

Hillsdale Community Schools and the Hillsdale Education Association Master agreement



July 1, 2026 – June 30 2029



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AGREEMENT

This Agreement between the BOARD OF EDUCATION OF HILLSDALE COMMUNITY SCHOOLS, HILLSDALE, MICHIGAN, (hereinafter called Board), and 3-G UNIFIED BARGAINING COUNCIL, MEA-NEA, (hereinafter called Association), has been entered into this 29th day of June, 2026 It is specifically agreed that where the rights and benefits within the contract are specified as according to the "Association" the word "Association" shall be interpreted to mean only those employees of HILLSDALE COMMUNITY SCHOOLS and any right or benefits shall not accrue to other members of the 3-G UNIFIED BARGAINING COUNCIL, MEA-NEA.

ARTICLE I

RECOGNITION

- A. The Board hereby recognizes the Association as the sole and exclusive bargaining agent for all full time and regularly employed part-time teaching personnel employed by Hillsdale Community Schools, including; guidance counselors, librarians, and summer school teachers but excluding them from: substitute teachers, supervisory and executive personnel; office, clerical, custodial, and school lunch employees; educational assistants; and school bus drivers and all others. Supervisory and executive personnel is understood to mean those persons who draw their authority directly from either the Board of Education or the Superintendent and who are required or permitted by the authority directly to make rules which are obligatory upon members of the bargaining unit. The term "teacher" when hereinafter used in this Agreement shall refer to all employees represented by the Association and the bargaining unit as above defined and reference to males shall include females. Elementary teachers shall refer to teachers of grades DK-6, Junior High teachers of grades 7-8, and high school teachers shall refer to teachers of grades 9-12.
 - B. Nothing contained herein shall be construed to prevent any individual teacher from presenting a grievance and having the grievance adjusted without intervention of the Association if the adjustment is not inconsistent with the terms of this Agreement, provided that the Association representative has been given an opportunity to be present at such adjustment.
 - C. Nothing contained herein shall be construed to deny or restrict any teacher rights which he/she may have under any state or federal laws and regulations.
 - D. The Board agrees not to negotiate with or recognize any teachers' organizations other than the Association for the duration of this Agreement.
 - E. All references to the superintendent herein contained shall be understood by the parties to mean the superintendent or superintendent's designee except for Article X (Grievance Procedure).
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ARTICLE II
BOARD RIGHTS

- A. The Board, on its own behalf and on behalf of the electors of the District, hereby retains and reserves unto itself, without limitation, all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the laws and Constitution of the State of Michigan, and of the United States, including, and without limiting the generality of the foregoing, the right to:
1. The executive management and administrative control of the school system and its properties and facilities, and the professional activities of its employees;
 2. Hire all employees and, subject to the provisions of law, to determine their qualifications and the conditions for their continued employment, or their dismissal or demotion; and to promote, and transfer all such employees;
 3. Establish grades and courses of instruction, including special programs, and to provide for athletic, recreational, and social events for students, all as deemed necessary or advisable by the Board;
 4. Decide upon the means and methods of instruction, the selection of textbooks and other teaching materials, and the use of teaching aids of every kind and nature;
 5. Determine class schedules, the hours of instruction, and the duties, responsibilities, and assignments of teachers and other employees with respect to administrative and non-teaching activities, and the terms and conditions of employment.
- B. The exercise of the foregoing powers, rights, authority, duties and responsibilities by the Board, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith shall be limited only by the specific and express terms of this Agreement and then only to the extent such specific and express terms thereof are in conformance with the Constitution and Laws of the State of Michigan, and the Constitution and Laws of the United States.
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ARTICLE III
TEACHER RIGHTS

- A. The Association and its members shall have the right to use the school building facilities before or after regular class hours and during lunch time. Such use of the building for Association meetings must be arranged for with the building administration in advance. The Administration retains the right to room assignment. Bulletin boards and teachers' mailboxes shall be made available to the Association for the business of the Association. Any materials distributed in these areas must be signed by a designated Association official. All such materials shall be sent to the Superintendent and Building Administrator.
- B. The District will notify HEA of a new hire and/or change in status (re; layoff, leave of absences, etc.) in the District within ten (10 days).
- C. The Board shall provide payroll deductions for the following: Omni providers, direct deposit to approved carriers, HSA accounts and Union Dues.

Dues and Payroll Deductions

- 1. Any employee who is a member of the Association, or who has applied for membership, may sign, and deliver to the Board, an assignment authorizing deduction of Professional Dues in the Association. Dues will be established by the Association annually by September 1st in writing to the Superintendent. Such authorization shall continue in effect from year to year unless revoked in writing between June 1st and September 1st of any year. Upon receipt of written authorization, the Board agrees to payroll deduct members' annual dues obligations over 21 pays.
 - 2. In the event of any action against the Board, by an individual who is an Association member or was at the time of an alleged incident, brought in a court or administrative agency because of its compliance with this agreement, the Association agrees to defend such action, at its own expense and through its own counsel, provided:
 - 3. The Board gives notice of such action to the Association;
 - 4. The Board gives full and complete cooperation to the Association and its counsel in securing and giving evidence, obtaining witnesses, and making relevant information available to both trial and appellate levels.
 - 5. The Association agrees that in any action so defended, it will indemnify and hold the Board and its agents harmless from any liability for damages and costs imposed by a final judgment of a court or administrative agency as a direct consequence with this agreement but does not include any liability for unemployment compensation.
 - D. Personnel File: A bargaining unit employee will have the right to review the contents of all records of the Employer pertaining to said bargaining unit employee originating after initial employment and to have a representative of the Association accompany them in such review. Other examinations of a bargaining unit employee's file shall be limited to qualified supervisory personnel, except that an Association representative may review such files when necessary for contract administration
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purposes or to provide a bargaining unit employee representation in other administrative or legal proceedings. Each file shall contain a record indicating who has reviewed it, the date reviewed, and the reason for such review.

No material, including but not limited to student, parental, or school personnel complaints originating after initial employment, will be placed in a bargaining unit employee's personnel file unless the bargaining unit employee has had an opportunity to review the material. Complaints against the bargaining unit employee shall be put in writing with administrative action taken, if any. The bargaining unit employee will have an opportunity to review and may submit a written notation or reply regarding any material, including complaints, and the same shall be attached to the file copy of the material in question, when material is to be placed in a bargaining unit employee's file, the affected employee may review, and sign said material. Such signature shall be understood to indicate awareness of the material, but in no instance shall said signature be interpreted to mean agreement with the content of the material.

- E. Complaints & Association Representation; The employer shall offer association representation to the bargaining unit employee in any case where an allegation has been made against the employee by a parent, student, or colleague that is the subject of the meeting or if the administration suspects the employee may have committed some offense. The association representative shall be informed of the subject matter of any meeting a bargaining unit employee is required to attend in advance of the meeting and shall be permitted to meet privately with the employee in advance of such a required meeting. The employee shall be entitled to the specific representative of their choice, but if that person is not immediately available, the meeting will not be unreasonably delayed. If an employee is offered representation and declines, they must sign a waiver of that right and may revoke that waiver and insist on representation at any time.
 - F. Teachers who are shared between buildings/levels (such as band, choir, music, art, physical education, and Ed Tech) will be paid for all hours above the agreed time if required by the Administration to work above the hours per semester for parent/teacher conferences. The teacher involved will be paid the "Other Employment Rate" as stated on Schedule C for those hours above contract time.
 - G. Vacancies
Definition of "Vacancy": A vacancy shall be defined for purposes of this Agreement as a position within the bargaining unit presently unfilled and including newly created positions.
 - a. Notification (Posting) of Vacancies and Application: Vacancies occurring within the bargaining unit, including newly created positions, shall be provided via e-mail to each bargaining unit employee with a copy of such posting to the Association. Positions as described above shall be posted at least seven (7) calendar days prior to being filled. Bargaining unit employees may apply for such positions by submitting an email of interest to the Administrator (or designee) identified in the posting. Said positions shall be filled in accordance with the procedure outlined in Section C below.
 - b. Internal Candidates: Internal qualified applicants shall be interviewed with consideration of external qualified applicants.
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ARTICLE IV
PROFESSIONAL COMPENSATION

- A. Salaries of teachers covered by this Agreement are set forth in Schedule A which is attached hereto (Appendix A-1, A-2, A-3) and incorporated in this Agreement. Salary Schedule A is based upon the normal teaching load for the school calendar year.
- B. Compensation for Summer School is to be paid at the rate of:
 - Effective July 1, 2026, forty-five dollars (\$45) per hour
 - Effective July 1, 2027, forty-seven dollars and fifty cents (\$47.50) per hour
 - Effective July 1, 2028, fifty dollars (\$50) per hour
- C. A teacher who is requested by an administrator, or an agent of the administration, to substitute during the instructional day and who voluntarily agrees, or is required, to do so shall be compensated at her/his per diem rate on an hourly basis, including fractions thereof, with compensation calculated in minimum increments of thirty (30) minutes. Any time worked beyond a thirty (30) minute increment shall be rounded up to the next ½ hour block for compensation purposes.
- D. A teacher engaged during the school day in negotiating on behalf of the Association with any representative of the Board or participation in any grievance or negotiation shall be released from regular duties without loss of salary. Such teachers are not to be excused from their duties until a qualified substitute can be secured.
- E. All newly hired teachers shall be placed on the salary schedule at a level determined by the District. At the time of hire, the District may grant full or partial credit for prior certified teaching experience, up to the actual years of completed service, in a public, parochial, or other school.

Teachers may also receive credit for degrees earned from an accredited institution, at the discretion of the Board. Vocational education teachers may receive credit for relevant non-teaching work experience in a related field, also at the discretion of the Board.

All salary placement decisions, including experience and degree credit, shall be determined and documented at the time of hire. Teachers who are hired at a level below their actual years of service shall advance to the salary schedule that relates to their years of experience and degree on the salary schedule upon earning tenure in the District.

- F. Teachers advancing to a higher educational classification on the salary schedule at the close of the fall semester will be advanced to that classification for the balance of the contract year provided; however, that the teacher submits official evidence of having earned said degree to the Superintendent or his designee on or before the first day of the spring semester.
 - G. The following course work that has prior written approval from the Superintendent is eligible for reimbursement at the rates listed below or the actual cost of the course, whichever is less expensive: \$160 per semester hour for SCECHs and/or additional college credit earned up to 18 semester hours
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for professional certification credit requirements; \$300 per semester hour after 18 semester hours for professional certification credit requirements for a higher degree endorsement or additional certification; Up to the actual cost for a certification/credential identified as a "High Need" by the District

Reimbursement will be made upon presentation of official college grade report indicating successful completion of the course and to be eligible for such payment the teacher must still be actively employed by the Hillsdale Community Schools at that time. Reimbursement shall be made within one month of presentation of forms from Superintendent's Office and grade report from an accredited college or university or institution approved by the Superintendent. Summer courses will be reimbursed within one month of the beginning of the fall semester. Teachers are not eligible for payment for credit earned prior to their entry into teaching duties in the Hillsdale system.

The course must be relevant to the teacher's present teaching assignment or 1) college level course work in the teacher's major or minor field of study, 2) college level course work that will lead to an additional teaching major or minor or an additional endorsement on the teacher's certificate, or 3) graduate level course work in the fields of education (administration, adult and community education, curriculum, guidance and counseling).

- H. Each tenured teacher shall have the right to accept or reject the assignment of a student teacher. If a teacher accepts the assignment of a student teacher, that teacher will receive the remuneration from the college placing the student. Those teachers with student teachers shall continue to assume responsibility for class content. The Board reserves the right to reject student teachers who would be assigned by colleges not in compliance with the law.
 - I. Members of the K-12 Curriculum Committee whose area is under review for the upcoming year, or staff members employed by the district to do work of a professional nature shall be compensated at "Other Employment Rate" as stated on Schedule C for non-school hours or district will provide a substitute during school hours.
 - J. Counselors may be scheduled to work an additional ten (10) days per year. The additional time will be paid at the per diem rate for 5 days and 5 days will be compensated as time off during the year.
 - K. Teachers will be paid bi-weekly. Direct deposit payroll will be issued bi-weekly on Fridays to teachers except as elsewhere provided. All teachers can access payroll info at: Hillsdaleschools.org. Teachers should instruct the business office in writing two weeks in advance to change their depository.
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ARTICLE V

INSURANCE

- A. The Board of Education agrees to furnish all eligible employees Option 1 or Option 2. Unless otherwise required by law, including the Patient Protection and Affordable Care Act, an Employee shall be considered eligible if the Employee works full-time at **Hillsdale Community Schools**. Board contributions shall be prorated for part-time employees based on the relationship of their assignment to a full-time assignment. Employees shall receive insurance coverage during the summer months, provided the Employee pays their portion of the medical benefit plan costs and other insurance premiums/costs.

Hillsdale Community Schools annually distribute through district email the medical and ancillary benefit highlights, including dental insurance programs, term life insurance programs, vision insurance programs, and long-term disability programs, identified in the Lenawee/Hillsdale County Health Consortium A. Any plan changes within Consortium A will be agreed upon by the HLCEA Consortium Steering Committee and The Lenawee/Hillsdale County Consortium Governing Board. All Plan adjustments must be bargained locally.

All insurance coverages are based upon Consortium A plans and contingent on Consortium A rates. Should **Hillsdale Community Schools** leave the consortium, insurance coverage and employee cost shares will continue as listed below unless a different agreement is negotiated.

Option 1 – Medical, Vision, Dental, Life, LTD – Full Family, Two-Person, or Single Coverage

- a. The Board will provide, selected by the members during open enrollment, any of the five (5) MESSA plans included in the Lenawee/Hillsdale County Health Consortium.
- b. The District shall pay the current premium costs caps annually, adjusted as determined by the State Treasurer as established by the Publicly Funded Health Insurance Contribution Act, MCL 15.561 et seq. As provided in that law, the District may deduct the employee's proportional cost of the medical benefit plan from compensation due to the employee.
- c. The employee's premium contribution will be payroll deducted, in twenty-four (24) equal amounts from the employee's paycheck. Employees may elect to have the monthly premium payroll deducted through qualified Section 125 Plan and, as such, the members' premium contribution will be made with pre-tax dollars. The employer's 125 Plan shall include any/all of the provisions necessary to pre-tax contributions to employees' HSA accounts administered through Health Equity. Employees may elect at any time to contribute, through payroll deduction and electronic transfer additional money to be deposited into their Health Equity HSA, up to the maximum amounts allowed by Federal Law.
- d. For the 2026-2027, 2027-2028, and 2028-2029 school years each employee who has PAK B shall receive a stipend of \$200/year to be paid in the first pay of September.

Option 2 – Cash-in-Lieu Option

- a. Employees may elect not to participate in the group health insurance Plan A as described in Option 1 a. above.
- b. Alternatively, Option 2 may be chosen and is as follows: The Board will pay a cash in lieu benefit for those employees declining medical insurance in the Lenawee/Hillsdale County Health Consortium A.
- c. For those employees declining participation in Option 1, the Board will pay the employee over 12 months four thousand two hundred dollars (\$4200).
- d. Part-Time employees' cash in lieu will be prorated by the FTE of said employee.
- e. The amount of cash payment received may be applied by the employee to a tax- deferred annuity. To elect a tax-deferred annuity, the employee shall enter into a salary reduction agreement.

- B. Changes in family status shall be reported by the employee to the Business Office within thirty (30) days of such change and notification of COBRA rights will be given. The employee shall be responsible for any
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overpayment of premiums made by the Board on his/her behalf for failure to comply with this paragraph.

C. The Board agrees to provide the above-mentioned benefits programs within the underwriting rules and regulations as set forth by the carrier(s) in the Master Contract held by the policyholder.

D. To be eligible for the above coverage (or increase in coverage) employees must be able to perform a one day at work requirement with this employer before benefits are effective.

E. Employees working less than a full contract year shall have benefits terminated on the first day of the month following termination of employment.

ARTICLE VI LONGEVITY

After one year at Step 12, teachers who continue to meet certification requirements will receive annual longevity increments of \$400 added to their base salary for that year. (Steps 13-30 on Salary Schedule A are inclusive of these amounts.)

Longevity Steps	Amount
13	\$400
14	\$800
15	\$1,200
16	\$1,600
17	\$2,000
18	\$2,400
19	\$2,800
20	\$3,200
21	\$3,600
22	\$4,000
23	\$4,400
24	\$4,800
25	\$5,200
26	\$5,600
27	\$6,000
28	\$6,400
29	\$6,800
30	\$7,200

ARTICLE VII
TEACHING HOURS

- A. The Board recognizes teaching as a professional calling and shall not impose unreasonable demands on teachers' time but shall agree that the schedule for the teaching staff shall be maintained at a professional level and shall be consistent with professional status. The student day and teacher workday shall be structured to ensure that all state requirements pertaining to days and hours of instruction are satisfied. Any changes in the teachers' hours from one school year to the next shall be agreed upon jointly by the Board and the Association prior to the beginning of the next school year and prior to implementation. This section shall not be construed as limiting the Board's right to unilaterally implement a proposal after impasse is reached in accordance with the public employment relations act.
- B. Teachers' duty begins 15 minutes before the students' posted start time and continues 15 minutes after the students' posted end time, except on early release days. On early release days, teachers' duty time shall begin fifteen (15) minutes prior to the students' posted start time and shall continue through the regular release time of the building the teacher is assigned to at the end of the day.
- C. The board and the association will meet each year to negotiate the calendar.

ARTICLE VIII
TEACHING LOADS AND ASSIGNMENTS

- A. Teachers in grade levels DK-6 shall have no less than a forty-minute (40) planning period and a forty-minute (40) duty-free lunch each day. Teachers in grade levels 7-12 shall have no less than a fifty-minute (50) planning period and a thirty-minute (30) duty-free lunch each day. Exempted from these provisions are guidance personnel. It is expressly understood and agreed that guidance personnel will take time from their workday for professional planning and personal exigencies; however, it is also understood that such absences should not exceed fifty minutes (50) per day.
- B. Preparation time for related arts teachers shall be scheduled equally on Monday through Friday. K-6 related arts teachers' preparation time will equal 40 minutes per day, five times per week, or a total of 200 minutes, which does not include the 15 minutes before students arrive, the 15 minutes after dismissal, or passing times. Recognizing that some staff members are assigned to more than one building, the parties agree that in some cases individual schedules may need to be adjusted to accommodate building schedules and program needs. In no case will teachers be assigned a teaching load that exceeds the principles and guidelines set forth in section A. Teachers teaching less than a full day will have preparation periods pro-rated accordingly.
- C. Conferences will be scheduled after the first six weeks of the school year. DK-6 teachers will schedule with parents over a two-day period for a total of eight (8) hours. Grades 7-12 will have one (1) night of four (4) hours for conferences in an open-house-style format. Grades DK-6 will schedule with parents as needed in the Spring for one (1) night of four (4) hours. In place of the Spring conferences, for grades 7-12 teachers shall attend Freshman Orientation (2 hours) and Commencement (2 hours). Teachers who are shared between buildings will be paid for all hours above the agreed time, as stated in Article IV, Section C, if required by the Administration.

- D. Teachers who will be affected by (1) change in grade assignments in the elementary school grades, or (2) change of subject assignments in the middle or high school grades shall be notified by their principals prior to the end of the school year except under unusual circumstances. Any change made after the end of the school year will be written and forwarded to the affected teacher prior to the finalization of the change. Administrators shall attempt to avoid reassigning teachers following the end of the school year except by mutual agreement.
- E. Since frequent transfers of teachers from one school to another or changes from one subject to another are disturbing to many teachers, the parties agree that involuntary transfers will be minimized. All teachers in the Hillsdale Community Schools are free to request a transfer or change in assignment for personal reasons. The Administration will make every effort to assign teachers at their request whenever it is possible but will endeavor to maintain a balanced staff in each school. All transfer requests shall be filed or renewed with the superintendent's office each year, and subject to posting procedures.
- F. In determining class size, the physical features and size of the classroom shall be taken into consideration.

- G. The following class size maximum will not exceed the following:

<u>Grade Level</u>	<u>Maximum Class Size</u>	<u>Will Not Exceed</u>
DK-K	20	24
1-2	25	28
3-6	27	32
7-12	29	32
Music	50	55
PE	38	42
Art 7-12	29	32

- H. It is agreed that each K–6 grade-level team will be assigned a minimum of one hour of aide support per week per grade level. This time is intended to support instructional needs and shall not be used for clerical duties.
- I. For elementary overload: the District will pay a quarterly stipend of \$300 for each of the first three students over the specified class size maximum. The District will pay a quarterly stipend of \$360 for each subsequently assigned student to the class. It is administration responsibility to turn the overload data into the payroll department. Elementary auxiliary teachers with an overload class will receive 1/7 of the elementary overload rate per student over the class size maximum. Overload stipend will be determined 4 times per year; at the October count day and the February count day with the other two times at the mid-marking period for which the district and the association will mutually determine.
- J. For secondary overload: District will pay a quarterly stipend of \$70 for each of the first three students over the specified class size maximum. The District will pay a quarterly stipend of \$90 for each subsequent student assigned to the class. It is the administration's responsibility to turn the overload data into the payroll department. Overload stipends will be determined four (4) times per year; on October count day and the February count day with the other two times at a mid-marking period for which the District and the Association will mutually determine.

- K. For the purpose of computing class size, any student who meets special education requirements (except speech and language impaired students who only receive SLP services) and is in a classroom 80% of the whole day counts as 1.5 students, except all students who are classified as ECDD, CI, EI, SMI, AI, HI, VI, and TBI, and all other students determined by the IEPT as 2 students. Special Education students in a regular classroom for at least half (1/2) of the regular school day shall be counted as full-time students. Special Education students in a regular classroom for less than one half (1/2) of a regular school day but more than thirty (30) minutes, shall be counted as one half (1/2) of a student.
- L. When a regularly assigned student load exceeds 20 students in grades DK-K, 24 students in grades 1-3, and 27 students in grades 4-6, the Superintendent or designee and H.E.A. President will be notified.
- M. The parties agree that staff meetings are a necessary part of the efficient operation of the school district. Therefore, to allow teachers adequate time to plan and perform professional and personal responsibilities without undue conflict, it is agreed that teachers will be notified forty-eight (48) hours in advance of a meeting called by the Administration. This clause does not abridge the Administrator's right to call an emergency meeting. All teachers shall attend meetings called by the Administration as a regular part of their teaching duties unless otherwise excused by the Administration.
- N. Administrators who are returning to the classroom and have previously acquired tenure as a teacher in the Hillsdale Community Schools, may return to a position in which they are certified and qualified. The administrator shall be entitled to their status and salary steps which would have been achieved if the person had remained continuously in the negotiation unit if an opening is available for them to return to the classroom.
- O. Additional sections of a course will be posted at the High School and Middle School as extra compensation equivalent to 20% of the teacher's salary. These additional sections shall be offered to qualified staff beginning with those with the highest seniority. It is expected that such need for added sections in the future will be prevented and that isolated overages in the academic areas will be resolved via the scheduling process.

ARTICLE IX

LEAVES OF ABSENCE

A. SICK LEAVE

1. Each teacher shall be granted a maximum of ten (10) days sick leave per year with full pay on account of (a) personal illness or disability of employee, (b) exposure to contagious disease in which the health of his/her students would be impaired by his/her attendance on duty, (c) illness, disability, or death in the family (not to exceed five days except with the approval of the superintendent). Teachers who can anticipate prolonged disability such as scheduled surgery or pregnancy-related disability shall give notice thirty (30) days in advance or as soon as reasonably possible. Application must be made for consideration in any case not covered above for approval. For purposes of this article, family is defined as: spouse, parents, grandparents, siblings, parents-in-law, child/stepchild, grandchild and others significant to the employee.
2. Unused sick leave days shall accumulate to a maximum of 90 days. Each unused sick day and including unused personal days beyond the allowed 90 days will be purchased at a rate of \$50.00 per day or put into a 403b Plan at the discretion of the employee.

3. A teacher who is unable to teach because of personal illness or disability and who has exhausted all sick leave available shall be granted a leave of absence without pay for the duration of the illness or disability up to one year. The leave may be renewed each year upon written request by the teacher and approval by the Board. The Board agrees to continue to provide the health and life insurance benefits provided for by this Agreement for the duration of said leave.
4. Sick and personal days accumulated from the date of enlistment or draft, shall be held for said employee until his/her return or otherwise held in accordance with other provisions of this Agreement.
5. Bargaining unit members who are placed on long-term disability will have their seniority frozen at onset of the long-term disability and shall not accrue seniority until such time that they return to work.
6. The Superintendent reserves the right to require a doctor's certification or other evidence of illness or ability to work after three (3) consecutive days absence.
7. The Superintendent shall certify the legitimacy of a claim for compensation for absence.
8. In the event of absence due to injury incurred in the course of a teacher's employment for which the teacher receives compensation under the Michigan Worker's Compensation Act, the teacher shall be paid the difference between the teacher's salary and the benefits received from Worker's Compensation provided that the additional compensation provided hereunder is valid by law and will not reduce the amount the teacher receives from Worker's Compensation insurance. This difference will be paid for a period of 2 (two) years from the date of injury. After 2 (two) years the teacher shall have the option of using accumulated sick days to make up the difference on a prorated basis.

B. MATERNITY/CHILD CARE LEAVE

1. A leave of absence without pay will be granted for up to 1 (one) year for the purpose of maternity/childcare.
2. The teacher may continue teaching as long as they can maintain regularly assigned responsibilities. If the teacher's performance is affected, the teacher may be required to furnish a physician's statement as to the advisability of continuance.
3. The application for such leave shall be received by the superintendent no later than 30 (thirty) calendar days prior to the effective date of such leave and shall include a statement of the date on which the teacher wishes to commence the leave and the anticipated return from leave.
4. A teacher on leave under the above conditions may request an extension of the leave. The request must be submitted at least sixty (60) days prior to the scheduled termination of the leave. The teacher shall be returned to employment at the end of the scheduled leave provided the teacher is not subject to layoff. If the teacher wishes to return prior to the scheduled end of leave, return may be granted by the Administration.
5. The teacher adopting a child shall receive a similar leave which shall commence upon the placement of the child.

6. Salary schedule credit of 1 (one) year shall not be given for leaves in excess of 90 (ninety) days under this section. Salary schedule credit of 1 (one) year shall be given for leaves of 90 (ninety) days or less.
7. Should any court declare the maternity/childcare leave provision of this contract invalid or in violation of State or Federal law, then such provision of this contract as well as the sick leave propositions shall be renegotiated.

C. PERSONAL LEAVE

Each person will be granted three (3) days of personal leave a year. One (1) unused personal day may be rolled over to the following school year. A teacher may accumulate no more than four (4) total personal days. Unused personal days have a default transfer to sick leave after the last payroll involving June workdays has been processed, unless the district receives written notice from the employee. Upon such written request from the employee to the district, a stipend shall be paid for any remaining personal days at a rate of \$75 per day. Employees that are less than full-time will have prorated stipends.

Personal leave utilization is subject to the following restrictions:

1. No more than 15% of the bargaining unit can be absent unless otherwise restricted per subsection 3.
2. On days adjacent to holidays and vacations (vacations shall not include summer vacation) no more than 10% of the bargaining unit can be absent.
3. For personal leave requests not to exceed two (2) consecutive days, no rationale is required. Requests shall be submitted no less than five (5) calendar days prior to the dates requested, except in cases of unforeseen emergencies.
4. For personal leave requests of three (3) consecutive days, teachers will submit a written request with rationale to the Superintendent for consideration. Requests shall be submitted no less than fourteen (14) calendar days prior to the dates requested, except in cases of unforeseen emergencies.

D. NOTIFICATION OF ACCUMULATED SICK AND PERSONAL LEAVE

All teachers have access to sick leave and personal leave totals by logging into Skyward. Should there be any disagreement on the total noted on the individual account, the member is responsible for notifying the District to resolve the issue. If the members and the District still disagree after the initial meeting, the HEA may be called on to assist in the resolution.

E. BEREAVEMENT LEAVE

Bereavement leave will be up to five (5) days per death in the family. Bereavement leave is intended to be for planning/attending services and internment. For purposes of this article, family is defined as: spouse, parents, grandparents, siblings, parents-in-law, child/stepchild, grandchild. Approval by the superintendent may be granted for others significant to the employee.

F. JURY DUTY

The teacher "called" for jury duty or "subpoenaed" to give testimony for any judicial or administrative tribunal shall be compensated for the difference between the teaching pay and the pay received for the performance of such obligations

G. SABBATICAL LEAVE

1. Teachers who have been employed for seven (7) years in the system may be granted sabbatical leave for professional improvement for up to one (1) year. It is agreed that professional improvement includes, but is not limited to, attending a college, university or other educational institution or travel which will improve the teacher's ability to teach.
2. Any teacher on sabbatical leave shall receive a salary equal to one-half (1/2) of the contracted amount he/she would have received had he/she remained. Such salary will be on the regular pay periods during the leave. Sabbatical leaves granted under Section 1525 of the School Code shall be exempted from this provision.
3. Teachers on sabbatical leave shall be allowed credit toward retirement for time spent on such leave in accordance with the rules and regulations established by the Michigan Public School Employees Retirement Board.
4. A teacher returning from sabbatical leave shall be restored to a teaching position for which he/she is qualified and certified.

Increments shall be added as if the teacher had been teaching in the school district during the time of sabbatical leave. The teacher granted leave shall retain accumulated sick leave time, tenure and upon paying the cost shall retain health and life insurance benefits of the group subject to rules of the carrier.

5. The teacher agrees to return for three (3) years or repay the amount received for sabbatical leave on a three-year pro-rated basis. This condition does not apply in case of death, during a disability which precludes performance or contractual duties, or during a non-disciplinary layoff.
6. There will be no reimbursement for college credits taken during sabbatical leave.
7. A sabbatical leave request must be initiated by a Sabbatical Leave Request application available at the business office.

H. OTHER LEAVES OF ABSENCE WITH PAY

1. A leave of absence with pay may be granted upon recommendation of the principal and Superintendent to the Board for the following reasons: (1) approved travel, not to exceed one week, that is related to teaching assignments; (2) short term university study, not to exceed two weeks, that is related to teaching assignments; (3) military reserve training duty, not to exceed two weeks.
2. An immediate short-term leave of absence with pay may be approved by the Superintendent to investigate sensitive situations.

I. LEAVES OF ABSENCE WITHOUT PAY

Leaves of absence without pay may be granted upon the recommendation of the Superintendent to the Board for a period not to exceed one year for the following reasons: (1) the conditions at home require the teacher to remain at home; (2) self-improvement, including graduate study; (3) personal illness on advice of physician; (4) serious health condition of self, spouse, parent and/or child or other leaves covered by the Family Medical Leave Act; (5) travel which is consistent with educational growth of the teacher in his/her field; and/or (6) Serving as an officer of the MEA or NEA.

NOTE: Teachers shall not receive credit on the salary schedule for the year's leave of absence.

Leave of absence without pay shall be granted to any teacher who shall be inducted or shall enlist in military duty in any branch of the Armed Forces of the United States. Teachers who are drafted or enlist in lieu of the draft shall receive credit for increments, personal days, and sick days to a maximum of two years.

J. CONFERENCE OR IN-SERVICE MEETINGS

Attendance at conferences or in-service meetings will be allowed upon pre-approval of the Superintendent or his/her designee. The board may reimburse actual reasonable expenses for an approved conference.

K. ABUSES

If it is believed that any teacher has abused leave privileges, the Superintendent or his/her designee shall immediately investigate, and if the belief is well founded, the teacher shall be charged with a per diem rate. This belief shall be transmitted to the Association.

ARTICLE X

CONTRACTUAL RELATIONS

- A. Notices of faculty vacancies, including supervisory positions, shall be sent to all staff members electronically and posted in the central office.
- B. The Board shall pay for the cost associated with printing and assembling the contract. The HEA, MEA/NEA shall be provided with copies of the Agreement for all members when finalized. The HEA, MEA/NEA will type and prepare a copy of the Agreement for printing.
- C. At the beginning of every school year, the Association shall be credited with 5 (five) days to be used by teachers who are officers or agents of the Association. If any additional days are used, the Association will reimburse the school district the amount of the teacher's per diem salary; payment within 30 (thirty) days. The Association agrees to notify the superintendent no less than forty-eight (48) hours in advance of such leave.
- D. Recognizing the need for good communications between the Board, Administration, and Association, designated representatives will hold bi-monthly meetings to discuss items of concern to either party. Special meetings may be called by either party if the need arises. Meetings may be cancelled by mutual agreement. Designated representatives shall include the Superintendent, one teacher negotiator, and the Association president.

ARTICLE XI

GRIEVANCE PROCEDURE

- A. A grievance is defined as an alleged violation of the expressed terms and conditions of any provision of this Agreement. It is agreed and understood that should a difference arise between the Board and any of its employees as to the application of the provisions of this Agreement, there shall be no stoppage or suspension of work because of such grievance. Such grievance shall be submitted in the following grievance and arbitration procedure.
1. An individual employee may present a grievance to the Board or its designated representative. The employee shall be permitted with the assistance of the Association in processing the grievance should he/she choose. However, he/she is under no obligation to utilize the Association for this purpose and may process his/her grievance individually as long as any adjustment is not inconsistent with the terms of this Agreement.
 2. Grievance may be initiated by the Association.
- B. Step One. Within ten (10) school working days after an alleged violation arises or the grievant becomes aware of the occurrence and before the written grievance procedure as outlined in Step Two is initiated:
1. An employee will present the grievance orally to his/her principal.
 2. Within two (2) school working days after the presentation of the oral grievance, the principal shall give his/her answer orally to the employee.
- C. Step Two. If the grievance is not resolved in Step One, the employee may submit a formal grievance to his/her principal. The formal grievance will be a signed, written statement (See Appendix D for grievance form).
1. It shall contain:
 - a. The name of the employee involved.
 - b. The facts giving rise to the grievance.
 - c. All provisions of this Agreement, by appropriate reference, alleged to be violated.
 - d. The contention of the employee and of the Association involved with respect to these provisions.
 - e. The relief requested.
 - f. The signature of the employee or the Association president.
 2. A formal grievance must be filed no later than ten (10) school working days from the date of the principal's oral reply. Copies of the formal grievance shall be sent to the Principal, the Superintendent, the Board, and the Association.
 3. Within five (5) school working days of receipt of the grievance, the principal shall meet with the grievant and/or the Association Representative in an effort to resolve the grievance.
 4. The principal shall indicate his/her disposition of the grievance in writing within five (5) school working days of such meeting and shall furnish a copy thereof to the grievant.

- D. Step Three. If the grievant is not satisfied in Step Two, or if no disposition is made within the time limits set forth in Step Two,
1. The grievance shall be submitted to the Superintendent within five (5) school working days of the step two Principal's disposition or within ten (10) school working days of the step two meeting.
 2. Within five (5) school working days of appeal of the grievance, the Superintendent or his/her designee shall meet with the grievant and/or the Association Representative in an effort to resolve the grievance.
 3. Within five (5) working days of such meeting the Superintendent shall indicate his/her disposition of the grievance in writing to the grievant.
- E. Step Four. If the grievant is not satisfied in Step Three, or if no disposition is made in time within the time limits set forth in Step Three,
1. The grievance shall be submitted to the Board within five (5) school working days of the step three Superintendent's disposition or ten (10) school working days of the step three meeting.
 2. The Board, no later than its next regular meeting or within two (2) calendar weeks shall meet with the grievant, and/or the Association Representative in an effort to resolve the grievance.
 3. Within seven (7) calendar days of such meeting, the Board shall indicate its disposition of the grievance in writing.
- F. Step Five. If the Association is not satisfied with Step Four, the Association will have the right to appeal the dispute by demanding arbitration. The party first demanding arbitration shall give a five (5) school working day notice in writing to the other party of its desire to arbitrate. If the parties cannot agree as to the arbitrator within ten (10) school working days from the notification date, either party shall have the right to appeal the dispute to an impartial arbitrator under and in accordance with the rules of the American Arbitration Association. The appeal to the American Arbitration Association shall be taken within five (5) school working days of the date of notification that the parties cannot agree on an arbitrator.
- The decision of the Arbitrator shall be binding upon both parties. In making this decision, the Arbitrator shall have no power to add to, subtract from, or disregard the terms of the Agreement. The cost of the arbitration shall be borne equally by both parties.
- G. Neither party shall be allowed to advance at the Arbitration or any argument not previously advanced in the grievance procedure.
- H. Any grievance not advanced to the next step by the grievant within the time limit set forth herein shall be deemed abandoned. Should the Association not abide by the time limits set forth in the grievance procedure, the grievance shall be conceded, and the Board's position shall stand. Should the Board, or its agents, not abide by the time limits set forth in the grievance procedure, the grievance shall be advanced to the next level.
- I. The time limits provided in this Article shall be strictly observed but may be extended by written agreement of the parties.
- J. In an Association grievance (not involving an individual employee) involving only the Superintendent and the Board, Step Two may be omitted. In such case, Step One would be initiated with the Superintendent, and all other provisions of the procedure shall apply.

- K. In the event that a grievance filed by a bargaining unit member or the Association is of such a nature that resolution is imperative or the grievance is of such a nature that a resolution could not be achieved by following the normal procedures, the parties may by mutual consent send the grievance directly to binding arbitration.
- L. For purposes of this article, the term "school working day" shall be defined as days when school is in session during the academic year and days when the central office is open for business during the summer months between academic years.

ARTICLE XII WEATHER

- A. The Board and Association agree that when weather conditions are not within the control of school authorities interrupt school, teachers will not be assigned duty.
- B. Where hours of instruction are not held because of conditions not within the control of school authorities, those hours will be made up in accordance with state regulations. When school is delayed because of conditions not within the control of school authorities, the lost time may be rescheduled if it is necessary to do so for the district to receive full state aid.
- C. To the extent that any other provision of the collective bargaining agreement such as the school closing provision, school calendar or the like shall be inconsistent with the foregoing, such provisions shall be null and void as to the extent of the inconsistency.

ARTICLE XIII INSTRUCTIONAL PROCEDURES

- A. All proposed curriculum changes shall be reviewed in the appropriate curriculum committee which will present a recommendation with rationale to the Council for Instructional Leadership (CIL) which is made up of mutually approved Board and Association personnel. Those recommendations that are approved by the Council for Instructional Leadership (CIL) shall be submitted to the Board for consideration and action. Nothing contained in this paragraph shall change the Board's inherent rights to institute curriculum changes.
- B. The Board agrees that prior to intensive study by a curriculum committee some indication of the amount of money available for implementation will be made.
- C. The Superintendent, superintendent's designee or the Association may request additional summer employment for the Association members to work on curriculum under the same stipulations as in Article IV-J.
- D. School improvement teams will exist in every building. Membership on each team is open to any interested person. Membership on each team shall minimally include those representatives prescribed by law.

- E. Any plan that affects wages, hours, and/or terms and conditions of employment must be negotiated before implementation.
- F. There will be a district-wide school improvement Coordinating Committee (CIL) whose function is to coordinate district school improvement plans.

ARTICLE XIV

NEGOTIATION PROCEDURES

- A. When either party recognizes a concern that is addressed by or affects the terms of the contract, it will be brought to the attention of the appropriate parties. In the event the provisions contained in this Agreement are open for negotiations as provided in other sections of this Agreement, the parties will promptly negotiate for the purpose of reaching an agreement upon such provisions.
- B. In any negotiations described in this Agreement, 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 within or outside the school district. It is recognized that no final agreement between the parties may be executed without ratification by a majority of the Board and a majority of the membership of the Association. The parties mutually pledge that representatives selected by each shall have the necessary power and authority to make concessions during negotiations and bargaining subject only to ultimate ratification.
- C. If the parties fail to reach an agreement in any such negotiations, either party may invoke any/all processes allowable by law.

ARTICLE XV

SAVINGS CLAUSE

If any provision of this Agreement or any application of the Agreement to any employee or group of employees shall be found contrary to law, then such provision shall be deemed null and void except to the extent permitted by law, but all other provisions of applications shall continue in full force and effect.

ARTICLE XVI

RETIREMENT

Teachers who elect to retire under the rules of the Michigan Public Schools Employees Retirement System and submit their voluntary and irrevocable resignation will be eligible for an additional work assignment that will pay \$2,000 per year for up to two (2) years. Teachers who resign without retiring under MPSERS rules are ineligible under this section.

Teachers eligible for this provision will give notice of their retirement one calendar year in advance for each year, up to two (2) years being requested.

In exceptional circumstances where one of the qualifying circumstances listed below is confirmed, the teacher and Board may withdraw from the agreement by mutual consent. Qualifying circumstances include:

- Death of a spouse, legal dependent, or life partner.
- The teacher has been placed on long-term disability after the inception of the agreement.
- Divorce - finalized after the inception of the agreement.
- Other unique/special circumstances determined by the Superintendent.

Any teacher employed by Hillsdale Community Schools for five (5) years or more and qualified for Michigan Public School Employees Retirement Fund and who retires from the Hillsdale Community

Schools shall, upon retirement (defined as drawing income from MPSERS), be paid for his/her accumulated sick days and personal days at the rate of fifty (\$50.00) per day or put into a 403B Plan at the employee's discretion.

ARTICLE XVII

MENTOR TEACHER

- A. A mentor Teacher shall be defined as a Master Teacher as identified in Section 1526 of the School Code and shall perform the duties of a Master Teacher as specified in the code.
- B. Each bargaining unit member shall be assigned a Mentor Teacher by the Administration with the approval of the Association until they have received tenure in the district. The Mentor Teacher shall be available to provide professional support, instruction, and guidance. The purpose of the mentor assignment is to provide a peer who can offer assistance, resources and information in a non-threatening collegial fashion.
- C. A Mentor Teacher shall be assigned in accordance with the following:
 - 1. The Mentor Teacher shall be a tenured teacher.
 - 2. Participation as a Mentor teacher shall be voluntary.
 - 3. The District shall notify the Association of those members requiring a mentor assignment.
 - 4. The Administration will notify the Association when mentor teacher assignments have been finalized.
 - 5. Every effort will be made to match Mentor Teachers and Mentees who work in the same building and have the same area of certification.
 - 6. The Mentor Teacher assignment shall be for one (1) year subject to review by Mentor Teacher and Mentee after four (4) months. The appointment may be renewed in succeeding years.
- D. Because the purpose of the mentor/mentee match is to acclimate the bargaining unit member and to provide necessary assistance toward the end of quality instruction, the Board and Association agree the relationship shall not, in any fashion, be a matter included in the evaluation of the Mentor Teacher and Mentee.
- E. Upon request, the Administration may make available reasonable release time so the Mentor Teacher may work with the Mentee in his/her assignment during the regular workday. Where possible the Mentor Teacher and Mentee shall be assigned common preparation time.
- F. A Mentor Teacher while assigned will be paid:
 - \$500 for the first year
 - \$400 for the second year
 - \$300 for the third year
 - \$200 for the fourth year or until the teacher receives tenure status

Teach for America Program (or similar program): The District and the HEA will meet to discuss the needs of the probationary teacher and how that impacts the responsibilities and role of the assigned mentor teacher. An increase to the stipends listed above may be paid to the mentor teacher on a case-by-case basis.

ARTICLE XVIII
PUBLIC-SCHOOL ACADEMIES

A. NOTICE TO ASSOCIATION

The District will provide immediate notice to the Association of any contact, correspondence, or inquiry regarding a public-school academy application made to the district, or an application to an ISD, community college, or public university of which it has knowledge.

B. INFORMATION AND CONSULTATION

The District agrees to furnish the Association with all available information concerning an application to authorize a public-school academy, including, but not limited to: the identification of the applicants, the proposed members of the academy's board of directors, the proposed articles of incorporation, the purposes of the academy, its proposed bylaws/governance structure, educational goals, curriculum, admissions, policies/criteria, calendar and school day schedule, staff responsibilities, and all other relevant information. The District further agrees to meet with the Association representatives to discuss, clarify, or supplement the information provided to the Association. Where appropriate, the applicant seeking authorization shall be included in these discussions.

ARTICLE XIX
TEACHER EVALUATION

A. Evaluates the employee's job performance in a year-end evaluation, while providing timely and constructive feedback; Teachers rated highly effective or, as of July 1, 2024, effective on the three (3) most recent consecutive year-end evaluations may be evaluated every other year or, as of July 1, 2024, every third year, at the District's discretion.

B. Establishes clear approaches to measuring student growth and provides professional staff with relevant data on student growth;

C. Evaluates an employee's job performance, using rating categories of effective, developing, and needing support, which take into account student growth and assessment data or student learning objectives; twenty percent (20%) of the year-end evaluation must be based on student growth and assessment data or student learning objectives metrics as identified in the Student Growth and Assessment Matrix, Appendix G;

Evaluations must also comply with the following:

1. The portion of a teacher's year-end evaluation that is not based on student growth and assessment data or student learning objective metrics shall utilize other objective criteria for the remaining 80% of the year-end evaluation determination. This 80% shall consist equally of Domains 1, 2, 3, and 4 (20% for each domain) from Enhancing Professional Practice: A Framework for Teaching, (2022 edition).

The negotiated Teacher Evaluation system includes the following forms in Appendix G which has been negotiated and mutually agreed upon by the Board and the HEA:

- a. Individual Development Plan (IDP) Form
- b. Teacher Evaluation Form (used for all listed below)
- c. Observation
- d. Mid-year Progress

- e. Annual Evaluation
- f. Teacher Response Form
- g. Student Growth & Assessment Matrix Form

- 2. Evaluations and feedback concerning the evaluation must be provided in writing to the teacher; if a written evaluation is not provided, the teacher is deemed effective.
- 3. If a teacher is not evaluated as required by circumstances described in M.C.L. 380.1249, (worked less than 60 days in that school year or whose evaluation results were vacated through the grievance procedure or are otherwise not evaluated due to extenuating circumstances) a teacher must be designated as unevaluated; and if a teacher receives an unevaluated designation, the teacher's rating from the immediately prior school year must be used.

D. Provides a mid-year progress report for every teacher who is in the first year of probation or has received a rating of minimally effective or ineffective or, after July 1, 2024, needing support or developing on the most recent year-end evaluation;

This mid-year report shall supplement and not replace the year-end evaluation. The mid-year report shall:

- 1. be aligned with the teacher's individualized development plan;
- 2. include specific performance goals and any recommended training for the remainder of the school year, as well as a written improvement plan developed in consultation with the teacher that incorporates the goals and training.

E. Includes classroom observations in accordance with the following:

- 1. Must include review of the lesson plan, State curriculum standards being taught, and student engagement in the lesson and the items described in this paragraph must be discussed during a post-observation meeting between the observer and the teacher;
- 2. Must include multiple observations unless the teacher has received an effective or higher rating on the last two (2) year-end evaluations;
- 3. Observations need not be for an entire class period but must not be less than fifteen (15) minutes;
- 4. One (1) observation may be unscheduled;
- 5. The school administrator responsible for the teacher's performance evaluation shall conduct the observations;
- 6. Feedback from the observation should be shared with the teacher in a timely manner;
- 7. The District shall ensure that, within thirty (30) calendar days after each observation, the teacher is provided with written feedback from the observation.
- 8. There shall be at least two (2) classroom observations of a teacher in each school year the teacher is evaluated. An observation shall occur in the first semester, and another observation shall occur in the second semester.

F. The evaluation tool(s) shall be used consistently among the schools operated by the District so that all similarly situated teachers are evaluated using the same evaluation tool.

G. The District shall also:

- 1. Provide training to teachers on the evaluation tool(s) used by the District in its performance evaluation system and how each evaluation tool is used.
- 2. Ensure that training is provided to all evaluators and observers. The training shall be provided by an individual who has expertise in the evaluation tool or tools used by the District, which may include either a consultant on that evaluation tool or framework or an individual who has been trained to train others in the use of the evaluation tool or tools. The District may provide training in the use of the evaluation tool or tools if the trainer has expertise in the evaluation tool or tools.

3. By not later than September 1, 2024, and every three (3) years thereafter, each individual who conducts an evaluation shall complete rater reliability training provided by the District that complies with M.C.L. 380.1249. The staff evaluation program shall aim at the early identification of specific areas in which the individual professional staff member needs help so that appropriate assistance may be provided or arranged for. A supervisor offering suggestions for improvement to a teacher shall not release that teacher from the responsibility to improve. If a teacher, after receiving a reasonable degree of assistance, fails to perform assigned responsibilities in a satisfactory manner, dismissal or non-renewal procedures may be invoked.
4. A teacher rated as ineffective or, as of July 1, 2024, needing support on three (3) consecutive year-end evaluations must be dismissed from employment as a teacher with the District. In such an instance, all relevant evaluation documents may be used in the proceedings.
5. If a teacher is rated as needing support, the teacher must be provided with the options related to review of the evaluation, including a written response, the ability to request mediation, and when appropriate, utilization of the grievance process or binding arbitration as set out in M.C.L. 380.1248.
6. Evaluations shall be conducted of each professional staff member as stipulated in the Teacher Tenure Act, the revised School Code, and the negotiated agreement.
7. A teacher shall be given a copy of any document relating to their performance which are to be placed in the personnel file.
8. All teachers shall have the right to submit a rebuttal to their evaluation, utilizing the Teacher Response Form in Appendix G, which will be included in their personnel file and attached to the year-end evaluation.
9. This agreement shall not deprive a Teacher professional staff member of any rights provided by State law.

TIMELINE for PROBATIONARY TEACHER & TENURED TEACHER with IDP

By September 30	IDP Reviewed by Teacher & Evaluator
By October 30	Pre-Arranged Classroom Observation 1
By December 30	Midyear Progress Report
By March 31	Pre-Arranged Classroom Observation #2
By Last Day of School	Annual Evaluation
By June 15	(If applicable) Written Notice of Discontinuance of Service Provided by the Board of Education to a teacher who will not be renewed/retained by the district in the following school year.

TIMELINE for TENURED TEACHER with Annual Goals

By September 30	Annual Goals Reviewed by Teacher & Evaluator
By December 15	Pre-Arranged Classroom Observation#1
By April 30	Pre-Arranged Classroom Observation #2
By Last Day of School	Annual Evaluation
By June 15	(If applicable) Written Notice of Discontinuance of Service provided by the Board of Education to a teacher who will not be renewed/retained by the district in the following school year.

Pre-Arranged Classroom Observations:

1. Must include review of the lesson plan, state curriculum standards being taught, and student engagement in the lesson. These items must be discussed during a post-observation meeting between the evaluator and the teacher;
2. Observations need not be for an entire class period, but must not be less than fifteen (15) minutes;
3. The evaluator responsible for the teacher's evaluation shall conduct the classroom observations;

4. Feedback from the observation should be shared with the teacher in a timely manner;
5. The District shall ensure that, within thirty (30) calendar days after each observation, the teacher is provided with written feedback from the observation.
6. There shall be at least two (2) pre-arranged classroom observations of a teacher, in each school year the teacher is evaluated.

Observations of Professional Performance

To assess professional performance across all Domains, the evaluator will make and record observations of a teacher's performance across multiple settings, including but not limited to meetings, training, written work, and interactions with students, parents, colleagues.

Additional Classroom Observations

Additional classroom observations may be conducted at the discretion of the evaluator.

Individual Development Plan (IDP) is reviewed by the evaluator and teacher. The evaluator records observational notes of the teacher's performance as described in the teacher evaluation tool and/or the IDP. The process of observing and recording professional performance occurs throughout the evaluation process. If a teacher is hired after the school year begins, the IDP will be reviewed within 30 school days of the hire date.

- Identifies specific performance goals along with the means/methods for measurement;
- Provides the opportunity for input from the teacher;
- Provides appropriate resources for support and specific timelines to achieve success;
- Provides feedback and opportunity for improvement during implementation.

Midyear Progress Report is completed for all 1st year probationary teachers or any tenured teacher with an IDP, using "Teacher Evaluation Form". Must be aligned to the IDP, identify specific performance goals and any recommended training. Update the IDP document in consultation with the Teacher. (Forward to Superintendent)

Annual Evaluation is completed using the criteria in the teacher evaluation tool. Written feedback is recorded using Teacher Evaluation Form. Forward a copy to the Superintendent. Use the individual development planning process to address the areas of deficiency or specified areas for improvement. Record using the IDP form. Forward a copy to the Superintendent. Evaluator makes a recommendation for renewal or non-renewal based on the outcomes of the evaluation process. Forward to Superintendent.

ARTICLE XX
DURATION OF AGREEMENT

This agreement shall commence on the 1st day of July 2026 and shall remain in effect in full force and effect until the 30th Day of June 2029.

By: _____
HEA President

By: _____
Board of Education

By: _____
Superintendent

Year 1 Salary Schedule (2026-27)				
	BA	BA+20	MA	MA+15
1	43,713.45	44,806.28	46,445.54	48,084.80
2	44,806.28	45,899.12	48,084.80	49,724.04
3	46,445.54	47,538.37	50,270.46	51,909.72
4	48,178.11	49,709.95	52,150.55	53,276.61
5	51,181.75	52,670.36	55,695.60	56,902.09
6	54,178.18	55,631.97	59,240.65	60,525.18
7	57,133.44	58,594.79	62,782.11	64,151.86
8	60,174.63	61,551.60	66,325.94	67,773.75
9	63,172.26	64,515.61	69,872.20	71,399.22
10	66,174.68	67,478.42	73,417.26	75,025.91
11	69,828.98	71,103.90	77,695.80	79,392.10
12	72,014.65	73,289.57	79,881.47	81,577.77
13	72,414.65	73,689.57	80,281.47	81,977.77
14	72,814.65	74,089.57	80,681.47	82,377.77
15	73,214.65	74,489.57	81,081.47	82,777.77
16	73,614.65	74,889.57	81,481.47	83,177.77
17	74,014.65	75,289.57	81,881.47	83,577.77
18	74,414.65	75,689.57	82,281.47	83,977.77
19	74,814.65	76,089.57	82,681.47	84,377.77
20	75,214.65	76,489.57	83,081.47	84,777.77
21	75,614.65	76,889.57	83,481.47	85,177.77
22	76,014.65	77,289.57	83,881.47	85,577.77
23	76,414.65	77,689.57	84,281.47	85,977.77
24	76,814.65	78,089.57	84,681.47	86,377.77
25	77,214.65	78,489.57	85,081.47	86,777.77
26	77,614.65	78,889.57	85,481.47	87,177.77
27	78,014.65	79,289.57	85,881.47	87,577.77
28	78,414.65	79,689.57	86,281.47	87,977.77
29	78,814.65	80,089.57	86,681.47	88,377.77
4% increase steps 1-12 and longevity \$400 through step 30 Each eligible staff member will move one step on the salary schedule effective with the first pay of the 2026 - 2027 school year				

Year 2 Salary Schedule (2027-28)				
	BA	BA+20	MA	MA+15
1	45,024.85	46,150.47	47,838.91	49,527.34
2	46,150.47	47,276.09	49,527.34	51,215.76
3	47,838.91	48,964.52	51,778.57	53,467.01
4	49,623.45	51,201.25	53,715.07	54,874.91
5	52,717.20	54,250.47	57,366.47	58,609.15
6	55,803.53	57,300.93	61,017.87	62,340.94
7	58,847.44	60,352.63	64,665.57	66,076.42
8	61,979.87	63,398.15	68,315.72	69,806.96
9	65,067.43	66,451.08	71,968.37	73,541.20
10	68,159.92	69,502.77	75,619.78	77,276.69
11	71,923.85	73,237.02	80,026.67	81,773.86
12	74,175.09	75,488.26	82,277.91	84,025.10
13	74,575.09	75,888.26	82,677.91	84,425.10
14	74,975.09	76,288.26	83,077.91	84,825.10
15	75,375.09	76,688.26	83,477.91	85,225.10
16	75,775.09	77,088.26	83,877.91	85,625.10
17	76,175.09	77,488.26	84,277.91	86,025.10
18	76,575.09	77,888.26	84,677.91	86,425.10
19	76,975.09	78,288.26	85,077.91	86,825.10
20	77,375.09	78,688.26	85,477.91	87,225.10
21	77,775.09	79,088.26	85,877.91	87,625.10
22	78,175.09	79,488.26	86,277.91	88,025.10
23	78,575.09	79,888.26	86,677.91	88,425.10
24	78,975.09	80,288.26	87,077.91	88,825.10
25	79,375.09	80,688.26	87,477.91	89,225.10
26	79,775.09	81,088.26	87,877.91	89,625.10
27	80,175.09	81,488.26	88,277.91	90,025.10
28	80,575.09	81,888.26	88,677.91	90,425.10
29	80,975.09	82,288.26	89,077.91	90,825.10
30	81,375.09	82,688.26	89,477.91	91,225.10

3% increase steps 1-12 and longevity \$400 through step 30

Each eligible staff member will move one step on the salary schedule effective with the first pay of the 2027 - 2028 school year

Year 3 Salary Schedule (2028-29)				
	BA	BA+20	MA	MA+15
1	46,375.60	47,534.98	49,274.07	51,013.16
2	47,534.98	48,694.38	51,013.16	52,752.23
3	49,274.07	50,433.46	53,331.93	55,071.02
4	51,112.16	52,737.29	55,326.52	56,521.16
5	54,298.72	55,877.98	59,087.46	60,367.43
6	57,477.63	59,019.96	62,848.41	64,211.16
7	60,612.87	62,163.21	66,605.54	68,058.71
8	63,839.26	65,300.09	70,365.19	71,901.17
9	67,019.45	68,444.61	74,127.42	75,747.43
10	70,204.72	71,587.86	77,888.37	79,594.99
11	74,081.56	75,434.13	82,427.47	84,227.08
12	76,400.34	77,752.90	84,746.25	86,545.86
13	76,800.34	78,152.90	85,146.25	86,945.86
14	77,200.34	78,552.90	85,546.25	87,345.86
15	77,600.34	78,952.90	85,946.25	87,745.86
16	78,000.34	79,352.90	86,346.25	88,145.86
17	78,400.34	79,752.90	86,746.25	88,545.86
18	78,800.34	80,152.90	87,146.25	88,945.86
19	79,200.34	80,552.90	87,546.25	89,345.86
20	79,600.34	80,952.90	87,946.25	89,745.86
21	80,000.34	81,352.90	88,346.25	90,145.86
22	80,400.34	81,752.90	88,746.25	90,545.86
23	80,800.34	82,152.90	89,146.25	90,945.86
24	81,200.34	82,552.90	89,546.25	91,345.86
25	81,600.34	82,952.90	89,946.25	91,745.86
26	82,000.34	83,352.90	90,346.25	92,145.86
27	82,400.34	83,752.90	90,746.25	92,545.86
28	82,800.34	84,152.90	91,146.25	92,945.86
29	83,200.34	84,552.90	91,546.25	93,345.86
30	83,600.34	84,952.90	91,946.25	93,745.86

3% increase steps 1-12 and longevity \$400 through step 30

Each eligible staff member will move one step on the salary schedule effective with the first pay of the 2028 - 2029 school year. 1% increase steps 1-12 if the fund balance is equal to 15% or greater

Appendix B Extracurricular Salary Schedule

Computed on BA Salaries, Steps 1–10

Activity / Position

Football – Head Coach Varsity	13.6%
Football – Assistant (3)	8.5%
Football – Middle School (2 per grade)	6.0%
Basketball – Head Coach Varsity	13.6%
Basketball – Assistant (1 varsity, 1 JV)	8.5%
Basketball – Middle School (1 per grade)	6.0%
Basketball – Middle School Assistant (1 per grade)	4.0%
Track – Head Coach Varsity (1 boys, 1 girls)	9.0%
Track – Assistant (1 boys, 1 girls)	6.0%
Track – Head Middle School (1 boys, 1 girls)	6.0%
Track – Middle School Assistant (1 boys, 1 girls)	4.0%
Cross Country – Head Coach Varsity (1 boys, 1 girls)	9.0%
Cross Country – Assistant (1 boys, 1 girls)	6.0%
Soccer – Head Coach Varsity (boys, girls)	9.0%
Soccer – Assistant (1 boys, 1 girls)	6.0%
Soccer - Middle School (girls, boys)	4.0%
Soccer - Assistant Middle School (1 girls, 1 boys)	2.0 %

Wrestling – Head Coach Varsity	12.0%
Wrestling – Assistant (2)	7.0%
Wrestling – Middle School Head	6.0%
Wrestling- Middle School Assistant (1)	4.0%
Baseball – Head Coach Varsity	9.0%
Baseball – Assistant (1 varsity, 1 JV)	6.0%
Golf – Head Coach (boys, girls)	9.0%
Golf Assistant (boys, girls)	4.0%
Softball – Head Coach Varsity	9.0%
Softball – Assistant (1 varsity, 1 JV)	6.0%
Tennis – Head Coach Varsity (Boys, Girls)	9.0%
Tennis – Assistant (1 boys, 1 girls)	4.0%
Tennis – Head Middle School (1 boys, 1 Girls)	4.0%
Tennis - Asst Middle School (1 boys, 1 girls)	2.0%
Volleyball – Head Coach Varsity	12.0%
Volleyball – Assistant (1 varsity, 1 JV)	7.0%
Volleyball – Middle School (1 7th, 1 8th)	6.0%
Volleyball- Middle School Assistant (1 7th, 1 8th)	4.0%
Competitive Cheerleading – Head Coach Varsity	8.0%
Competitive Cheerleading – Assistant (1)	5.0%
Competitive Cheerleading – Middle School	6.0%

Sideline Cheerleading – Head Coach	4.0%
Middle School Sideline Cheerleading	3.0%
Weight Training Coordinator	2.0%
Clay Target Head Coach Varsity	6.0%
Clay Target Assistant Coach	4.0%
Bowling Varsity Head Coach (1 boys, 1 girls)	6.0%
Bowling Assistant Coach (1 boys, 1 girls)	4.0%
Esports Head Coach (1 Fall, 1 Spring)	2.0%

Appendix C

"SCHEDULE C"

Computed on BA Salaries, Steps 1–10

Fine Arts

Activity	Stipend / Compensation
Band	12.6
Orchestra	6.0
Choir	6.0
Additional Stipend for Directing the Musical	3.0
Elementary Musical/Cantata (must include evening performance(s))	1.0
Fair Booth (K–6)	0.5
Artrageous (7–12)	0.5
Art Club	2.0

High School

Activity	Stipend / Compensation
Advisor – Senior Class	4.0
Advisor – Junior Class	4.0
Advisor – Sophomore Class	2.0
Advisor – Freshman Class	2.0
BPA	6.0
BPA Assistant (required at 50+ participants)	3.0
BPA Study Cup	9.0
Envirothon	3.0
Envirothon Assistant	1.0
Freshman Mentor Program	2.0
Freshman Mentor Assistant	1.0
Future Corp	1.0
Future Corp Assistant	0.5
Key Club	3.0
Literary Magazine	\$275 per edition, up to four editions (\$1,100 max)
National Honor Society	3.0
Newspaper	\$275 per edition, up to four editions (\$1,100 max)
Plays	3.0 per play

Quiz Bowl	3.0
Robotics – HEROES*	12.0
Robotics Assistant	7.0
Spanish Club	1.0
Student Council	4.0
Yearbook	4.0

Middle School

Activity	Stipend / Compensation
BPA	3.0
BPA Assistant	1.0
Builders Club	2.0
Quiz Bowl Coordinator (Grades 5–8)	1.0
Quiz Bowl (Each Grade 5–8)	0.75
Science Extravaganza Coordinator	1.0
Science Olympiad	2.0
Student Council	1.0
Yearbook	1.0
Robotics	4.0
Robotics Assistant	2.0

Elementary School

Activity	Stipend / Compensation
Quiz Bowl	0.75
Science Olympiad	2.0
K Kids	1.0

Other

Activity	Stipend / Compensation
District Website Coordinator	\$525

Summer School Teacher

Effective Date	Rate
July 1, 2026	\$45.00/hr.
July 1, 2027	\$47.50/hr.
July 1, 2028	\$50.00/hr.

Other Employment

Effective Date	Rate
July 1, 2026	\$40.00/hr.
July 1, 2027	\$42.50/hr.
July 1, 2028	\$45.00/hr.

SCHEDULE B/C EXPERIENCE PAY POLICY

Experience pay for Schedule B/C shall be credited on the following basis:

A person will advance one (1) step for each year of experience for any job within the same type of Schedule B activity within the Hillsdale Community School system.

Class advisors will receive full credit for all class advisor duties.

Any Non-Head coach in the Hillsdale Community Schools promoted to a Head Coach will begin at step 1 except as follows: a "Head Coach" or a "head of any activity" shall be granted experience only in that activity or sport.

The I-I.E.A. strongly supports the hiring of staff personnel for all Schedule B/C positions. Qualified staff people will be given hiring preference over outside people.

Any splits in Schedule B/C salaries will be paid to each receiving individual's social security number.

Assignments are made on a year-to-year basis. No assumption of continuation in a position or at the same level within a program from year-to-year should be made.

Appendix D

HILLSDALE COMMUNITY SCHOOLS

Hillsdale, Michigan

STATEMENT OF GRIEVANCE

STEP ONE (Oral with building principal)

STEP TWO (Submitted to the principal)

Name _____ Building _____ Date _____ ☐ Facts giving rise to the grievance

Provisions of Agreement alleged to be violated by appropriate reference: _____

Contention of the employee and/or Association involved with respect to these provisions: _____

Relief requested: _____

Signature _____
Employee and/or HEA President

NOTE: Original copy to proceed through each step.

Date of Action being grieved:

STEP TWO

Building Principal's Response:

Date Principal received Statement of Grievance

Date Principal Responded

Principal's Signature

—

STEP THREE (Submit to Superintendent)

Superintendent's Response:

Date Superintendent Received Statement of Grievance

Date Superintendent Responded

Superintendent's Signature

—

STEP FOUR (Submit to Board)

Board's Response:

Date Board Received Statement of Grievance

Date Board Responded

Board President's Signature

—

Appendix E - Insurance Options

The Board will make available the health/medical insurance programs, dental insurance programs, term life insurance programs, vision insurance programs, and long-term disability programs, through the Lenawee/Hillsdale County Consortium A.

All insurance coverages are based upon the consortium plans and contingent on consortium rates. Should the Board leave the consortium plan, insurance coverage and employee cost shares will continue as listed below unless a different agreement is negotiated.

The Board will provide, selected by the members during open enrollment, any of the MESSA plans included in the Lenawee/Hillsdale County Consortium A plan.

Current Lenawee/Hillsdale County Consortium A MESSA will be provided by request from the administrative offices.

Appendix F – Teacher Evaluation

Hillsdale Community Schools Teacher Evaluation Form

Educator Name:

Evaluator Name:

Tenured:

Probationary:

Building:

Evaluation Type:

Evaluation Date:

This instrument recognizes the need for adequate and proper evaluation of all professionals pursuant to state law, certification requirements, and Board of Education policy.

The process of evaluation indicates the evaluator's perception of the professional's performance, verifies this perception with written comments, and offers specific recommendations for improvement in the areas. The standards of effective and highly effective are expected of a tenured teacher in Hillsdale Community Schools. Detailed descriptions of each of the components on this form can be found in *Enhancing Professional Performance: A Framework for Teaching*, by Charlotte Danielson.

Components of the Evaluation

Domain 1: Planning and Preparation	I (1)	ME (2)	E (3)	HE (4)
1a – Demonstrating Knowledge of Content and Pedagogy	_	_	_	_
1b – Demonstrating Knowledge of Students	_	_	_	_
1c – Setting Instructional Outcomes	_	_	_	_
1d – Demonstrating Knowledge of Resources	_	_	_	_
1e – Designing Coherent Instruction	_	_	_	_
1f – Designing Student Assessments	_	_	_	_
Domain 1 Score (total points ÷ rows =)	_____ ÷ 6 = _____			
Narrative:				
Domain 2: The Classroom Environment:	I (1)	ME (2)	E (3)	HE (4)

2a – Creating an Environment of Respect and Rapport (Standard 6)				
2b – Establishing a Culture for Learning (Standard 6)				
2c – Managing Classroom Procedures (Standard 6)				
2d – Managing Student Behavior (Standard 6)				
2e – Organizing Physical Space (Standard 6)				
Domain 2 Score (total points ÷ rows =)	$\text{_____} \div 5 = \text{_____}$			
Narrative:				
Domain 3: Instruction:	I (1)	ME (2)	E (3)	HE (4)
3a – Communicating with Students (Standard 2)				
3b – Using Questioning and Discussion Techniques (Standard 6)				
3c – Engaging Students in Learning (Standard 6)				
3d – Using Assessment in Instruction (Standard 6)				
3e – Demonstrating Flexibility and Responsiveness (Standard 2)				
Domain 3 Score (total points ÷ rows =)	$\text{_____} \div 5 = \text{_____}$			
Narrative:				

*Domain 4: Professional Responsibilities:	I (1)	ME (2)	E (3)	HE (4)
4a - Engaging in Reflective Practice				
4b - Documenting Student Progress				

4c - Engaging Families and Communities				
4d - Contributing to School Community and Culture				
4e - Growing and Developing Professionally				
4f - Acting in Service of Students				
Domain 4 Score (total points ÷ rows =)	_____ ÷ 6 = _____			
Narrative:				

Student Achievement Growth:	I (1)	ME (2)	E (3)	HE (4)
Goal 1				
Goal 2				
Domain 5 Score (total points ÷ rows =)	_____ ÷ 2 = _____			
Narrative:				

Evaluator's Narrative Remarks (including IDP Progress):

Overall Performance

	Domain Score
Planning & Preparation	
Learning Environments	
Learning Experiences	
Principled Teaching	
Student Achievement/Growth	
Subtotal of all Domain Scores	
# of Domains	÷5
Overall Score	

Effectiveness Rating Label

☐ Effective (70-100)
 ☐ Developing (60-69)
 ☐ Needing Support (0-59)

Where a teacher has received a rating on an evaluation criterion of either *Developing* or *Needing Support*, the rating shall be substantiated with specific examples. In addition, an IDP will be developed by the evaluator in consultation with the teacher.

The teacher's signature indicates the evaluation was received; it does not necessarily denote agreement with every factor of the evaluation. The teacher has the right to attach a statement to this evaluation if the teacher disagrees with factors included in this report, and/or may request in writing a review of the evaluation and rating in accordance with the Revised School Code, Section 1249.

Signatures:

Teacher: _____ Date: _____

Evaluator: _____ Date: _____

**Hillsdale Community Schools
Teacher Evaluation Form**

TEACHER RESPONSE

Type of Report: Annual Evaluation _____ Mid-Year Progress _____ Observation _____

Teacher Name:

Evaluator Name:

Signed _____

Signed _____

Date: _____

Date: _____

(Signature indicates that teacher's response has been received and read. It does not convey agreement by Evaluator.)

**Hillsdale Community Schools
Teacher Evaluation Form**

Individual Development Plan for: _____

Teacher Status: Probationary__ **YEAR:** 1st __ 2nd __ 3rd __ 4th __ 5th __
Tenured __

This individual plan for improvement is developed by the evaluator with input and consultation from the teacher. The specific number of goals is variable as needed. It is recommended not to exceed three (3) goals at a time. Items in this plan will be included in the evaluation process.

Teacher Signature

Date

Administrator Signature

Date

Goal 1:

Purpose of Goal:
Teacher Plan:
Administrative Support:
Timeline:

Goal 2:

Purpose of Goal:
Teacher Plan:
Administrative Support:
Timeline:

Goal 3:

Purpose of Goal:
Teacher Plan:
Administrative Support:
Timeline:

Student Growth Rubric- Teacher Evaluations: Hillsdale Community Schools

Two growth goals must be established annually. Teachers must choose one from each Growth Goal criteria.

Notes:

- S.L.O's may be centric to a single course, cohort, or group of students.
- IEP Goals may be utilized in applicable courses and/or student scenarios. Approval must be obtained for the evaluating administrator.
- For evaluation purposes, teachers will utilize student performance data from the course and assessment that provides the largest and most representative set of student data.

Needing Support	Developing	Effective	Highly Effective
Grade: DK			
Growth Goal #1:			
Less than 60% of my students attain the goal: Simple average growth for Kindergarten Readiness Assessment.	60-69% of my students attain the goal: Simple average growth for Kindergarten Readiness Assessment.	70-79% of my students attain the goal: Simple average growth for Kindergarten Readiness Assessment.	80% or higher of my students attain the goal: Simple average growth for Kindergarten Readiness Assessment.
Growth Goal #2			
Less than 60% of my students attain the goal: Simple average growth for Student Learning Objectives (SLO's) for the course/grade*	60-69% of my students attain the goal: Simple average growth for Student Learning Objectives (SLO's) for the course/grade*	70-79% of my students attain the goal: Simple average growth for Student Learning Objectives (SLO's) for the course/grade*	80% or higher of my students attain the goal: Simple average growth for Student Learning Objectives (SLO's) for the course/grade*
Grades DK-4			
Growth Goal #1:			
Less than 60% of my students attain the goal: Simple average growth for Advanced Benchmark Interim Assessment	60-69% of my students attain the goal: Simple average growth for Advanced Benchmark Interim Assessment	70-79% of my students attain the goal: Simple average growth for Advanced Benchmark Interim Assessment	80% or higher of my students attain the goal: Simple average growth for Advanced Benchmark Interim Assessment
Less than 60% of my students attain the goal:	60-69% of my students attain the goal: Simple	70-79% of my students attain the goal: Simple	80% or higher of my students attain the goal:

Simple average growth for Advanced Benchmark Quick Check Fluency	average growth for Advanced Benchmark Quick Check Fluency	average growth for Advanced Benchmark Quick Check Fluency	Simple average growth for Advanced Benchmark Quick Check Fluency
Less than 60% of my students attain 35 or higher on the Student Growth Percentile on the Renaissance Star Reading Assessment	60-69% of my students attain 35 or higher on the Student Growth Percentile on the Renaissance Star Reading Assessment	70-79% of my students attain 35 or higher on the Student Growth Percentile on the Renaissance Star Reading Assessment	80% or higher of my students attain 35 or higher on the Student Growth Percentile on the Renaissance Star Reading Assessment
Growth Goal #2			
Less than 60% of my students attain the goal: Simple average growth on three Eureka End Module Assessments.	60-69% of my students attain the goal: Simple average growth on three Eureka End Module Assessments.	70-79% of my students attain the goal: Simple average growth on three Eureka End Module Assessments.	80% or higher of my students attain the goal: Simple average growth on three Eureka End Module Assessments.
Less than 60% of my students attain 35 or higher on the Student Growth Percentile on the Renaissance Star Math Assessment.	60-69% of my students attain 35 or higher on the Student Growth Percentile on the Renaissance Star Math Assessment.	70-79% of my students attain 35 or higher on the Student Growth Percentile on the Renaissance Star Math Assessment.	80% or higher of my students attain 35 or higher on the Student Growth Percentile on the Renaissance Star Math Assessment.
Less than 60% of my students attain the goal: Simple average growth for Student Learning Objectives (SLO's) for the course/grade*	60-69% of my students attain the goal: Simple average growth for Student Learning Objectives (SLO's) for the course/grade*	70-79% of my students attain the goal: Simple average growth for Student Learning Objectives (SLO's) for the course/grade*	80% or higher of my students attain the goal: Simple average growth for Student Learning Objectives (SLO's) for the course/grade*
Grades 5-6 Math and ELA			
Growth Goal #1			
Less than 60% of my students attain the goal: Simple average growth for Advanced Benchmark Interim Assessment	60-69% of my students attain the goal: Simple average growth for Advanced Benchmark Interim Assessment	70-79% of my students attain the goal: Simple average growth for Advanced Benchmark Interim Assessment	80% or higher of my students attain the goal: Simple average growth for Advanced Benchmark Interim Assessment
Less than 60% of my students attain the goal: Simple average growth on three Eureka End Module Assessments.	60-69% of my students attain the goal: Simple average growth on three Eureka End Module Assessments.	70-79% of my students attain the goal: Simple average growth on three Eureka End Module Assessments.	80% or higher of my students attain the goal: Simple average growth on three Eureka End Module Assessments.
Less than 60% of my students attain the goal:	60-69% of my students attain the goal: Simple	70-79% of my students attain the goal: Simple	80% or higher of my students attain the goal:

Simple average growth for Student Learning Objectives (SLO's) for the course/grade*	average growth for Student Learning Objectives (SLO's) for the course/grade*	average growth for Student Learning Objectives (SLO's) for the course/grade*	Simple average growth for Student Learning Objectives (SLO's) for the course/grade*
Growth Goal #2			
Less than 60% of my students attain 35 or higher on the Student Growth Percentile on the Renaissance Star Math or Reading Assessment	60-69% of my students attain 35 or higher on the Student Growth Percentile on the Renaissance Star Math or Reading Assessment	70-79% of my students attain 35 or higher on the Student Growth Percentile on the Renaissance Star Math or Reading Assessment	80% or higher of my students attain 35 or higher on the Student Growth Percentile on the Renaissance Star Math or Reading Assessment
Less than 60% of my students attain the goal: Simple average growth for Advanced Benchmark Quick Check Fluency	60-69% of my students attain the goal: Simple average growth for Advanced Benchmark Quick Check Fluency	70-79% of my students attain the goal: Simple average growth for Advanced Benchmark Quick Check Fluency	80% or higher of my students attain the goal: Simple average growth for Advanced Benchmark Quick Check Fluency
Less than 60% of my students attain the goal: Simple average growth for Student Learning Objectives (SLO's) for the course/grade*	60-69% of my students attain the goal: Simple average growth for Student Learning Objectives (SLO's) for the course/grade*	70-79% of my students attain the goal: Simple average growth for Student Learning Objectives (SLO's) for the course/grade*	80% or higher of my students attain the goal: Simple average growth for Student Learning Objectives (SLO's) for the course/grade*
Grades 7-12 Math and English			
Growth Goal #1			
Less than 60% of my students attain the goal: Simple average growth for a District approved course pre/post assessment that covers at least a semester of course material.	60-69% of my students attain the goal: Simple average growth for a District approved course pre/post assessment that covers at least a semester of course material.	70-79% of my students attain the goal: Simple average growth for a District approved course pre/post assessment that covers at least a semester of course material.	80% or higher of my students attain the goal: Simple average growth for a District approved course pre/post assessment that covers at least a semester of course material.
Growth Goal #2			
Less than 60% of my students attain 35 or higher on the Student Growth Percentile on the Renaissance Star Math or Reading Assessment	60-69% of my students attain 35 or higher on the Student Growth Percentile on the Renaissance Star Math or Reading Assessment	70-79% of my students attain 35 or higher on the Student Growth Percentile on the Renaissance Star Math or Reading Assessment	80% or higher of my students attain 35 or higher on the Student Growth Percentile on the Renaissance Star Math or Reading Assessment

Less than 60% of my students attain the goal: Simple average growth for a District approved course pre/post assessment that covers at least a semester of course material.	60-69% of my students attain the goal: Simple average growth for a District approved course pre/post assessment that covers at least a semester of course material.	70-79% of my students attain the goal: Simple average growth for a District approved course pre/post assessment that covers at least a semester of course material.	80% or higher of my students attain the goal: Simple average growth for a District approved course pre/post assessment that covers at least a semester of course material.
Less than 60% of my students attain the goal: Simple average growth for Student Learning Objectives (SLO's) for the course/grade*	60-69% of my students attain the goal: Simple average growth for Student Learning Objectives (SLO's) for the course/grade*	70-79% of my students attain the goal: Simple average growth for Student Learning Objectives (SLO's) for the course/grade*	80% or higher of my students attain the goal: Simple average growth for Student Learning Objectives (SLO's) for the course/grade*
Related Arts- Grades DK-12, Grade 7-12 Social Studies and Science Teachers			
Growth Goal #1			
Less than 60% of my students attain the goal: Simple average growth for a District approved course pre/post assessment	60-69% of my students attain the goal: Simple average growth for a District approved course pre/post assessment	70-79% of my students attain the goal: Simple average growth for a District approved course pre/post assessment	80% or higher of my students attain the goal: Simple average growth for a District approved course pre/post assessment
Growth Goal #2			
Less than 60% of my students attain the goal: Simple average growth for a District approved course pre/post assessment that covers at least a semester of course material.	60-69% of my students attain the goal: Simple average growth for a District approved course pre/post assessment that covers at least a semester of course material.	70-79% of my students attain the goal: Simple average growth for a District approved course pre/post assessment that covers at least a semester of course material.	80% or higher of my students attain the goal: Simple average growth for a District approved course pre/post assessment that covers at least a semester of course material.
Less than 60% of my students attain the goal: Simple average growth for Student Learning Objectives (SLO's) for the course/grade*	60-69% of my students attain the goal: Simple average growth for Student Learning Objectives (SLO's) for the course/grade*	70-79% of my students attain the goal: Simple average growth for Student Learning Objectives (SLO's) for the course/grade*	80% or higher of my students attain the goal: Simple average growth for Student Learning Objectives (SLO's) for the course/grade*
<u>Rating Labels</u> Effective= 70-100% Developing= 60-69% Needing Support= 59% or below <u>Calculation Method</u>			

Percentage of students who met their growth goal for goal 1 and goal 2. Add each percentage together and divide by 2. This will give your average number of students who met their growth goals for the evaluation.

Example: Goal 1 80% of my students met their growth goal
Goal 2 90% of my students met their growth goal

Calculation: $80 + 90 = 170$ $170 / 2 = 85$

85% of my students met their growth goal = Effective Rating for the school year.

Data Sets

The student assessment data used for calculations will be from the most recent three consecutive years. If three years of data is not available, those years available will be used.

Example: Year 1 = 95%
Year 2 = 90%
Year 3 = 85%

Calculation: $95 + 90 + 85 = 270$ $270 / 3 \text{ years} = 90\% \text{ average or Effective Rating}$

Student Learning Objectives

Must be measurable, long-term, academic goals, informed by available data, that is set at the beginning of year for all students. SLO's are developed and agreed upon by both teacher and evaluator.

Exclusions: Exclusions will be made based on the MDE guidelines.:

- Student Attendance: A student who attends less than 80% of the instructional days than the mean days of peer attendance.
- Student Mobility: A student moves into the district from another district in March of that school year or A student leaves the school in November and moves back in April.
- Teacher Mobility: A teacher is hired and begins instruction in the spring of a school year.
- Extenuating Circumstance(s): A significant factor was present that affected the student's ability to benefit from instruction which was out of the control of the teacher. This exemption must be mutually agreed upon by the teacher and the evaluator.