event of a change of assignment or transfer as a result of the reduction-in-force, the teacher involved shall be notified of such change.
6. This reduction-in-force procedure is the only procedure that may be used in a reduction-in-force. No other personnel action, other than a reduction-in-force, may be considered under this policy.

ARTICLE XVIII
VACANCIES, PROMOTIONS, AND TRANSFERS

- A. Vacancies occurring within the professional staff, including newly created positions, shall be posted on a designated bulletin board along with a copy of such positions to the Association. Positions shall be posted for at least five (5) school days. Such positions may be applied for by submitting a written application to the SAU 6 office. Said positions shall be filled on the basis of the experience, competency, and qualifications of the applicant.
- B. During summer months when school is not in session, the District will post in the SAU 6 office all vacancies as above described and shall also forward a copy to the Association President. Positions so posted shall remain posted at least ten (10) calendar days prior to being filled. Application may be made in the same manner as above described. Likewise, these positions shall be filled on the same basis as provided above.
- C. Receipt of all applications and requests referred to in this Article shall be acknowledged by the District within ten (10) working days.
- D. Changes in grade assignments shall be at the discretion of the Superintendent, after receiving input and recommendations from the principal. Although involuntary changes may be necessary, request for voluntary change shall be considered and said requests shall be submitted to the Superintendent in writing, on or before April 1st of the year preceding the change. Involuntary changes by the Superintendent of Schools shall not be done in an arbitrary or capricious manner.

ARTICLE XIX
SAVINGS CLAUSE

If any article or part of this Agreement is held to be invalid by operation of law or any tribunal of competent jurisdiction, or if compliance with or enforcement of any article or part should be restrained by such tribunal, the remainder of the Agreement shall not be affected thereby and the parties shall enter into negotiations for the purpose of arriving at a mutually satisfactory replacement for such article or part.

ARTICLE XX
FINAL RESOLUTION

This Agreement represents the total and final resolution of all matters between the parties, and shall not be changed or altered unless the change or alternation has been agreed to and evidenced in writing by the parties hereto.

APPENDIX A
SALARY SCHEDULE

Cornish Education Association Salaries						
2014 - 2015						
Step	BA	BA15	BA30	MA	MA15	MA30
0	29,933	31,430	32,926	34,423	35,919	37,416
1	31,640	33,136	34,633	36,129	37,626	39,122
2	33,346	34,843	36,339	37,836	39,332	40,829
3	35,053	36,549	38,046	39,542	41,039	42,535
4	36,760	38,256	39,753	41,249	42,746	44,242
5	38,466	39,963	41,459	42,956	44,452	45,949
6	40,173	41,669	43,166	44,662	46,159	47,655
7	41,879	43,376	44,873	46,369	47,865	49,362
8	43,586	45,083	46,579	48,076	49,572	51,069
9	45,293	46,789	48,286	49,782	51,279	52,775
10	47,470	48,981	50,981	51,489	52,985	54,482
11				53,195	54,692	56,188
12				54,902	56,399	57,895
13				59,834	61,346	62,857

2014-2015: Teachers shall be granted one step. For those teachers at the top of the scale or off step, they shall receive \$1,500.00, prorated for employees who are less than full time.

2015-2016: Each cell of the salary scale shall be increased by 3.0%. No steps shall be awarded.

2015-2016 = +3.0%

Cornish Education Association Salaries						
2015-2016						
Step	BA	BA15	BA30	MA	MA15	MA30
0	30,831	32,373	33,914	35,456	36,997	38,538
1	32,589	34,130	35,672	37,123	38,755	40,296
2	34,346	35,888	37,429	38,971	40,512	42,054
3	36,105	37,645	39,187	40,728	42,270	43,811
4	37,863	39,404	40,946	42,486	44,028	45,569
5	39,620	41,162	42,703	44,245	45,786	47,327
6	41,378	42,919	44,461	46,002	47,544	49,085
7	43,135	44,677	46,219	47,760	49,301	50,843
8	44,894	46,435	47,976	49,518	51,059	52,601
9	46,652	48,193	49,735	51,275	52,817	54,358
10	48,894	50,450	52,510	53,034	54,575	56,116
11				54,791	56,333	57,874
12				56,549	58,091	59,632
13				61,629	63,186	64,743

APPENDIX B
2011-2013
TEACHER SUPERVISION

EVALUATION AND OBSERVATION

The teachers and Board recognize that the purpose of supervision and evaluation procedures is to support teachers in their efforts to improve instruction. Through various forms of feedback, teachers can better assess their classroom performances and their professional role in the school.

FORMAL EVALUATION PROCESS FOR NON-TENURED TEACHERS AND TEACHERS NEW TO THE DISTRICT:

1. The length of the Evaluation Cycle for non-tenured teachers and teachers new to the district is two years. It will consist of two formal evaluations per year made up of two observations per evaluation. The first evaluation will be completed on or before November 15th and the second by March 15th. Evaluation criteria will be based on Form D.
2. Formal observations will include a pre-conference to which the teacher will bring a completed Pre-Conference Form (Form A.) The teacher and administrator will discuss features and context of the class to be observed.
3. All formal observations will be followed by a post-conference. This post-conference will include the discussion of the observed lesson, an exchange of perceptions, and the sharing of ideas about conclusions and recommendations for improvement. The post-conference will occur within 5 working days of the visit.
4. The Evaluation Report, written as a narrative, using (Form B), will be received within 10 days of the third observation. The staff member will return the signed report to the observer within 5 working days of receiving it. Signing acknowledges both receipt of the report and opportunity for comment, but not necessarily agreement with its contents.
5. Both Evaluation Reports will be placed in the teacher's personnel file. The teacher may respond in writing to the written report within 5 working days of receiving it.

SUPERVISORY PROCESS FOR TENURED TEACHERS:

Staff members on continuing contract whose evaluations have been satisfactory may choose to submit an Alternative Evaluation Proposal each year or continue with one formal evaluation every other year, completed before contracts are issued. The alternatives to evaluation should be designed to encourage and enable teachers to reflect upon their teaching and can be related to the staff member's professional development goals. The proposal would include the following information:

- The *General Category* of the proposal,
- The *Goals* of the proposal,
- The *Actions* or *Procedures* they will follow to accomplish the goal,
- What *Evidence* they will provide that shows the accomplishment of the goal,
- Other *Teacher Participants* and if so, their roles and responsibilities, and
- What type of *Support* is needed from the administrator.

EXAMPLES OF WAYS TO WORK TOWARDS YOUR GOAL:

(see Form C)

1. PEER OBSERVATION: Teachers agree to observe each other's classes 3-4 times during the year and provide and receive feedback important to their goals.
2. STUDY GROUPS: Teachers meet with colleagues in groups to learn new strategies, experiment with these strategies and share results of their experiments, and to problem solve. Study groups can be developed to feature content which would support a teacher's goals.
3. FIELD BASED RESEARCH: In this category, a teacher develops a hypothesis and a research project to test the hypothesis. A teacher might propose the hypothesis that the use of cooperative learning strategies will improve student achievement in U.S. history. The teacher could then identify a section or sections in which to use the strategy and measure student achievement. Findings could be briefly presented in a paper and discussed with other teachers.
4. ANALYSIS OF A PORTFOLIO OF ARTIFACTS: A teacher could maintain a file which includes each lesson plan, hand-out, quiz, test, and exam given in a semester. The analysis might include the congruency between what is taught and how it is tested; the relationship between the instructional strategies used and student achievement.
5. WEEKLY JOURNAL: A teacher could reflect upon what worked and what didn't work in their teaching and record their thoughts each week in a journal which could be shared with other teachers or their administrator. Or the teacher could use the journal as a basis for self-evaluation of his/her goal.
6. PREPARING AND PRESENTING A STAFF DEVELOPMENT PROGRAM: A teacher with interest and expertise in a particular area of instruction could develop and present a program on the topic to other interested staff. The presentation should include what participants will know or be able to do as a result of participating in the program, why it is important to learn it and how it relates to student learning.
7. TEAM TEACHING WITH AN ADMINISTRATOR OR PRINCIPAL: A teacher could plan, teach and evaluate a unit with an administrator or principal (two to three weeks). Both would share the responsibility for developing, presenting, and assessing the unit and identifying its problems and successes.
8. SUBMISSION OF ARTICLES FOR PUBLICATION: A teacher could prepare and present two or three articles on instruction and/or curriculum for publication in professional journals.
9. SELF-ANALYSIS OF VIDEOTAPES: A teacher could videotape three different lessons during the course of the year, analyze the lessons and write up an assessment on the effectiveness of each.
10. EXTENDED MENTORING: A teacher could develop and/or extend mentoring relationships throughout the school. The mentoring process should include observing the new teacher at several points throughout the year, providing feedback, being observed by the teacher and holding frequent discussions about teaching.
11. OTHER: (if considered appropriate by the administrator)

Staff members choosing an Alternative Evaluation Proposal will meet with the administrator during the first full month of the school year and present the Alternative Evaluation Proposal. *See Alternate Evaluation Proposal Form (Form C).*

EARLY INTERVENTION PROCEDURES FOR TEACHER IMPROVEMENT:

1. If the administration has evidence of inadequacies based on Categories of Effective Teaching/Position Description (see attached Form D), the administrator will hold a conference with the teacher to address the concerns and seek remedies. Such remedies may include involvement of a peer coach and/or additional qualified person(s) as mutually agreed upon by the administrator and the teacher. A teacher may request Cornish Education Association representation at this time. A teacher may request an additional observation by a qualified person.
2. Such intervention may occur at any time during the school year.
3. If the prescribed remedies taken in step 1 resolve the identified concerns, no formal action is needed.
4. If prescribed remedies do not resolve the concern, as evidenced in documented classroom observations or supervision records, the administrator will note this in writing to the teacher, the principal and the Superintendent.
5. The principal will meet with the teacher, and when appropriate an additional administrator, to discuss remediation efforts and review performance documents to assist the principal in determining if placement on an improvement plan is warranted.
6. A teacher placed on an improvement plan will be notified in writing by April 1st of this decision. The Superintendent and Union President will also be promptly notified of the placement. The teacher may appeal this decision through the grievance procedure under Article 13 of the Collective Bargaining Agreement.
7. A conference will be held before the end of the school year with the teacher to review procedures, processes and expectations.

*At any time during the process, the teacher has the right to be accompanied by an association representative.

PROCEDURES FOR TEACHERS ON AN IMPROVEMENT PLAN:

1. Under the direction of the principal an improvement plan will be developed. The teacher will be provided with assistance using resources of the district. If professional development or coursework is required, it will be at the expense of the district.
2. The purpose of the improvement plan is to identify and remedy areas of inadequacy. The plan will include:
 - a. A set of written objectives which relate to the Categories of Effective Teaching/Position Description (Form D) of the formal complaint see step 1/2;
 - b. A plan to address these objectives which include supporting resources, assistance, and specific activities;
 - c. A timeline for implementation, including observations, conferences and a specific date for a final review conference;
 - d. A set of established, observable outcomes, noting achievement of objectives; and
 - e. The signature of the teacher and the administrator.
3. The principal will develop a schedule of regular and frequent classroom observations.
4. Periodic reviews will be held with the teacher to review performance and progress. After the specified period of time outlined in the improvement plan, during which remediation

efforts and classroom observations have been underway, the observers will meet, discuss all observations compiled to date, and prepare a final summative report. The teacher has the right to have a Cornish Education Association Representative present. The building principal will make a declaration of the teacher's status.

- a. Sufficient Progress: Achievement of the observable outcomes identified in the improvement plan will result in a return to a regular supervisory plan.
 - b. Insufficient Progress: Lack of achievement of observable outcomes will result in the formal notification of the teacher via a summative evaluation report in which the teacher will be notified of administrative action:
 - Initiation of a revised improvement plan,
- Or,
- Non-renewal

APPEALS PROCESS:

If the teacher is not in agreement with the principal's declaration, he/she may process the issue through Article 13 of the Collective Bargaining Agreement.

WITHHOLDING OF BASE OR STEP INCREASES:

If evaluations outlined in Article IX show a persistent pattern of significant performance difficulties, the building principal, in consultation with the Assistant Superintendent, may determine that the employee should have a step or base increase withheld. In such cases, written notice shall be immediately provided to the employee and copied to the CEA president. In no case shall this notice occur after May 31st of the calendar year in the year prior to the year in which the withhold takes effect. The written notice will specify the deficiencies to be corrected, summarize any prior conferences between the principal and the employee, and outline a timetable to establish a written employee development plan to avert withhold. The written employee development plan will include specific, reasonable, and verifiable performance behaviors agreed to by the principal and employee prior to June 30th of the then current school year.

Starting in September of the subsequent school year, the principal and employee shall meet monthly to review and document progress on the employee development plan. Prior to March 1st there shall be a meeting to determine if the terms of the employee development plan have been met and whether the employee will be recommended for the advancement on step or a base salary increase. The principal will provide the Superintendent and CEA president with written notice of the employee's pay status at the conclusion of this meeting.

The employee shall be returned to the step and compensation level which would have been achieved absent withholding once competency is reestablished. Compensation shall not be retroactive. Withhold of advancement on step or base salary increase may occur for two continuous years after which non-renewal procedures may commence.

Nothing in this article shall prevent the administration from invoking the procedures for non-renewal of a teacher's contract as otherwise permitted by law.

**OBSERVATION REPORT
(FORM B)**

TEACHER _____ SCHOOL _____
GRADE/SUBJECT _____ DATE _____
ADMINISTRATOR _____
BEGINNING TIME _____ ENDING TIME _____

ADMINISTRATOR _____ DATE _____

TEACHER _____ DATE _____

The teacher's signature on this form indicates that s/he has seen all comments on the form.
The teacher's signature does not necessarily indicate agreement with the evaluation report.

An optional teacher response is included

Form C

ALTERNATIVE EVALUATION PROPOSAL

NAME: _____

SCHOOL: _____ Date: _____

1. State the General Category of the proposal (see attached suggestions).

2. State the Goals of your proposal.

3. State the Actions or Procedures you will follow to accomplish these goals.

4. What Evidence will you provide that shows completion of your proposal?

5. Will there be other Teacher Participants involved in this proposal? If so, name them and give their role and responsibility.

6. What, if any, type of support (materials, time, staff development meetings) would you like from your administrator which is necessary to the completion of your project?

Teacher's Signature _____

Date: _____

Evaluator's Signature: _____

CATEGORIES, INDICATORS, AND ATTRIBUTES OF EFFECTIVE TEACHING
Teacher Position Description

Overview

The **Categories** (I – V) characterize the broad arenas of the work of a teacher. Each Category is further defined by **Indicators** (A - P) which are the necessary areas of knowledge and performance that mark effective teaching. These Indicators are the criteria by which teachers assess their work and the performance standards by which they are evaluated by administrators.

The **Attributes** (bullets) of effective teaching are examples of ways a teacher can realize each Indicator. Identified attributes are intended to clarify the meaning of the indicator; not intended to be used as a checklist for performance.

Categories, Indicators, and Attributes are listed without regard to priority order

CATEGORIES

- I. Curriculum and Instruction Planning, and Assessment
- II. Motivation
- III. Instruction
- IV. Management of Classroom Environment
- V. Professional Responsibilities

CATEGORIES AND INDICATORS

- I. Curriculum and Instruction Planning, and Assessment
 - A. The teacher is up-to-date regarding curriculum content.
 - B. The teacher effectively plans instruction.
 - C. The teacher effectively plans assessment of student learning.
 - D. The teacher monitors students' understanding of the curriculum and adjusts instruction, materials, or assessments when appropriate.
- II. Motivation
 - E. The teacher establishes and encourages a positive student learning environment.
 - F. The teacher clearly communicates goals and high expectations to students.
 - G. The teacher promotes confidence and perseverance in the learner.
- III. Instruction
 - H. The teacher uses effective instructional techniques.
 - I. The teacher continually evaluates, experiments, and refines instructional strategies.
- IV. Management of Classroom Environment
 - J. The teacher demonstrates evidence of effective organizational techniques and uses time, materials, and resources effectively.
 - K. The teacher maintains standards of discipline that promote positive behavior, mutual respect, and safety.
 - L. The teacher maintains a smooth ongoing flow of events in the classroom.
- V. Professional Responsibilities
 - M. The teacher fosters constructive interactions with parents.
 - N. The teacher shares responsibility for the accomplishment of school and system-level goals, and policies.
 - O. The teacher is a reflective and continuous learner.
 - P. The teacher fulfills professional responsibilities.

CATEGORIES, INDICATORS, AND ATTRIBUTES OF EFFECTIVE TEACHING

Curriculum, Instruction, Planning and Assessment

- A. The teacher is up-to-date regarding curriculum content.
For example:
- Demonstrates a working knowledge of the core curriculum within the teacher's assignment.
 - Keeps current in the field and applies knowledge to the instructional program.
 - Contributes, either formally or informally, to the ongoing evaluation of the curriculum.
- B. The teacher effectively plans instruction.
For example:
- Sets short-term and long-term goals and objectives for curricular units.
 - Identifies individual and group instructional needs and plans appropriate strategies to meet those needs.
 - Uses available materials and resources that are appropriately matched to curricular goals and to students' needs and learning styles.
 - Identifies prerequisite skills, concepts, and vocabulary that a unit or lesson assumes students know.
 - Collaborates with school based specialists, resource personnel, and administrators to better design curricula or instructional modifications to meet the special learning needs of students.
 - Plans engaging ways to introduce each unit of study.
 - Plans diverse instructional strategies to address different learning styles.
 - Plans opportunities for students to construct their own learning.
 - Plans the integration of the teaching of reading, listening, speaking, and writing within the subject.
- C. The teacher effectively plans assessment of student learning.
For example:
- Determines specific and challenging standards for student achievement.
 - Plans appropriate strategies for assessing students' progress on goals and objectives.
- D. The teacher monitors students' understanding of the curriculum and adjusts instruction, materials, or assessment when appropriate.
For example:
- Regularly uses a variety of formal and informal assessments of student's achievement and progress for instructional revisions and decision-making.
 - Matches assessment procedures to the identified objectives.
 - Communicates student progress, in a timely fashion, to parents/guardians, students, and staff members.
 - Prepares and maintains accurate and efficient record-keeping systems of the quality and quantity of student work.
 - Uses individual and group data.
 - Maintains confidentiality concerning individual student data and achievement.

Motivation

- E. The teacher establishes and encourages a positive learning environment.
For example:
- Creates a classroom climate that promotes openness to student responses, mutual respect, support, and inquiry.
 - Provides opportunities for students to interact effectively in groups and to recognize their value to the group.
 - Encourages students to develop a sense of responsibility, self-discipline and self-worth.
 - Models tolerance and encourages positive attitudes toward human diversity including economic, ethnic, cultural, and gender diversity.
 - Shows students the relevance of the subject to life-long learning.
- F. The teacher clearly communicates goals and expectations to students.
For example:

- Clearly defines learning objectives for the students.
- Consistently provides feedback to students on their progress on goals and objectives.
- Communicates expectations and guidelines regarding quality and quantity of work, work procedures, and behavior to students.
- Demonstrates and models the attitudes, skills, values, and processes necessary for success.

G. The teacher promotes confidence and perseverance in the learner.
For example:

- Acts on the belief that all students can learn with appropriate modifications of instruction.
- Models the belief that effort is a key to high achievement.
- Encourages students to do challenging work and provides stimulus and support for students to take responsibility to complete such tasks successfully.
- Responds appropriately when an individual student is having social and/or emotional difficulties which interfere with learning and/or participation in class.

Instruction

H. The teacher uses appropriate instructional techniques.

For example:

- Makes connections between concepts taught and students' prior knowledge and experiences.
- Regularly checks for students' understanding of content and concepts and progress on skills.
- Uses student responses and regular assessment strategies to identify confusions and misconceptions. Remediates, reteaches, or varies instructional strategies to meet student needs.
- Provides learning experiences to meet the needs of varied student learning styles.
- Uses a variety of materials to reinforce and extend skills, to accommodate learning styles, and to match instructional objectives.

I. The teacher continually evaluates, experiments, and refines instructional strategies.

For example:

- Uses a variety of questioning techniques.
- Incorporates current research based instructional strategies to improve student learning.
- Assesses instructional strategies used by comparing intended and actual learning outcomes.

Management of Classroom Environment

J. The teacher demonstrates evidence of effective organizational techniques and uses time, materials, and resources effectively.

For example:

- Is well organized in the presentation of materials
- Provides adequate plans for substitute teachers.
- Makes learning materials readily available for efficient distribution to students.
- Uses classroom time and classroom space to promote optimal learning.
- Establishes classroom procedures that maintain a high level of students' time on task and that ensure smooth transitions from one activity to another.

- K. The teacher maintains standards of discipline that promote positive behavior, mutual respect, and safety.
For example:
- Maintains a systematic approach to discipline by establishing, communicating and administering a consistent and fair set of rules supporting appropriate expectations.
 - Adheres to authorized policies and procedures.
 - Maintains appropriate professional boundaries with students.
 - Serves as a positive role model for students.
 - Demonstrates fairness, sensitivity, and consistency in the handling of student problems.
- L. The teacher maintains a smooth ongoing flow of events in the classroom.
For example:
- Makes constructive use of waiting time.
 - Manages student transitions between activities effectively.
 - Keeps track of student activity.
 - Prepares instructional materials in advance.
 - Manages interruptions effectively.

Professional Responsibilities

- M. The teacher recognizes the fundamental importance of parents/guardians to student learning, and is constructive in interactions with parents/guardians.
For example:
- Informs parents/guardians of student expectations and progress.
 - Maintains appropriate professional boundaries with parents.
- N. The teacher shares responsibility for the accomplishment of school and system-level goals, and policies.
For example:
- Works collaboratively to identify school problems and suggests possible solutions.
 - Works cooperatively with staff on curriculum instruction and other school programs.
 - Shares expertise and new ideas with colleagues.
 - Supports student and school activities.
 - Supports new teachers.
- O. The teacher is a reflective and continuous learner.
For example:
- Reflects upon teaching effectiveness.
 - Uses available resources to analyze, expand, and refine professional knowledge and skills.
 - Seeks out information and participates in activities in order to grow and improve as a professional.
 - Is receptive to suggestions for growth and improvement.
- P. The teacher fulfills professional responsibilities.
For example:
- Is punctual.
 - Carries out and completes duties.
 - Adheres to school/district policies, procedures, and regulations.
 - Exercises responsibility for student management throughout the building.

APPENDIX C

GRIEVANCE REPORT FORM

Grievance No. _____ School District Complete in triplicate with copies to:
1. Principal/Dept. Head (Yellow)
2. Superintendent (Green)
3. Association (Pink)

School: _____ Name of Grievant: _____ Date Filed: _____

LEVEL A

Date of Grievance:.....

1. Statement of Grievance – (be sure to include the specific violation or condition with proper references to the contract agreement)

.....
.....
.....

2. Relief sought:

.....
.....

.....
Signature

Answer given by Principal or Department Head

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.....

.....
Signature

Position of Grievant.....

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.....

.....
Signature

LEVEL B

Date received by Principal or Superintendent:.....

If K-6, Superintendent receives Grievance (If additional space is required, attach another sheet.)
If 7-12, Principal receives Grievance

Answer given by Principal or Superintendent.....

.....
.....
.....
Signature

.....
Date

Position of Grievant.....
.....
.....

.....
Signature

LEVEL C

Date received by Superintendent.....

Answer given by Superintendent.....
.....
.....

.....
Signature

Position of Grievant.....
.....
.....

.....
Signature

LEVEL D

Date submitted to Advisory Arbitration.....

Disposition of Arbitrator.....
.....
.....

.....
Signature