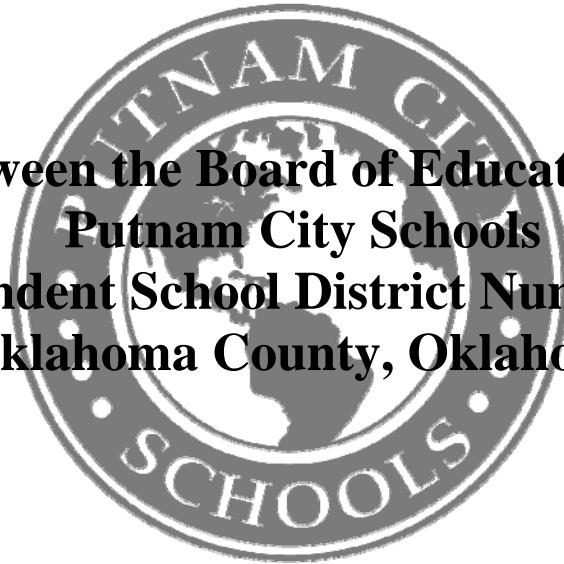


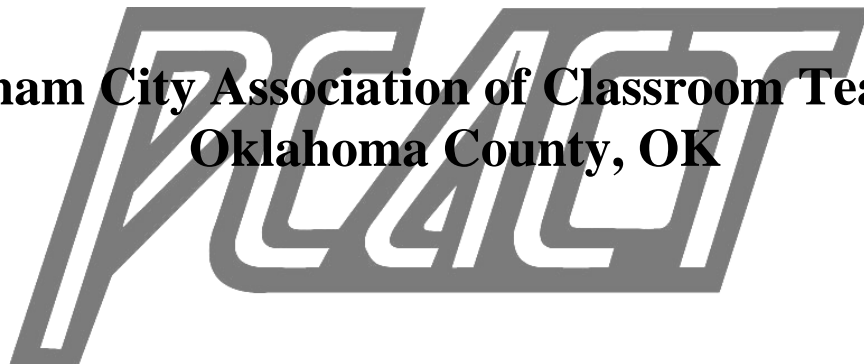
THE NEGOTIATED AGREEMENT

**Between the Board of Education of
Putnam City Schools
Independent School District Number One
Oklahoma County, Oklahoma**



and the

**Putnam City Association of Classroom Teachers
Oklahoma County, OK**



2011-2012

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ARTICLE I: PROFESSIONAL NEGOTIATIONS AGREEMENT

SECTION 1: Negotiators

A. Whereas the Board of Education of Putnam City Schools, Independent School District Number One of Oklahoma County, Oklahoma, hereinafter referred to as the “Board,” said Board being legal representative of the electors of the Independent School District Number One of Oklahoma County, Oklahoma, and the Putnam City Association of Classroom Teachers, Oklahoma County, Oklahoma, herein after referred to as the “Association,” said Association being the certified representative of the professional educators of the district as prescribed by state statute hereby enter into the following agreement regarding negotiations: (1983)

B. The Board hereby recognizes the Association as the exclusive bargaining agent for the bargaining unit consisting of all employees who are required by the position in which they are employed to be licensed or certified as teachers and who do not hold formal supervisory authority with respect to other employees of the district, hereafter referred to as “Teachers”. The Association will continue as bargaining agent until such time as a majority of the professional educators petition the Board requesting a change of representation. (1994)

C. Any teacher who desires not to be represented by the Association may so state in writing to the Board. The Board may not grant greater or lesser salary and/or benefits to Teachers who choose not to be represented by the Association. (1994)

D. The Board of Education and the Association agree to negotiate in good faith on wages, hours, fringe benefits and conditions of employment. (2003)

SECTION 2: Method

The Board and the Association will have two options on the method of negotiation. An informal meeting consisting of the members of the Board team and Association team shall determine which option shall be used.

Option 1: traditional negotiation as outlined by section 4

Option 2: collaborative negotiation as outlined by section 5 (1996)

SECTION 3: General Procedures

A. Each party shall provide upon request available information regarding negotiations. (1993)

B. During negotiations, releases to news media shall be by mutual agreement only.

C. The impasse procedure shall be in accordance with applicable mandatory state statutes. The following is a statement of the provisions of state statutes applicable to the impasse procedure in effect at the time of this agreement's acceptance by the parties. In the event these statutory provisions are amended or repealed, the resulting mandatory language contained in the statute for resolving impasses shall be substituted. Time limits set forth herein may be extended by mutual agreement of the parties. (1993)

1. If negotiations are not successfully concluded by the first day that school shall actually be in session and instruction offered, impasse shall exist. At any earlier time, either party may declare impasse. Upon reaching impasse, the items causing the impasse shall be referred to a three-member (3) committee. This committee shall consist of:

- a. One member who shall be selected by the representatives of the Association within five (5) calendar days after the reaching of impasse;
- b. One member who shall be selected by the Board within five (5) calendar days after the reaching of impasse; and
- c. One member who shall serve as chairperson of the committee shall be selected within fifteen (15) days after receiving a list of five (5) potential fact-finders from the State Superintendent or designee. The Declaration of Impasse shall be in the form of a letter sent by certified mail to the State Superintendent, signed by the local district Superintendent and a representative from the bargaining organization. Mailing addresses for both parties shall be included. The list of five (5) names, selected at random, will be provided within ten (10) days of being notified that a fact-finder is needed. (2001)

2. Within five (5) days after the selection of the chairperson, the representatives who have been negotiating for the Board and for the Association shall meet to exchange written language on each item at impasse. The exchanged documents shall also be furnished by each party to the chairperson and other members of the committee.

3. The chairperson shall convene the committee for fact-finding. This committee shall meet with the representatives of both parties. Within twenty (20) days after the chairperson is selected, the committee shall present written recommendations to the Board and to the Association.

4. If either party decides it must reject one or more of the committee's recommendations, said party must, within seven (7) days after the

committee has presented its recommendations, request a meeting of the representatives who have been negotiating for the Board and the Association. The parties shall meet within seven (7) days of the request unless both parties deem it unnecessary. At such meeting, the representatives shall exchange written statements expressing each party's rationale for rejecting each recommendation found unacceptable and shall attempt to clarify any remaining differences. The representatives shall then resume good faith effort to resolve the remaining differences; provided, after fourteen (14) days after the exchange of the written statements, either party may discontinue such effort.

5. The Board shall file a copy of the fact-finding report with the office of the State Superintendent of Public Instruction. If the effort to resolve differences is successful, the parties shall draft a written agreement and present the agreement to both parties for ratification, and such agreement shall also be forwarded to the State Superintendent of Public Instruction. If the effort to resolve differences is unsuccessful, the Board shall forward to the State Superintendent of Public Instruction in writing its final disposition of the negotiations impasse process within thirty (30) days of the effective date of implementation.

6. Each party shall pay its own expense in resolving impasses. The costs for the services of the committee chairperson, including per diem expenses, if any, and actual necessary travel expenses, shall be shared equally by the Board and the Association. (1993)

D. Changes, modifications, or amendments to the agreement can be made only as mutually agreed upon by the Association and the Board.

E. Should any part of this Agreement be declared invalid by statute or a court of final jurisdiction, said part shall be deleted from the Agreement and made subject to negotiation between the Board and the Association. (1993)

F. It shall be illegal for the professional organization to strike or threaten to strike as a means of resolving differences with the Board. Any teacher engaging in a strike shall be denied the full amount of his/her wages during the period of such violation.

G. If the Association continues as the exclusive negotiating representative of the professional educators; those sections in the last prior Agreement that are not opened for negotiations shall remain in full force and effect; otherwise, it shall expire as of the date that the Association's representation of professional educators shall terminate. (1993)

H. This agreement shall be posted on the District Website. (2003)

SECTION 4: Traditional Negotiation

A. No more than five (5) designated representatives of the Board will meet with no more than five (5) representatives of the Association for the purpose of negotiations. All negotiations shall take place exclusively between the designated representatives of the parties. Only those members who comprise the negotiation teams will be present in the room during negotiations. Either party may bring a consultant to the room if both parties agree. (1986)

B. Meetings shall start within fifteen (15) calendar days of a request to negotiate submitted by either the Association or the Board, but not before April 1st unless mutually agreed to. All Association proposals for negotiations shall be presented in writing at the first meeting, and all Board proposals at the second meeting, unless by mutual agreement both parties wish to establish a time frame not to exceed ten (10) calendar days in which either party may present in writing additional proposals. Each subsequent meeting time and place will be mutually agreed upon at the end of each meeting, provided, however, that no more than fifteen (15) calendar days shall elapse between each meeting. All meetings shall be held outside the teaching day at times and places mutually agreed to. (1993)

C. When agreement is reached between the negotiating teams on any proposal, the proposal shall be reduced to writing, signed, and distributed to both teams, and marked "tentative agreement". When complete agreement is reached, it shall be submitted and recommended first to the teachers for ratification. After ratification by the teachers, the agreement shall be recommended to the Board. Upon ratification by the Board, Article A will be signed and attached to this agreement. Should either party fail to ratify the agreement, the teams will return to the table within five (5) days to begin negotiations for a new agreement. Either party may select a new team before negotiations resume. (1993)

SECTION 5: Collaborative Negotiation

A. A quorum shall exist when there are three members of each team present.

B. Voting---When a quorum exists, each team shall have an equal number of votes.

C. Recordkeeping duties shall be determined by the teams.

D. Scheduling and location of meetings shall be determined by the teams as necessary.

E. Start/Stop times for negotiation sessions shall be for two (2) hours with extension granted by mutual consent.

F. Agenda/Summary statements for future meetings shall be discussed and prioritized in order of importance by the teams. (1995)

G. Either party may open items for negotiations during the first three formal negotiating sessions. After the first three meetings, additional proposals may be presented only by mutual agreement of the parties. (1996)

ARTICLE II: GRIEVANCE PROCEDURES

SECTION 1: Definitions

A. A “grievance” shall be defined as an inequitable application, misrepresentation, or other violations of the items within the negotiated agreement. (1983)

B. The term “grievant” or “aggrieved person” shall refer to the person or persons making a claim.

C. A “party in interest” is any person who might be required to take action, or the person or persons against whom action might be taken to resolve the claim.

D. The term “days” shall mean school days scheduled within the regular school calendar. When a grievance is submitted less than ten (10) days before the close of the school year, “days” shall consist of weekdays in order to resolve matters as soon as possible. (1993)

E. A “complaint” shall be defined as any concern that is not a grievance under the terms of the negotiated agreement. A complaint shall serve as an appeal of an administrative decision that affects one’s employment. (2000)

F. A “year of service” with the District shall be defined as employment under a regular or temporary teaching contract for one complete school year. (2000)

SECTION 2: Purpose

The primary purpose of this procedure is to secure, at the lowest level possible, equitable solutions to a claim of the aggrieved person. Both parties agree that these proceedings shall be discussed only with the persons authorized to participate in the formal grievance procedure. No step may be bypassed without mutual agreement by both parties. (2000)

SECTION 3: Structure

A. The Association and the Board shall not recognize any grievance unless it is presented at the appropriate level within thirty (30) days after the aggrieved

person knew or should have known of the act or condition on which the grievance is based. (1985)

B. Each grievant shall have the right to consult with the Association before the grievance is submitted to the grievance procedure. The Association shall be a party of interest and may serve as a representative at informal and formal levels of the grievance process. (2001)

C. Formal grievances shall be submitted in writing on a standard form jointly developed by the Association and the Superintendent or his/her designee. (Appendix VIII: Formal Grievance Presentation)

D. All documents, communications, or records dealing with a grievance shall be filed separately from the personnel files of the participants.

E. No reprisals of any kind shall be taken by or against any participant in the grievance procedure by reason of such participation.

F. The grievance procedure shall not be conducted during regular working periods of the grievant concerned, unless by mutual agreement.

SECTION 4: Informal Procedure

Before a formal grievance is filed, a grievant shall meet with the building principal or other administrator in charge and attempt to resolve the problem. Compulsory consideration of grievances at the lowest possible level expedites the possibility of an immediate and satisfactory resolution. No written record of a grievance shall be kept if it does not go beyond the informal process. (1993)

SECTION 5: Formal Procedure

A. Step One – If the grievance is not resolved in the informal process, the grievant must present the grievance in writing within five (5) days to the administrator who will arrange a meeting within five (5) days. The grievant, the administrator, and a representative for each party shall be present for the meeting. The administrator shall communicate his/her decision in writing, together with the supporting reasons, within five (5) days of the completion of the meeting. If the grievant fails to act or respond, the grievance will be dropped. If the administrator fails to act or respond, the grievant may proceed to the next level. (2003)

B. Step Two – If the grievance is not satisfactorily resolved in Step One, the Association and/or the grievant shall submit, in writing, within five (5) days, to the Superintendent, a request to schedule a meeting within ten (10) days. The Superintendent or designee, and the building principal or other administrator in charge, shall be present for the meeting. Each party shall have the right to include

in its representation appropriate witnesses to develop facts pertinent to the grievance. The Superintendent or designee must provide the grievant with a written answer on the grievance within five (5) days. (2003, 2008 ,2009)

C. Step Three – If the grievance is not satisfactorily resolved in Step Two, the Association and/or the grievant may appeal to the Board in writing, within five (5) days. The grievant may request a hearing or a paper review. If a paper review is requested, the grievant, or the Association, and the Superintendent, or designee, shall have the opportunity to provide additional documentation to the Board for review. The Board shall communicate its decision in writing with supporting reasons within thirty (30) days of receipt of the appeal. (2002)

SECTION 6: Administrative Appeal Procedure

Teachers are advised of their right to appeal administrative decisions which affect their employment. An informal attempt shall be made to resolve the concern. If the concern is not resolved, a written appeal shall be made through the chain of command as follows: (1) Principal; (2) Assistant Superintendent of Elementary or Secondary Education; (3) Executive Director of Human Resources; (4) Superintendent.

Each administrator shall schedule a meeting within five (5) working days of receipt of an appeal. A written decision shall be rendered within five (5) working days after a meeting. An appeal to the next higher authority may be made within five (5) days after the administrator renders a decision. (Appendix IX) (2006, 2009, 2011)

An employee exercising his/her right to appeal shall not be subjected to any reprisal action. (2003, 2011)

ARTICLE III: PERSONNEL PROCEDURES

SECTION 1: Personnel Policies

A. If a conflict in personnel policies should arise, Oklahoma State Law takes precedence over the negotiated agreement and the negotiated agreement takes precedence over Board Policy. (1996)

B. The Association shall be provided copies of any proposed policies and/or regulations at the same time they are distributed to Board members. (1984)

C. Changes or additions to policies shall be printed on paper and posted within ten (10) days at each site for duration of thirty (30) days. (2001)

SECTION 2: Right to Representation

A. Teachers, upon their request, shall have the right to be accompanied by a member of the Association or by a member of the administration at conferences with administrators and/or the Board which may lead to subsequent recorded disciplinary action.

B. Prior to any conference, which may lead to subsequent recorded disciplinary action, the administrator shall notify the teacher via a paper document: (2001)

1. Give, at least twenty-four (24) hours notice of the scheduled disciplinary conference(s) except in those instances where, in the judgment of the administrator, the seriousness of the situation requires immediate attention.
2. Inform the teacher of the nature of the subject to be discussed.
3. Inform the teacher of his/her right to representation.

C. The teacher has the right to stop any conference and request representation if (1) the administrator and/or the Board cannot assure the teacher that recorded disciplinary action will not result from the conference: and (2) the teacher was not notified in writing of his/her right to representation as stated in paragraph B above. (1998)

SECTION 3: Complaints Against Teachers

A. When an administrator receives or has a complaint about a teacher which the administrator deems to be valid the following procedures will be followed except in those instances where the seriousness of the situation requires immediate attention.

1. Inform/confer with the affected teacher within five (5) days.
2. Investigate the complaint, allowing the affected teacher the opportunity to provide information regarding the complaint. (2009)
3. Notify the affected teacher of the findings. If the administrator believes that the findings may lead to disciplinary action, then the Right to Representation Section shall be followed.

B. Complaints received or made during the last five (5) days of the year shall be brought to the attention of the teacher prior to the teacher's departure for summer vacation.

C. Complaints received after the teacher's departure for summer vacation shall be brought to the attention of the teacher within fourteen (14) calendar days

of making contact with the teacher, but no later than the first day of student instruction of the following school year.

D. Any complaint not brought to the teacher's attention within the established timeline may not be used in subsequent recorded disciplinary action. (2004)

SECTION 4: Teacher Personnel Files

A. Except for pre-employment references, all contents of the teacher's personnel file in the central office shall be open upon appointment for review by the teacher. The teacher may be accompanied by a person of his/her choice. (2002)

B. Except for pre-employment references, all materials placed in the teacher's file must be signed and dated by the writer. A true copy of such material shall be presented to the teacher who shall acknowledge receipt by his/her signature on the file copy. Within two (2) weeks of receipt the teacher may respond, and said response shall be made part of the record.

When any of the material mentioned above, with the exception of materials relating to alleged sexual harassment, is three (3) years old, upon request of said teacher the material shall be removed and destroyed in his/her presence. Teacher evaluations must be kept for five (5) years. (2005, 2011)

C. Any letter of admonishment or plan for improvement resulting from Section 3: Complaints against Teachers shall be filed in the teacher's personnel file in accordance with paragraph B in this section. (2001)

D. The personnel records of the district are maintained as confidential files. All records will be kept in a limited access area. (1993)

SECTION 5: Teacher Dismissal or Non-renewal

The Board shall provide a copy of the Standards of Conduct and Performance for Teachers to each teacher annually. The standards shall include the statutory grounds of dismissal and non-renewal for career teachers. Subject to the provisions of the Teacher Due Process Act, a probationary teacher may be dismissed or not reemployed for cause. (2003, 2008)

SECTION 6: Teacher Reassignments / Transfers

A. Teacher Initiated Reassignments / Transfers
A teacher seeking a reassignment / transfer to a position in a different subject area, grade level, student performance level, or building shall file a written application. (2002)

1. A Teacher may request a reassignment in the building by completing a “Teacher Initiated Reassignment” form to be submitted to the site administrator. (2002)
2. All positions held by teachers on a temporary contract shall be declared vacant for the following school year. The transfer process shall include a list of vacancies which shall be posted by February 1. A teacher may request a transfer to another building by completing a:
 - “Teacher Initiated Transfer” form to be submitted to the Executive Director of Human Resources. Applications for transfer for the following school year must list the specific position(s) being applied for on the transfer form. The application for transfer will be acknowledged in writing.
 - All teachers requesting a transfer shall contact the site(s) administrator(s) to request a teacher/administrator meeting. District teachers shall be considered prior to outside candidates for appropriate vacancies. Teachers interviewed and not granted transfers shall be notified when the position is filled. (2005, 2006, 2009)

B. Administrative Directed Transfer/Assignment

1. The Administration may assign a teacher to any position for which he/she is certified and/or highly qualified. When a reassignment occurs an explanation/rationale shall be provided. (2002, 2007, 2009)
2. Should it become necessary to transfer a teacher from one school to another due to a decrease or increase in enrollment, a voluntary transfer will be solicited before resorting to an involuntary transfer. If there is not a volunteer, the teacher with the least seniority in that school will be the one transferred. The Executive Director of Human Resources shall notify a person being administratively transferred. Any teacher affected by a transfer shall be given ten (10) working days notice whenever possible. (2000, 2009)
3. Should it become necessary to transfer a teacher from one school to another due to budgetary considerations, a voluntary transfer will be solicited before resorting to involuntary transfer. The teacher being reassigned will have the opportunity to select an assignment from positions available in the district for which the teacher is certified and/or highly qualified. (2002, 2009)

SECTION 7: Layoff and Recall

Definitions: "Seniority" as used in the Agreement shall mean longevity with the District based on continuous, full time contractual employment commencing with the signing of an agreement with the Putnam City School District. "Years of service in the District" as used in the Agreement shall mean all full time contractual employment. These years need not be continuous. (2002)

- A. In the event it becomes necessary for the Board of Education to layoff teachers, the Board shall follow the procedures listed below: (2002)
1. Normal attrition throughout the district. Teachers declared in excess in a building will be reassigned when fully qualified to fill vacancies in other buildings.
 2. Licensed teachers shall be released first. (2002)
 3. Selection of licensed teachers to be released shall be based on the following criteria in the order listed below: (2002)
 - a. Areas of certification
 - b. Professional evaluations
 - c. Hire date
 4. Probationary teachers will be released before career teachers who are fully qualified to hold positions currently held by probationary teachers. (1990)
 5. Selection of probationary teachers for release will be based on the following criteria in the order listed below: (2003)
 - a. Areas of certification
 - b. Years of service in the District
 - c. Professional evaluations
 6. If normal attrition and the release of licensed and probationary teachers does not sufficiently reduce the certified staff, the following items will be considered in the reduction process in the order they are listed:
 - a. Seniority in the District (2002)
 - b. Years of service in the District
 - c. Total number of years teaching experience

d. Length of service in current assignment.

B. Any Teacher affected by a proposed layoff shall have the right to a hearing before the Board prior to a reduction in force. (1994)

C. When a program is cut due to budgetary constraints and the program is then reinstated within one year, the affected teacher(s) shall have right of first refusal. (2004)

D. Recall shall be in inverse order of separation by category of need. A Teacher who is released shall remain on the recall list for one (1) year after the effective date of release unless the teacher waives the recall right in writing, resigns, or fails to accept recall to a position for which he/she is qualified. (1986)

E. Teachers who are released under the provisions of Layoff and Recall shall:

a. If probationary – have previously accrued sick leave restored if recalled within the year.

b. If career – have the option of being paid for accrued sick leave, if eligible, under the provisions of Article V, Section 2 when released or having accrued sick leave restored if recalled within the year. (1990)

F. Communication will be frequent and ongoing between the Superintendent, or designee, and the Association during the layoff process.

SECTION 8: Teacher Evaluation

A. The Board policy on evaluation of teachers and all amendments thereto shall be promptly made available to all teachers. (1985)

B. The Board and Association recognize the importance and value of developing a procedure for assisting and evaluating the progress and success of teachers. Therefore, to this end the following procedures shall be adhered to:

1. The principal, or other administrator designated by the Superintendent in charge of teacher supervision, shall be responsible for administration of the procedure for evaluating the teacher's performance.

2. All teachers shall be evaluated by certified administrative personnel designated by the Board. (1985, 2009)

3. The designated administrator shall acquaint all teachers under his/her supervision with the evaluation procedures during the first six weeks of employment and advise the teachers as to whom shall

- observe and evaluate their teaching performance. (1985)
4. Any conclusions resulting from an observation made by non-administrative personnel at the request of the principal, shall be conveyed to the principal in the presence of the teacher. (1993)
 5. All formal evaluations shall be made in writing. Evaluation documents and responses thereto are to be maintained in the teacher's personnel file. (1985)
 6. Each formal written evaluation of performance of career teachers shall be preceded by at least one (1) observation of at least fifteen (15) minutes and may include a pre-observation conference. Such teacher shall be evaluated at least once a year prior to April 1. (1990, 2009)
 7. Every probationary teacher shall be evaluated at least two (2) times per school year, once prior to November 15 and once prior to February 10 of each year. Such formal written evaluation shall be preceded by at least two (2) observations of at least fifteen (15) minutes each and may include a pre-observation conference. (1990, 2009)
 8. The administrator shall schedule and hold an evaluation conference with the teacher within ten (10) working days of completing the observations(s). At the conference, the teacher shall be provided a true copy of the evaluation to be signed by both the administrator and the teacher. The teacher's signature shall not necessarily indicate agreement with the evaluation but rather awareness of its content.
 9. A teacher wishing to do so may submit a response to the evaluation within ten (10) days of the date of the evaluation conference. This written response shall be signed by the teacher and the administrator. The teacher shall send the signed response to the Human Resource Office to be attached to the original evaluation. The administrator's signature shall not necessarily indicate agreement with the response but rather awareness of its content. (2002)
 10. When weaknesses are noted through a rating of NI (Needs Improvement) in a teacher's evaluation, the administrator shall provide written comments that define the improvement needed.
 11. When weaknesses are noted through a rating of U (Unsatisfactory) in a teacher's evaluation, the administrator shall develop a plan for improvement aimed at improving the quality of the teacher's performance

and eliminating specific weaknesses cited. The plan shall be in writing and signed by both parties, with each retaining a true copy. The administrator shall re-evaluate the teacher's performance in accordance with the procedures outline in the plan for improvement.

Appendix I:	Teacher Evaluation Report	(1986, 2006)
Appendix II:	Counselor Evaluation Report	(1986)
Appendix III:	Library Media Specialist Evaluation Report	(1986, 2009)
Appendix IV:	Nurse Evaluation Report	(1986)
Appendix V:	Psychometrist/School Psychologist Evaluation Report	(1986, 2008)
Appendix VI :	Curriculum Specialist Evaluation Report	(2007)
Appendix VII:	High School Site Technology Integration Specialist Evaluation Report	(2007)

SECTION 9: Teacher Protection

- A. The Board and Administration shall be vigilant to protect teachers from assault for reasons connected with their assignment. If the principal becomes aware that a teacher has been threatened with harm, he/she will notify that teacher. The principal shall take measures as deemed appropriate to protect the teacher and, if necessary, invoke the provisions of law. (1993)
- B. After a teacher has been assaulted, he/she shall be notified if and when the person who committed the assault returns to the building. A student who has been suspended for a violent offense which is directed towards a classroom teacher shall not be allowed to return to that teacher's classroom without the approval of that teacher. (2001)
- C. When a teacher is absent because of injuries sustained in the performance of duty from an assault, the teacher shall be paid in full for such time lost. Such absences shall not be charged to sick leave benefits and will count as active days for experience purposes. He/she shall be reinstated during the current school year when medically able to return. If the teacher is not able to return during the current contract year, he/she may return at the beginning of the next ensuing school year if medically able. (1996, 2008)

SECTION 10: Employment of Substitute Teachers

When teachers, nurses, and librarians are absent, where payment of substitute is authorized, substitutes will be employed when qualified replacements are available. Absences of convenience or to facilitate school-

sponsored programs are internal problems to be solved by the principal and staff. (1988, 2010)

SECTION 11: Teacher Signing In and Out at Schools

A. Teachers will check in and check out with a check mark. Teachers deviating from the work schedule shall check out with the administrative office in accordance with procedures established by the principal.

B. Teachers may leave the school campus during their lunch period provided they have not been assigned duties and that they inform the Administrative office when they leave and return.

C. Building principals have discretionary authority to grant teachers permission to leave the building during their planning/preparation period when conditions warrant. (1987)

SECTION 12: Publication of Job Vacancies

A. A list of vacancies including type of contract, grade level/subject, and site shall be posted on the District website.(2004, 2009)

1. Each vacancy posted shall include original date of posting. (1999)

2. Each newly created position shall include the following: job title; starting date; minimum qualifications required; and salary range.

B. Vacant positions resulting from expiring duration of need contracts shall be posted in the same manner as described in paragraph A. Requests for transfers shall be considered before filling permanent positions. (1991)

SECTION 13: Special Education Teacher Assistants

The Director of Special Services will review the need for special education teacher assistants. Criteria for determination of need includes: (1) severity of disability of the children; (2) any other observed condition that the addition of a teacher assistant could alleviate; and (3) type of program. The addition of teacher assistants is subject to budgetary limitations and the availability of qualified personnel. (2002)

SECTION 14: Mentor Teacher Appointments for Resident Teachers

A list shall be compiled by the site administrator of teachers requesting to serve as a mentor teacher. After compilation of the list, the administrator shall provide

opportunity for input from the bargaining agent. Priority consideration shall be made to teachers who have successfully completed the district mentor teacher training, when subject and/or grade appropriate. (2005, 2007, 2008)

ARTICLE IV: GENERAL CONDITIONS OF EMPLOYMENT

SECTION 1: Work Year / Work Day

A. A teacher's contractual year shall be for 182 days unless extended by mutual agreement. (2002) A list of positions and contracted workdays which exceed 182 days shall be given to the Association.

B. A teacher work day shall consist of seven and three fourths ($7\frac{3}{4}$) hours including lunch and planning time. Teachers shall be available for duty as assigned. The normal work schedule for all teachers to be in their assigned buildings shall be:

- Elementary - twenty five (25) minutes before and twenty (20) minutes after classes. (2005, 2011)
- Middle School - one of the following two options shall be declared by each teacher:
 - twenty five (25) minutes before and twenty five (25) minutes after classes (2011)
 - fifteen (15) minutes before and thirty five (35) minutes after classes (2005, 2011)
- High School - twenty five (25) minutes before and ten (10) minutes after classes (2005, 2006, 2011)
- Flexible schedules for providing educational services may be applicable when agreed upon between the teacher and the administrator with notification provided to Assistant Superintendent of Elementary/Secondary Education. (2011)

C. Duties which require the teacher's presence outside of the normal work schedule may be assigned by the Superintendent or Principal. Such assignments shall be in compliance with Section 2, 3, and 4 of this Article and shall be of reasonable duration. (1996)

SECTION 2: Equalization of Duties

Duties assigned over and above the teacher's normal work schedule shall be equalized among teachers at each building site, taking into account the teaching assignments. When teachers are assigned to more than one school, the principals of the schools involved shall coordinate their scheduling to preclude the

assignment of such teachers to more duties than would normally be scheduled for teachers with like teaching loads. (1985)

SECTION 3: Duty-Free Lunch Period

- A. The Board shall provide each teacher with not less than a thirty (30) minute duty-free lunch period daily. (1996)
- B. Teachers shall not be regularly assigned to perform outside noon duties. (1996, 2010)

SECTION 4: Compensatory Time

- A. When teachers are assigned duties which commence before or extend beyond the designated school hours, they shall be given time off equal to the time spent on duty which is not included in their regular working hours. (1984)
- B. Duties which qualify for compensatory time are:
 - 1. Bus duty
 - 2. Hall duty
 - 3. Playground duty (includes inside the building duty in lieu of Playground duty)
 - 4. Detention
 - 5. I.E.P. conferences (regular classroom teacher only). (1984)

SECTION 5: Planning/Conference Time

Teachers shall be scheduled daily planning/conference time within the student day. This time shall not be concurrent with the teacher's lunch period and shall be free of other regularly assigned duties. Administrative effort shall be taken to equalize planning/conference time for teachers within the individual school sites. School improvement activities and faculty meetings may be scheduled during planning/conference time. (1997)

- A. Elementary teachers shall be provided not less than three hundred (300) minutes weekly for planning/conference/collaboration time of which a minimum of 50 minutes shall be used weekly for collaboration. Teachers shall be provided a minimum of thirty (30) consecutive minutes daily for planning/conference time. Extended curriculum teachers shall be scheduled not less than two hundred and seventy-five (275) minutes weekly for planning/conference time. (2005, 2009, 2011)

B. Middle school core teachers shall be scheduled a team planning/conference time. Individual teacher planning/conference time shall consist of a minimum of forty-five (45) consecutive minutes daily. Elective teachers shall be scheduled not less than two hundred and twenty-five (225) minutes weekly for planning/conference time. (1996).

C. High school planning/conference time shall consist of one full period daily. (1997, 2011)

SECTION 6: Student behavior Procedures

A. Each school shall maintain a committee which is responsible for developing and refining their site behavior plan. The committee comprised of teachers and administrator(s) shall reach a consensus on rules of conduct, within the provisions of Board policy, to govern student behavior at the local school level. They shall develop procedures to follow for student behavior in order to assure consistency in the treatment of students. (2001, 2008, 2010)

B. Principals shall meet with their respective school staffs at the beginning of each school year to review and discuss the site behavior plan and Board policies relating to student conduct and behavior. (2001, 2010)

C. Students and teachers shall receive annually, at the opening of school, a handbook listing the rules and regulations to which the students are subject. (1994)

D. When it is necessary to refer a student to the principal's office, the following procedure shall be adhered to:

1. The teacher shall state the allegations on a form provided by the school. The teacher may appear, or be asked to appear, to support the allegations. The principal or his/her designee shall respond in writing within five working days as to the status and/or disposition of the case. (1994, 2006)

2. If the teacher is dissatisfied with the disposition of the case, he/she may request and will be given a conference with the principal or his/her designee.

SECTION 7: Requisition Procedure

At the beginning of each school year, all teachers shall be provided with a copy of the procedure to be followed in requisitioning materials and supplies. (1977)

SECTION 8: Teacher Instructional Supply Fund

A. The Board agrees to allot to each teacher for each school year the amount of \$150.00 for the purchase of teaching supplies. Funds must be spent by April 1st. (2000, 2010)

B. The teacher may requisition supplies totaling \$130.00 with the approval of the building principal. Twenty (\$20.00) dollars shall go into a fund from which common school supplies will be purchased. (2001)

C. No order shall be for an amount less than \$15.00. (1991)

D. If a teacher should take a leave of absence, request and receive a transfer to another building or terminate his/her employment with the district, the building principal shall be responsible for the allocation of any remaining funds. (1993)

SECTION 9: Publication of the Results of the Textbook Adoption Committee

When textbooks are adopted by the district, the Superintendent or his/her designee shall make available to each principal a listing of textbooks which have been adopted. For adoptions that have been put to a vote of the adoption committee, the report shall indicate the vote of each member of the committee. (1993)

SECTION 10: Required Use of Personal Vehicle

When such travel has been authorized by the district for the performance of official teaching duties and a teacher uses his/her own vehicle in the performance of those duties, the district shall pay mileage at the prevailing per-mile rate approved by the Internal Revenue Service. (1999)

SECTION 11: Staff Relations

A. The Board and the Association expect that the worth, dignity, and rights of the individual shall be paramount in all professional relations. (2005)

SECTION 12: Professional Dress

To provide a professional educational environment, a professional standard of dress is important. If an administrator determines that a teacher's attire is inappropriate, the administrator may direct the teacher to change. (2001)(2008)

SECTION 13: Public Complaints About Instructional Materials

When a challenge of instructional materials is received, action shall be taken as follows:

- A. The teacher(s) affected will be notified by the principal that a complaint has been lodged.
- B. Every attempt will be made by the principal to arrange a meeting between the teacher(s) and the party/parties bringing the complaint in order to try and resolve the issue.
- C. If the complaint cannot be resolved at this step, a building review committee shall be appointed by the principal. The committee will be composed of the following:
 1. The affected teacher or representative of affected teachers
 2. Either the teacher's department, vertical, or grade level chair
 3. The school library media specialist
 4. Three other faculty members
 5. An administrator

The building review committee has an obligation to solicit any information or ask any question it deems appropriate to help the committee reach a decision. The review committee shall review the complaint filed by the individual(s) bringing the concerns. Additionally, the affected teacher(s) has the right to present to the committee rationale for the instructional material being challenged. Once the committee has reached a decision, that decision will be communicated in writing to the principal who will then inform the complainant.

- D. If the complaint cannot be resolved on the building level, a district review committee will be formed. The district review committee shall be appointed by the superintendent or his/her designee and shall be composed of the following:
 1. Assistant Superintendent of Elementary or Secondary Education
 2. Two principals who represent the level at which the teacher teaches (i.e. elementary, middle school, or high school).
 3. Either the teacher's department, vertical, or grade level chair
 4. Three teachers certified in the field under question
 5. Two patrons who are familiar with the material being challenged

The district review committee is charged with obtaining as much information as possible to help them render a decision. Therefore, both the affected teacher and the complainant shall be granted five minutes to present their arguments. Written documentation may be provided by the participants to the review committee. Furthermore, the members of the committee may ask questions of the participants or request additional documentation. The committee may, at its discretion, allow others to speak on behalf of or in defense of the participants. The committee has the prerogative of setting a time limit on comments. Finally, the committee shall consider the opinions of other competent authorities, reviews of the materials by the American Library Association, and other reputable reviewers.

E. The written report from the district review committee shall be submitted to the superintendent, and superintendent will communicate that report to the Board.

F. A written response shall be forwarded to the objecting party after the Board has been notified of the decision of the committee. (2003)

SECTION 14: Association / Administration Liaison

A. In order to provide the Association with an authoritative response to concerns expressed in regard to district management, a district central office Administrator shall be designated to act as liaison between the Association and the Administration. Times and number of meetings shall be arranged by the Administrator and the Association. (1985)

B. Association / Administration liaison is not to be construed as the exclusive means of communication among the administrators and Association, nor is it intended to inhibit or diminish the negotiations or grievance procedure. (1985)

SECTION 15: Reports

The Association shall receive, upon request, any public information and/or reports generated by the administration. (1993)

SECTION 16: Employment of Search Dog

A dog shall not be used to randomly search the persons or private property of teachers. All of the safeguards provided by law shall be observed in the conduct of all searches. (1987)

ARTICLE V: FRINGE BENEFITS

SECTION 1: Teacher Retirement Contribution

The Board will pay the maximum contribution to the Oklahoma Teacher Retirement System for each teacher.

SECTION 2: Compensation for Unused Sick Leave

A. Teachers who voluntarily leave district employment shall receive pay for up to 120 days of accrued sick leave earned within the district as follows: (2003, 2004)

20 or more years of district service	25% of daily rate of (base) pay
Less than 20 years of district service	10% of daily rate of (base) pay per day the first year plus ½% for each additional year of service

B. Teachers hired before January 1, 2005 who voluntarily leave district employment shall receive 20% of daily rate of (base) pay for accrued sick leave earned within the district in excess of 120 days. (1998, 2004, 2010)

C. The estate of a teacher who dies while under contract or on leave with the district will be paid for all district earned unused sick leave at the rate of 25% of daily rate of (base) pay. (1993, 2004)

SECTION 3: Life Insurance

The Board agrees to provide teachers a \$30,000 group life insurance policy. (2005)

SECTION 4: Optional Fringe Benefits

The Board shall make available to each employee covered by this agreement a cafeteria plan of fringe benefits (IRS Section 125):

A. An employee, at his/her option may enter into a salary reduction agreement with the Board up to a maximum amount allowed by the IRS, to be used to purchase options available on the cafeteria plan. (1992)

B. The Putnam City Section 125 Cafeteria Plan shall consist of the following options: District approved 1) health insurance; 2) salary protection; 3) term life insurance; 4) cancer insurance; 5) dental insurance; 6) childcare expense; and 7) unreimbursed medical expense. (1992)

C. Each employee shall be provided the opportunity to select one or a combination of the benefit plans offered through the cafeteria plan. The selected benefits shall commence from the first day of employment with the Putnam City School District. The employee shall be provided an opportunity to keep or change his/her selected benefits every 12 months.

If the monthly premiums of the benefit or benefits selected by an individual employee exceed the monthly sum allowed, the individual shall have such amount in excess deducted from his/her monthly paycheck.

D. The Companies retained in the Cafeteria Plan shall include those companies that are District approved.

E. Members shall have access to representatives of District approved companies in their buildings during the teacher's school day when not assigned to students.

ARTICLE VI: LEAVES AND ABSENCES

SECTION 1: Sick Leave

A. A teacher who is absent from duty because of personal illness, injury, pregnancy, or a serious illness in the immediate family shall be allowed sick leave. Family includes the teacher's spouse, parents of teacher or spouse, children, siblings, grandparents, grandchildren or a household member. Sick leave may be used for the adoption or placement of a foster child. (2001, 2008)

B. Teachers employed on a "full time" basis shall have ten (10) days of sick leave each year unless employed on an eleven-month contract, in which case the teacher will receive eleven (11) days of sick leave. If a teacher is employed on a twelve (12) month contract, the teacher will receive twelve (12) days of sick leave. Sick days will be prorated for teachers who are contracted less than full-time. Such leave shall be vested at the beginning of each year and shall be cumulative. There shall be no limitation on the number of days of sick leave that may be accumulated. (2000)

C. Teachers shall be given a statement at the beginning of each school year stating the current number of sick days accumulated by the teacher. (1993)

D. Teachers shall be granted one-half (1/2) day sick leave upon request. (1993)

SECTION 2: Personal Leave

A. Teachers shall have three (3) days of personal leave each year which may be taken in whole day or half-day increments. (2001)

B. Any personal leave that is not used by the end of the school year shall be added to the teacher's accumulated sick leave.

C. Teachers may exchange 2 days of sick leave for 1 day of personal leave, to accumulate up to 2 additional days of personal leave in one school year. No more than 3 days of personal leave may be used consecutively without the approval of the Executive Director of Human Resources.(2010)

D. Notification for personal leave shall be made to supervisor prior to leave. Notification shall be made by 2:00 pm on the day before the leave date, except in the case of an emergency. Supervisors may, at their discretion, accept less notice. Supervisors shall be authorized to deny use of personal leave where there are an excessive number of teachers requiring substitutes for professional development, student activities, or personal leave. (Appendix X) (2002)

E. Personal leave may not be used to extend a scheduled school break without approval of the Executive Director of Human Resources.(2009, 2010)

SECTION 3: Bereavement Leave

A. A teacher shall be allowed a leave up to five (5) working days each year with pay for bereavement in the immediate family. (1993)

B. Immediate family shall be defined for bereavement as the following of either the teacher or the teacher's spouse: spouse, mother, father, step-mother, step-father, legal guardian, children, brother, sister, brother-in-law, sister-in-law, grandparents, grandchildren, niece, nephew, daughter-in-law, son-in-law, aunt, or uncle. (1985)

C. Bereavement leave is non-cumulative. (1984)

D. If during the same school year a teacher suffers an additional death of a parent, spouse or child, the teacher may request additional days of bereavement (up to five) if the five bereavement days have been exhausted. This request shall be made to the Executive Director of Human Resources. (1989, 2009)

SECTION 4: Leave of Absence

A. Career teachers may be granted an unpaid leave of absence for a period which shall not exceed one school year in duration, but not less than the remainder of the current quarter, except for leaves as provided in section 6.

1. Requests for such leave must be made in writing to the Executive Director of Human Resources.
2. The request must contain sufficient detail as to the reasons for the leave so that a decision may be made based on the merits.
3. As a condition of approval, the teacher must state that the reason for the leave is not for the purpose of accepting other employment.
4. Final approval of leave without pay is contingent on the needs of the District.
5. The Leave of Absence does not constitute a breach in continuous service. (2002)

B. When a teacher is removed from the payroll for an authorized leave of absence, he/she may deposit with the business office postdated checks to cover such absence in order to maintain professional membership and optional fringe benefit coverage. (1985)

SECTION 5: Sabbatical Leave

A. Sabbatical leave shall be for the purpose of earning college credit toward a degree. (1982)

B. The Board shall grant a one-year sabbatical leave, which shall not exceed one school year in duration, upon receiving written request for the same, prior to the first of June of the school year for which the request is made. The certified personnel making the request must:

1. Be a career teacher.
2. Enroll in a full-time course of study at an accredited university which awards an advanced degree. (1993)

SECTION 6: Family Leave

A. A teacher shall be allowed up to twelve (12) weeks as provided in the Family Medical Leave Act. Such leave will be unpaid leave unless the reason for such leave qualifies for sick and/or personal leave as provided in the Negotiated Agreement. (2008)

B. An extended leave of absence beyond Family Medical Leave shall be granted without pay to any teacher, male or female, following the birth or adoption of a child. This extended leave may be granted for up to the remainder of the current school year. (2002)

C. Application for extended family leave will be made to the Executive Director of Human Resources thirty (30) days prior to the desired beginning date of leave. The Executive Director of Human Resources may accept less notice. (1996, 2009)

SECTION 7: Military Leave

Teachers are entitled to leave of absence for National Guard Duty and Federal Armed Services active duty in accordance with State law. Teachers shall be able to take the leave without loss of status. Section 144 and 734 Oklahoma State Law (2004)

SECTION 8: Court Appearances / Jury Duty

The Board shall provide a substitute teacher and pay the regular salary of any teacher who is summoned for jury duty service or subpoenaed for court appearance. (1989, 2010)

ARTICLE VII: SALARY DEDUCTIONS

A. With the written approval of the teacher, payroll deductions shall be made for professional dues and/or political action contributions. (1985)

B. Salary deductions for the payment of the professional organizations' dues shall be made in twelve (12) equal monthly portions of the total dues. Within ten (10) days following the actual salary deductions, the total amount of monies deducted shall be forwarded to the Association. (1984)

ARTICLE VIII: ASSOCIATION ACTIVITIES

SECTION 1: Association Leave

A. The Board agrees to provide the Association with a total of twenty-five (25) days of leave to be used for purposes which benefit public education. Building principals shall approve the request of teachers selected by the Association to be absent for such purposes unless there are overriding considerations which preclude granting the request. If this should occur, the

Association should select an alternate. The district will employ a substitute as required. (1985)

B. After the twenty-five (25) days district-paid Association absences have been used, additional days may be granted for Association activities which benefit public education when approved by the Superintendent. The building principal shall approve the absence as in paragraph A above and obtain a substitute for the teacher(s) designated to attend and the Association shall reimburse the district for the cost of the substitute. (1985)

SECTION 2: Release Time for Association Officers

A. The Board shall grant to the President or other designee of the Association a one-year leave of absence without pay or district-paid benefits for his/her term of incumbency. During such period all benefits shall accrue, including advancement on the salary schedule. (1992)

B. The President or other designee of the Association shall continue to be carried on the district payroll for salary and fringe benefits as if in an active status subject to a monthly reimbursement by the Association for all monies paid. (1987)

C. The Association as the employer of record will set forth the terms and conditions of employment including vacations, holidays, and the various leave plans.

D. Upon request, the full-time released President or other designee of the Association shall return to the same position held prior to leave whenever possible. (1984)

E. Any member of the local Association elected to serve as Vice-President or President of the state association, or Secretary-Treasurer, Vice-President, or President of the national association shall be entitled to a one-year leave of absence without pay or district-paid benefits for his or her term of incumbency. During such period, all accrued benefits will be held intact. Upon returning from the one-year leave of absence, the member shall return to the same position whenever possible. (1991)

SECTION 3: Information Dissemination

A. The Association shall have the right to place ACT-related notices, circulars, and other Association material on designated school bulletin boards and in teachers' mail boxes. A copy of each item so displayed, distributed, or otherwise provided to teachers by the Association shall be provided to the building principal and the Superintendent's office.

B. Any item posted or displayed shall bear the signature of an Association officer, building representative, or the individual posting it, or carry the Association letterhead.

C. The Association shall be accorded use of the inter-school mail service. A mail box located in the Administration Building mailroom shall be assigned to the Association to facilitate such use. (1982)

D. The Association will pay a three hundred dollar (\$300.00) annual fee for official business use of the fax machines and email. (2000)

SECTION 4: Meetings

During the first week teachers are to report for duty, one-half (1/2) day shall be granted to the Association for meetings. The exact half (1/2) day will be decided by the Administration to coordinate with the opening activities of school. (2003)

SECTION 5: Association Visitation

The Association President and/or other Association representatives shall be allowed to visit the schools provided that they make their presence known to the building principal or his/her designee upon entering a school building. Such visits shall not be permitted to disrupt school routine. (1982)

SECTION 6: Availability of Information

Copies of the following items will be distributed electronically or placed in the Association's mail box in the Administration Building on the same day such copies are delivered to the Board: (2004)

1. Board Agenda
2. Copy of Minutes
3. Personnel List
4. Investment report
5. Purchases
6. Other public information items

ARTICLE IX: COMPENSATION PLANS

SECTION 1: Extra Pay

Teachers working outside the school day, on activities subject to pay, shall be paid according to the District's Compensation Rates located in the Human Resource Office. Professional Development funds may be used to pay certified staff for professional development events when funds are available. (2004)

SECTION 2: Tuition Reimbursements

The Board shall designate teaching fields wherein a shortage of certified teachers is deemed to exist. Teachers with an interest in one of those designated fields who wish to undertake study in order to gain certification may make application to the Superintendent, and if accepted, shall be reimbursed for all tuition and all approved related expenses. (1985)

SECTION 3: Compensation for the Covering of Classes

Teachers who are required by the administration to cover a class to accommodate absences shall be paid at the rate of:

High School	\$12.00 per plan time
Middle School	\$12.00 per plan time
Elementary	\$12.00 per plan time

Any teacher asked by Administration to take additional students due to teacher absence shall be paid based on a percentage of the current certified substitute pay. (APPENDIX XII)(2004, 2006, 2010)

SECTION 4: PROFESSIONAL STAFF SALARY SCHEDULES

Salary Adjustments

A. Additional salaries paid on per diem or percentages will be computed on the base salary. Per diem is paid on contract days beyond 182 days

1. School psychologists shall receive an additional 5% of base plus \$2300. (2005)
2. Special Education and Alternative Education teachers shall receive an additional 5% of base.
3. Full-time program coordinators and curriculum specialists shall receive per diem and an additional \$2,300 and half-time coordinators shall receive \$1,150.
4. Career technology teachers may receive an additional \$2,000.

5. Teachers assigned classes in addition to the regular school day shall receive additional compensation.

6. Ten month counselors shall receive per diem. (2006)

7. District program chairs for vocal music, physical education, orchestra, band, visual arts, drama/dance/stagecraft and foreign language shall receive an additional \$1,500. (2010)

B. Mentor teachers will be paid a stipend in the amount of \$200.00. (2003, 2010)

District trained mentors will receive \$300.00 when assigned to a resident teacher. (2007, 2010)

C. Occupational Therapist and Physical Therapist shall receive an additional \$6650.00 (2005)

PUTNAM CITY SCHOOLS 2011-12 COMPENSATION SCHEDULE (Bachelors)

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
	Base	Additional	Dist.	Dist.	Total	Cash	FBA for
	Salary	Salary	Paid	Paid	Dist.	In Lieu of	Major Med.
STEP	Salary	(TRS Credit)	Life	Ret.	Comp.	FBA	thru 12-31-11
						MONTHLY BENEFITS	
0	33,250.00	60.15	57.60	2,446.88	35,814.63	69.71	449.48
1	33,700.00	103.41	57.60	2,437.49	36,298.50	69.71	449.48
2	34,150.00	145.65	57.60	2,429.12	36,782.37	69.71	449.48
3	34,600.00	188.15	57.60	2,420.49	37,266.24	69.71	449.48
4	35,050.00	233.33	57.60	2,409.18	37,750.11	69.71	449.48
5	35,500.00	278.76	57.60	2,397.62	38,233.98	69.71	449.48
6	35,950.00	325.26	57.60	2,385.00	38,717.86	69.71	449.48
7	36,400.00	372.82	57.60	2,371.31	39,201.73	69.71	449.48
8	36,850.00	421.44	57.60	2,356.56	39,685.60	69.71	449.48
9	37,300.00	471.12	57.60	2,340.75	40,169.47	69.71	449.48
10	37,800.00	521.87	57.60	2,327.63	40,707.10	69.71	449.48
11	38,300.00	573.67	57.60	2,313.47	41,244.74	69.71	449.48
12	38,800.00	626.54	57.60	2,298.23	41,782.37	69.71	449.48
13	39,300.00	680.48	57.60	2,281.93	42,320.01	69.71	449.48
14	39,800.00	735.47	57.60	2,264.57	42,857.64	69.71	449.48
15	40,300.00	791.53	57.60	2,246.15	43,395.28	69.71	449.48
16	40,800.00	848.65	57.60	2,226.66	43,932.91	69.71	449.48
17	41,300.00	906.83	57.60	2,206.12	44,470.55	69.71	449.48
18	41,800.00	966.07	57.60	2,184.51	45,008.18	69.71	449.48
19	42,300.00	1,026.38	57.60	2,161.83	45,545.81	69.71	449.48
20	42,800.00	1,087.75	57.60	2,138.10	46,083.45	69.71	449.48
21	43,300.00	1,150.18	57.60	2,113.30	46,621.08	69.71	449.48
22	43,800.00	1,213.68	57.60	2,087.44	47,158.72	69.71	449.48
23	44,300.00	1,278.23	57.60	2,060.52	47,696.35	69.71	449.48
24	44,800.00	1,343.85	57.60	2,032.54	48,233.99	69.71	449.48
25	45,300.00	1,410.53	57.60	2,003.49	48,771.62	69.71	449.48
26	45,800.00	1,410.53	57.60	2,041.13	49,309.26	69.71	449.48
27	46,300.00	1,410.53	57.60	2,078.76	49,846.89	69.71	449.48
28	46,900.00	1,410.53	57.60	2,123.92	50,492.05	69.71	449.48
29	47,500.00	1,410.53	57.60	2,169.08	51,137.21	69.71	449.48
30	48,100.00	1,410.53	57.60	2,214.24	51,782.37	69.71	449.48
31	48,700.00	1,410.53	57.60	2,259.41	52,427.54	69.71	449.48
32	49,300.00	1,410.53	57.60	2,304.57	53,072.70	69.71	449.48
33	49,900.00	1,410.53	57.60	2,349.73	53,717.86	69.71	449.48
34	50,500.00	1,410.53	57.60	2,394.89	54,363.02	69.71	449.48
35	51,100.00	1,410.53	57.60	2,440.05	55,008.18	69.71	449.48
36	51,700.00	1,410.53	57.60	2,485.21	55,653.34	69.71	449.48

- (A) Step - Based on total experience.
- (B) Base Salary - Negotiated base salary.
- (C) Additional Salary (TRS Credit) - Statutory required payment to certified staff as additional compensation.
Not Shown On This Schedule - State Paid Teachers' Retirement Credit which is the statutory amount paid to Teachers' Retirement on behalf of certified staff to offset the TRS Credit taken as additional salary.
- (D) District Paid Life - \$30,000 of life insurance for \$4.80 (per month) X 12 (months) = \$57.60.
- (E) Dist. Paid Ret. - Seven percent of Total Dist. Comp. (Col. F) less the TRS Credit (Col. C).
- (F) Total Dist. Comp. - Total of columns B through E.
- (G) Cash in Lieu of Flexible Benefit Allowance - Teachers not enrolled in the District's Health Insurance Plan shall receive from the state a payment in lieu of health insurance in the amount of \$69.71 per month.
- (H) Flexible Benefit Allowance for Major Medical - Teachers enrolled in District's Health Insurance Plan shall receive from the state a Flexible Benefit Allowance (FBA) an amount equal to the HealthChoice High premium for a single employee. The premium for the remainder of calendar year 2011 is \$449.48. Rates for calendar year 2012 are yet to be released. Any excess FBA over the cost of the major medical coverage may be used to purchase additional benefits or may be taken as taxable compensation. No employee shall receive a payment less than provided for by state law.

PUTNAM CITY SCHOOLS 2011-12 COMPENSATION SCHEDULE (Masters)

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
	<i>Base</i>	<i>Additional Salary</i>	<i>Dist. Paid</i>	<i>Dist. Paid</i>	<i>Total Dist. Comp.</i>	<i>Cash In Lieu of FBA</i>	<i>FBA for Major Med. thru 12-31-11</i>
STEP	Salary	(TRS Credit)	Life	Ret.	Comp.	MONTHLY BENEFITS	
0	34,450.00	60.15	57.60	2,537.20	37,104.95	69.71	449.48
1	34,900.00	103.41	57.60	2,527.81	37,588.82	69.71	449.48
2	35,350.00	145.65	57.60	2,519.44	38,072.69	69.71	449.48
3	35,800.00	188.15	57.60	2,510.82	38,556.57	69.71	449.48
4	36,250.00	233.33	57.60	2,499.51	39,040.44	69.71	449.48
5	36,700.00	278.76	57.60	2,487.95	39,524.31	69.71	449.48
6	37,150.00	325.26	57.60	2,475.32	40,008.18	69.71	449.48
7	37,600.00	372.82	57.60	2,461.63	40,492.05	69.71	449.48
8	38,050.00	421.44	57.60	2,446.88	40,975.92	69.71	449.48
9	38,500.00	471.12	57.60	2,431.07	41,459.79	69.71	449.48
10	39,000.00	521.87	57.60	2,417.96	41,997.43	69.71	449.48
11	39,500.00	573.67	57.60	2,403.79	42,535.06	69.71	449.48
12	40,000.00	626.54	57.60	2,388.56	43,072.70	69.71	449.48
13	40,500.00	680.48	57.60	2,372.25	43,610.33	69.71	449.48
14	41,000.00	735.47	57.60	2,354.89	44,147.96	69.71	449.48
15	41,500.00	791.53	57.60	2,336.47	44,685.60	69.71	449.48
16	42,000.00	848.65	57.60	2,316.98	45,223.23	69.71	449.48
17	42,500.00	906.83	57.60	2,296.44	45,760.87	69.71	449.48
18	43,000.00	966.07	57.60	2,274.83	46,298.50	69.71	449.48
19	43,500.00	1,026.38	57.60	2,252.16	46,836.14	69.71	449.48
20	44,000.00	1,087.75	57.60	2,228.42	47,373.77	69.71	449.48
21	44,500.00	1,150.18	57.60	2,203.63	47,911.41	69.71	449.48
22	45,000.00	1,213.68	57.60	2,177.76	48,449.04	69.71	449.48
23	45,500.00	1,278.23	57.60	2,150.84	48,986.67	69.71	449.48
24	46,000.00	1,343.85	57.60	2,122.86	49,524.31	69.71	449.48
25	46,500.00	1,410.53	57.60	2,093.81	50,061.94	69.71	449.48
26	47,000.00	1,410.53	57.60	2,131.45	50,599.58	69.71	449.48
27	47,500.00	1,410.53	57.60	2,169.08	51,137.21	69.71	449.48
28	48,100.00	1,410.53	57.60	2,214.24	51,782.37	69.71	449.48
29	48,700.00	1,410.53	57.60	2,259.41	52,427.54	69.71	449.48
30	49,300.00	1,410.53	57.60	2,304.57	53,072.70	69.71	449.48
31	49,900.00	1,410.53	57.60	2,349.73	53,717.86	69.71	449.48
32	50,500.00	1,410.53	57.60	2,394.89	54,363.02	69.71	449.48
33	51,100.00	1,410.53	57.60	2,440.05	55,008.18	69.71	449.48
34	51,700.00	1,410.53	57.60	2,485.21	55,653.34	69.71	449.48
35	52,300.00	1,410.53	57.60	2,530.37	56,298.50	69.71	449.48
36	52,900.00	1,410.53	57.60	2,575.54	56,943.67	69.71	449.48

- (A) Step - Based on total experience.
- (B) Base Salary - Negotiated base salary.
- (C) Additional Salary (TRS Credit) - Statutory required payment to certified staff as additional compensation.
Not Shown On This Schedule - State Paid Teachers' Retirement Credit which is the statutory amount paid to Teachers' Retirement on behalf of certified staff to offset the TRS Credit taken as additional salary.
- (D) District Paid Life - \$30,000 of life insurance for \$4.80 (per month) X 12 (months) = \$57.60.
- (E) Dist. Paid Ret. - Seven percent of Total Dist. Comp. (Col. F) less the TRS Credit (Col. C).
- (F) Total Dist. Comp. - Total of columns B through E.
- (G) Cash in Lieu of Flexible Benefit Allowance - Teachers not enrolled in the District's Health Insurance Plan shall receive from the state a payment in lieu of health insurance in the amount of \$69.71 per month.
- (H) Flexible Benefit Allowance for Major Medical - Teachers enrolled in District's Health Insurance Plan shall receive from the state a Flexible Benefit Allowance (FBA) an amount equal to the HealthChoice High premium for a single employee. The premium for the remainder of calendar year 2011 is \$449.48. Rates for calendar year 2012 are yet to be released. Any excess FBA over the cost of the major medical coverage may be used to purchase additional benefits or may be taken as taxable compensation. No employee shall receive a payment less than provided for by state law.

PUTNAM CITY SCHOOLS 2011-12 COMPENSATION SCHEDULE (Doctorate)

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
	<i>Base</i>	<i>Additional Salary</i>	<i>Dist. Paid</i>	<i>Dist. Paid</i>	<i>Total Dist. Comp.</i>	<i>Cash</i>	<i>FBA for</i>
	<i>Salary</i>	<i>(TRS Credit)</i>	<i>Life</i>	<i>Ret.</i>		<i>In Lieu of</i>	<i>Major Med.</i>
STEP						FBA	thru 12-31-11
						MONTHLY BENEFITS	
0	35,850.00	60.15	57.60	2,642.58	38,610.33	69.71	449.48
1	36,300.00	103.41	57.60	2,633.19	39,094.20	69.71	449.48
2	36,750.00	145.65	57.60	2,624.82	39,578.07	69.71	449.48
3	37,200.00	188.15	57.60	2,616.19	40,061.94	69.71	449.48
4	37,650.00	233.33	57.60	2,604.88	40,545.81	69.71	449.48
5	38,100.00	278.76	57.60	2,593.32	41,029.68	69.71	449.48
6	38,550.00	325.26	57.60	2,580.70	41,513.56	69.71	449.48
7	39,000.00	372.82	57.60	2,567.01	41,997.43	69.71	449.48
8	39,450.00	421.44	57.60	2,552.26	42,481.30	69.71	449.48
9	39,900.00	471.12	57.60	2,536.45	42,965.17	69.71	449.48
10	40,400.00	521.87	57.60	2,523.33	43,502.80	69.71	449.48
11	40,900.00	573.67	57.60	2,509.17	44,040.44	69.71	449.48
12	41,400.00	626.54	57.60	2,493.93	44,578.07	69.71	449.48
13	41,900.00	680.48	57.60	2,477.63	45,115.71	69.71	449.48
14	42,400.00	735.47	57.60	2,460.27	45,653.34	69.71	449.48
15	42,900.00	791.53	57.60	2,441.85	46,190.98	69.71	449.48
16	43,400.00	848.65	57.60	2,422.36	46,728.61	69.71	449.48
17	43,900.00	906.83	57.60	2,401.81	47,266.24	69.71	449.48
18	44,400.00	966.07	57.60	2,380.21	47,803.88	69.71	449.48
19	44,900.00	1,026.38	57.60	2,357.53	48,341.51	69.71	449.48
20	45,400.00	1,087.75	57.60	2,333.80	48,879.15	69.71	449.48
21	45,900.00	1,150.18	57.60	2,309.00	49,416.78	69.71	449.48
22	46,400.00	1,213.68	57.60	2,283.14	49,954.42	69.71	449.48
23	46,900.00	1,278.23	57.60	2,256.22	50,492.05	69.71	449.48
24	47,400.00	1,343.85	57.60	2,228.24	51,029.69	69.71	449.48
25	47,900.00	1,410.53	57.60	2,199.19	51,567.32	69.71	449.48
26	48,400.00	1,410.53	57.60	2,236.83	52,104.96	69.71	449.48
27	48,900.00	1,410.53	57.60	2,274.46	52,642.59	69.71	449.48
28	49,500.00	1,410.53	57.60	2,319.62	53,287.75	69.71	449.48
29	50,100.00	1,410.53	57.60	2,364.78	53,932.91	69.71	449.48
30	50,700.00	1,410.53	57.60	2,409.94	54,578.07	69.71	449.48
31	51,300.00	1,410.53	57.60	2,455.11	55,223.24	69.71	449.48
32	51,900.00	1,410.53	57.60	2,500.27	55,868.40	69.71	449.48
33	52,500.00	1,410.53	57.60	2,545.43	56,513.56	69.71	449.48
34	53,100.00	1,410.53	57.60	2,590.59	57,158.72	69.71	449.48
35	53,700.00	1,410.53	57.60	2,635.75	57,803.88	69.71	449.48
36	54,300.00	1,410.53	57.60	2,680.91	58,449.04	69.71	449.48

- (A) Step - Based on total experience.
- (B) Base Salary - Negotiated base salary.
- (C) Additional Salary (TRS Credit) - Statutory required payment to certified staff as additional compensation.
Not Shown On This Schedule - State Paid Teachers' Retirement Credit which is the statutory amount paid to Teachers' Retirement on behalf of certified staff to offset the TRS Credit taken as additional salary.
- (D) District Paid Life - \$30,000 of life insurance for \$4.80 (per month) X 12 (months) = \$57.60.
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- (H) Flexible Benefit Allowance for Major Medical - Teachers enrolled in District's Health Insurance Plan shall receive from the state a Flexible Benefit Allowance (FBA) an amount equal to the HealthChoice High premium for a single employee. The premium for the remainder of calendar year 2011 is \$449.48. Rates for calendar year 2012 are yet to be released. Any excess FBA over the cost of the major medical coverage may be used to purchase additional benefits or may be taken as taxable compensation. No employee shall receive a payment less than provided for by state law.

SECTION 5: Extra Assignment CompensationSchool Year 2011-2012
PROFESSIONAL STAFF EXTRA DUTY PAY

<u>HIGH SCHOOL</u>	<u>AMOUNT</u>
Academic Coach	\$1,810.00
Activities Director	2,010.00
Art	600.00
Auditorium Manager	550.00
Band Director	7,280.00
Band Director Assistant	3,750.00
Pom Sponsor	2,500.00
Debate	2,500.00
Department Head 4-7	980.00
Department Head 8+	1,140.00
Drama	2,930.00
Flag Sponsor	2,500.00
Head Class Sponsor	980.00
Head Counselor	980.00
High Schools That Work	1,000.00
Honor Society	900.00
Newspaper	2,280.00
Orchestra	2,800.00
Silver Strings	2,930.00
Silver Strings Asst.	760.00
Step Team Sponsor	3,000.00
Student Council	1,500.00
Textbooks	870.00
Vocal Music	3,900.00
Yearbook	1,820.00
 <u>MIDDLE SCHOOL</u>	
Academic Coach	1,310.00
Art	570.00
Band	2,830.00
Assistant Band	870.00
Drama	1050.00
Leadership	690.00
Math Counts	380.00
Orchestra	1,960.00
Team Leader	680.00
Textbook	850.00
Vertical Team Leader	680.00
Vocal Music	1,750.00

Yearbook	1,690.00
Web Manager	440.00

ELEMENTARY

Art	350.00
Intramurals	
Basketball	600.00
Basketball Asst.	330.00
Soccer	380.00
Track	380.00
Soccer/Track Asst.	220.00
Music	570.00
Team Leader	680.00
Vertical Leader	680.00
Web Manager	440.00

HIGH SCHOOL ATHLETICS

Athletic Director	3,260.00
Athletic Trainer	6,510.00
Baseball, Head Coach	5,000.00
Baseball, Asst.	2,500.00
Basketball, Head	7,000.00
Basketball, Asst.	3,040.00
Cheer Head	3,000.00
Cheer Asst.	1,420.00
Cross Country	2,500.00
Football Head	9,000.00
Football Head Asst.	4,400.00
Football Asst.	3,675.00
Golf	2,400.00
Golf Asst.	1,480.00
Soccer Head	3,560.00
Soccer Asst.	1,750.00
Softball Head	5,000.00
Softball Asst.	2,500.00
Stadium Manager	1,690.00
Swimming	3,250.00
Tennis	2,540.00
Track	3,360.00
Track Asst.	2,000.00
Volleyball Head	3,250.00
Volleyball Asst.	1,800.00
Weight Training	1,360.00
Wrestling Head	6,000.00
Wrestling Asst.	2,800.00

MIDDLE SCHOOL ATHLETICS

Athletic Director	2,720.00
Balance Team	600.00
Basketball	2,100.00
Cheer Head	1,890.00
Cheer Assistant	1,420.00
Football Head	2,400.00
Football Asst.	1,750.00
Intramurals	380.00
Soccer	600.00
Soccer Asst.	380.00
Softball Head	1,980.00
Softball Asst.	980.00
Track	1,800.00
Track Asst.	1,350.00
Volleyball Head	1,500.00
Volleyball Asst.	980.00
Wrestling Head	2,500.00
Wrestling Asst.	1,630.00

**PUTNAM CITY SCHOOLS
2011-2012 TEACHER EVALUATION REPORT**

TEACHER'S NAME _____

NAME OF SCHOOL _____

PROBATIONARY _____ CAREER _____

GRADE OR SUBJECT _____

DATE OF OBSERVATION: 1st _____ 2nd _____

SCHOOL YEAR _____

The purpose of this evaluation is to improve instruction for student learning.
Total evaluation will not be based solely on the fifteen minute observation.

S = Satisfactory
NI = Needs Improvement
U = Unsatisfactory

A. Management

1. Preparation

The teacher uses Priority Academic Student Skills (PASS) and district curriculum maps to plan short-term and long-term instructional objectives.

S NI U

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

2. Routine

The teacher has clearly established procedures, expectations, and transitions to maximize student learning.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

3. Learning Environment

The teacher builds positive relationships with students and provides a caring, safe, and orderly climate for learning.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

4. Classroom Management

The teacher clearly defines expected behavior and uses classroom management skills to reinforce positive behavior and manage inappropriate behavior.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

B. Instruction

1. Establishes Objectives

The teacher clearly communicates instructional objectives that provide for maximum student learning.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

2. Establishes Relevance

The teacher relates objectives to previous student learning and actual student experiences.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

3. Engages All Students

All students demonstrate active engagement through lesson participation, cooperative learning, and signaled responses.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

4. Utilizes Instructional Strategies

The teacher uses a variety of high yield instructional strategies and all levels of Bloom's Taxonomy to maximize student learning.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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5. Supports Literacy

The teacher incorporates literacy into the instructional practices of

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments

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Teacher Evaluation Report
Page 2

	S	NI	U	Comments and/or Suggestions
6. Integrates Technology The teacher facilitates and applies technology enhanced experiences to maximize student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Establishes Expected Outcomes The teacher gives clearly stated directions and models expected outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Monitors Student Progress The teacher uses frequent and common performance based assessment and district benchmarks to monitor student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Adjusts Instruction The teacher uses results from monitoring to provide appropriate student interventions and/or enrichment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Establishes Closure The teacher provides opportunity for students to summarize or convey relevance of what has been learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. Products				
1. Lesson Plans The teacher utilizes and references PASS objectives and district curriculum maps to develop daily lesson plans..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Student Progress The teacher maintains accurate and current records of student grades and assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Grading Patterns The teacher utilizes grading patterns that are fairly administered, based on identified criteria, and accurately reflects student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Student Achievement The teacher documents mastery of the stated objectives by utilizing frequent multiple assessments such as projects, daily assignments, performance, and test scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**2011-2012 PUTNAM CITY SCHOOLS
COUNSELOR EVALUATION REPORT**

TEACHER'S NAME _____

NAME OF SCHOOL _____

PROBATIONARY _____ CAREER _____

GRADE OR SUBJECT _____

DATE OF OBSERVATION: 1st _____ 2nd _____

SCHOOL YEAR _____

The purpose of this evaluation is to improve instruction for student learning.
Total evaluation will not be based solely on the fifteen minute observation.

S = Satisfactory
NI = Needs Improvement
U = Unsatisfactory

	S	NI	U	Comments and/or Suggestions
A. Services to Students and Staff				
1. The counselor participates in pupil placement decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. The counselor establishes and maintains rapport with the staff, students, patrons, and community agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. The counselor uses an approach which reflects concern for dignity, confidentiality, and the personal integrity of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. The counselor is available for consultation with staff concerning student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. The counselor provides orientation for new students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. The counselor initiates individual and/or group counseling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. The counselor is accurate and prompt with records and reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. The counselor exercises concern about the proper use and care of equipment and supplies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

B. Management

1. Preparation

The counselor plans for delivery of the lesson relative to short-term and long-term objectives.

2. Routine

The counselor uses minimum class time for non- instructional routines thus maximizing time on task.

3. Discipline

The counselor clearly defines expected behavior (encourages positive behavior and controls negative behavior).

4. Learning Environment

The counselor establishes rapport with students and provides a pleasant, safe, and orderly climate conducive to learning.

C. Instruction

1. Establishes Objectives

The counselor establishes and communicates the instructional objectives that provide for individual student differences.

2. Stresses Sequence

The counselor shows how the present topic is related to those topics that have been taught or that will be taught.

3. Relates Objectives

The counselor relates subject topics to existing student experiences.

4. Involves All Learners

The counselor uses signaled responses, questioning techniques and/or guided practices to involve all students.

5. Explains Content

The counselor teaches the objectives through a variety of methods and available materials.

	S	NI	U	Comments and/or Suggestions
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Counselor Evaluation Report
Page 3

	S	NI	U	Comments and/or Suggestions
6. Explains Directions The counselor gives directions that are clearly stated and related to the learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Models The counselor demonstrates the desired skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Monitors The counselor checks to determine if students are progressing toward stated objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Adjusts Based On Monitoring The counselor changes instruction based on the results of monitoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Guides Practice The counselor requires all students to practice newly learned skills while under the direct supervision of the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Provides For Independent Practice The counselor requires students to practice newly learned skills without the direct supervision of the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Establishes Closure The counselor summarizes and fits into context what has been taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. Products				
1. Lesson Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Student Skills The counselor writes daily lesson plans designed to achieve the identified objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Grading Patterns The counselor maintains a written record of student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Student Achievement The counselor utilizes grading patterns that are fairly administered and based on identified criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Mastery Mastery of the stated objectives will be demonstrated through projects, daily assignments, performance, and test scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**PUTNAM CITY SCHOOLS
2011-2012 MEDIA SPECIALIST EVALUATION REPORT**

LIBRARY MEDIA SPECIALIST'S NAME _____

NAME OF SCHOOL _____

PROBATIONARY _____

CAREER _____

GRADE OR SUBJECT _____

DATE OF OBSERVATION: 1st _____ 2nd _____

SCHOOL YEAR _____

The purpose of this evaluation is to improve instruction for student learning.
Total evaluation will not be based solely on the fifteen minute observation.

S = Satisfactory
NI = Needs Improvement
U = Unsatisfactory

A. Management

1. Preparation

The library media specialist uses Priority Academic Student Skills (PASS) to plan short-term and long-term instructional objectives.

S NI U

S	NI	U	Comments and/or Suggestions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. Routine

The library media specialist uses minimum class time for non-instructional routines thus maximizing time on task.

3. Learning Environment

The library media specialist establishes rapport with students and provides a pleasant, safe, and orderly climate conducive to learning.

4. Classroom Management

The library media specialist clearly defines expected behavior and uses classroom management skills to reinforce positive behavior and manage inappropriate behavior.

B. Instruction

1. Establishes Objectives

The library media specialist establishes and communicates the instructional objectives that provide for individual student differences.

2. Establishes Relevance

The library media specialist shows how the present topic is related to those topics that have been taught or that will be taught.

3. Engages All Learners

The library media specialist uses signaled responses, questioning techniques and/or guided practices to engage all students.

	S	NI	U	Comments and/or Suggestions
<p>4. Utilizes Instructional Strategies The library media specialist uses a variety of high yield instructional strategies and all levels of Bloom’s Taxonomy to maximize student learning.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>5. Supports Literacy The library media specialist incorporates literacy into the instructional practices of their classroom</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>6. Integrates Technology The library media specialist facilitates and applies technology enhanced experiences to maximize student learning.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>7. Explains Directions The library media specialist gives directions that are clearly stated, are related to the learning objectives and models expected outcomes.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>8. Monitors The library media specialist checks to determine if students are progressing toward stated objectives.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>9. Adjusts Based On Monitoring The library media specialist changes instruction based on the results of monitoring.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>10. Establishes Closure The library media specialist summarizes and fits into context what has been taught.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>C. Products</p>				
<p>1. Lesson Plans The library media specialist writes daily lesson plans designed to achieve the identified objectives.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>2. Student Skills The library media specialist maintains a written record of student progress.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. Grading Patterns

The library media specialist utilizes grading patterns that are fairly administered and based on identified criteria.

4. Student Achievement

Mastery of the stated objectives will be demonstrated through projects, daily assignments, performance, and test scores.

D. Services to Students and Staff

1. The library media specialist plans and implements a sequential program of information literacy skills and reading guidance in cooperation with teachers.
2. The library media specialist provides group and individual instruction and user guidance in locating, evaluating, and using resources and equipment.
3. The library media specialist evaluates and selects print and non-print materials which reflect the priorities of the instructional program.
4. The library media specialist maintains and organizes both print and non-print materials.
5. The library media specialist plans with teachers to design and implement instructional units that effectively utilize available resources and equipment.
6. The library media specialist is accurate and prompt with records and reports.
7. The library media specialist evaluates the library media program regularly, establishes goals, and plans budget for improvements.
8. The library media specialist exercises concern about the proper use and care of media resources.

	S	NI	U	Comments and/or Suggestions
3. Grading Patterns The library media specialist utilizes grading patterns that are fairly administered and based on identified criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Student Achievement Mastery of the stated objectives will be demonstrated through projects, daily assignments, performance, and test scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. Services to Students and Staff				
1. The library media specialist plans and implements a sequential program of information literacy skills and reading guidance in cooperation with teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. The library media specialist provides group and individual instruction and user guidance in locating, evaluating, and using resources and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. The library media specialist evaluates and selects print and non-print materials which reflect the priorities of the instructional program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. The library media specialist maintains and organizes both print and non-print materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. The library media specialist plans with teachers to design and implement instructional units that effectively utilize available resources and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. The library media specialist is accurate and prompt with records and reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. The library media specialist evaluates the library media program regularly, establishes goals, and plans budget for improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. The library media specialist exercises concern about the proper use and care of media resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Library Media Specialist Evaluation Report
Page 4

E. Professionalism

- 1. The library media specialist demonstrates dependability and punctuality in carrying out duties.
- 2. The library media specialist maintains composure.
- 3. The library media specialist works collaboratively with all staff members to support and improve student achievement.
- 4. The library media specialist models a well-groomed, professional appearance
- 5. The library media specialist establishes and maintains good relations with staff and patrons.
- 6. The library media specialist participates with students and/or staff in assigned duties outside the classroom.
- 7. The library media specialist enforces and complies with school rules, regulations, and policies.

S	NI	U
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Suggestions

--	--	--

Define the improvement needed for areas marked NI or U:

--

When there is an unsatisfactory rating, specific written recommendations shall be provided on a district wide form. The form shall be presented at a conference between the teacher and the evaluator within ten (10) working days of the evaluation.

Dates of Conferences:

Media Specialist's Signature

Date

Evaluator

Date

Title of Evaluator

I understand my signature does not necessarily indicate agreement.

The media specialist may respond to this evaluation in writing within two (2) weeks of the date of the media specialist's signature. Such response shall be made part of the personnel file in the administration building.

Nurse Evaluation Report
Page 3

- 6. Explains Directions
 The nurse gives directions that are clearly stated and related to the learning objectives.
- 7. Models
 The nurse demonstrates the desired skills.
- 8. Monitors
 The nurse checks to determine if students are progressing toward stated objectives.
- 9. Adjusts Based On Monitoring
 The nurse changes instruction based on the results of monitoring.
- 10. Guides Practice
 The nurse requires all students to practice newly learned skills while under the direct supervision of the teacher.
- 11. Provides For Independent Practice
 The nurse requires students to practice newly learned skills without the direct supervision of the teacher.
- 12. Establishes Closure
 The nurse summarizes and fits into context what has been taught.
- D. Products
 - 1. Lesson Plans
 The nurse writes daily lesson plans designed to achieve the identified objectives.
 - 2. Student Skills
 The nurse maintains a written record of student progress.
 - 3. Grading Patterns
 The nurse utilizes grading patterns that are fairly administered and based on identified criteria.
 - 4. Student Achievement
 Mastery of the stated objectives will be demonstrated through projects, daily assignments, performance, and test scores.

	S	NI	U	Comments and/or Suggestions
6. Explains Directions The nurse gives directions that are clearly stated and related to the learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Models The nurse demonstrates the desired skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Monitors The nurse checks to determine if students are progressing toward stated objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Adjusts Based On Monitoring The nurse changes instruction based on the results of monitoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Guides Practice The nurse requires all students to practice newly learned skills while under the direct supervision of the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Provides For Independent Practice The nurse requires students to practice newly learned skills without the direct supervision of the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Establishes Closure The nurse summarizes and fits into context what has been taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. Products				
1. Lesson Plans The nurse writes daily lesson plans designed to achieve the identified objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Student Skills The nurse maintains a written record of student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Grading Patterns The nurse utilizes grading patterns that are fairly administered and based on identified criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Student Achievement Mastery of the stated objectives will be demonstrated through projects, daily assignments, performance, and test scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**PUTNAM CITY SCHOOLS
2010-2011 SCHOOL PSYCHOLOGIST/PSYCHOMETRIST EVALUATION REPORT**

NAME _____ NAME OF SCHOOL _____ Special Services Department _____
 PROBATIONARY _____ CAREER _____ GRADE OR SUBJECT _____ School Psychology/School Psychometry _____
 DATE OF OBSERVATION: 1st _____ 2nd _____ SCHOOL YEAR _____

The purpose of this evaluation is to improve instruction for student learning.
 Total evaluation will not be based solely on the fifteen minute observation.

S NI U

Comments

S = Satisfactory
 NI = Needs Improvement
 U = Unsatisfactory

A. Management

1. Preparation

The school psychologist/psychometrist guides the implementation of State and district policy and procedures, i.e., referral, evaluation, data collection, academic/behavioral progress monitoring.

	S	NI	U	Comments
1. Preparation The school psychologist/psychometrist guides the implementation of State and district policy and procedures, i.e., referral, evaluation, data collection, academic/behavioral progress monitoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Routine The school psychologist/psychometrist identifies systemic patterns of student need and works with district personnel to identify appropriate, evidence-based intervention strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Learning Environment The school psychologist/psychometrist builds positive relationships with students and faculty through school-wide programs which promote academic success, diversity and tolerance, psychological well-being, and safe learning environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

B. Instruction

1. Provides Consultation

The school psychologist/psychometrist consults with the general/special education teacher(s), administrator(s), and parent(s) through intervention meeting and inclusive modalities.

1. Provides Consultation The school psychologist/psychometrist consults with the general/special education teacher(s), administrator(s), and parent(s) through intervention meeting and inclusive modalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Instructional Environments The school psychologist/psychometrist evaluates the instructional environment to help identify appropriate intervention strategies, identifying barriers to interventions, and collects data on student behavior and/or responses to interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Engages All Students The school psychologist/psychometrist works with students and their families in crisis to help resolve interpersonal, family, adjustment, and learning problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Provides Comprehensive Evaluations The school psychologist/psychometrist conducts comprehensive evaluations, i.e., cognitive, achievement, social/emotional, adaptive behaviors, etc. required for eligibility determination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	S	NI	U	Comments and/or Suggestions
6. Integrates Technology The school psychologist/psychometrist utilizes computer software to manage student data and maintain a current student data base.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Establishes Expected Outcomes The school psychologist/psychometrist provides oversight and implementation of progress monitoring, ensuring the integration of all data into the team's decision-making process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Monitors Student Progress The school psychologist/psychometrist monitors the fidelity of academic and behavioral interventions through on-going data collection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Adjusts Instruction The school psychologist/psychometrist uses results from monitoring to provide appropriate student interventions and/or enrichment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Provides Technical Documents Support The school psychologist/psychometrist provides support and technical assistance to staff regarding District and State forms, policies, procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. Products				
1. Referral Process The school psychologist/psychometrist provides guidance during the eligibility determination phase of the referral process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. IEP Meetings The school psychologist/psychometrist participates, as needed, in the construction of the student's IEP with goals that are supported by the PASS objectives which represent the student's academic needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Behavior Intervention Plans The school psychologist/psychometrist assists in the assessments of student behavior, the construction of a behavior intervention plan, and the on going monitoring / data collection for intervention fidelity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Personnel Training The school psychologist/psychometrist provides training to teachers, administrators, patrons, and related staff to ensure best practice of policy and procedure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PUTNAM CITY SCHOOLS
2011-2012 CURRICULUM SPECIALIST EVALUATION REPORT

SPECIALIST'S NAME _____

NAME OF SCHOOL _____

PROBATIONARY _____ CAREER _____

GRADE OR SUBJECT _____

DATE OF OBSERVATION: 1st _____ 2nd _____

SCHOOL YEAR _____

The purpose of this evaluation is to improve instruction for student learning.
 Total evaluation will not be based solely on the fifteen minute observation.

S = Satisfactory
 NI = Needs Improvement
 U = Unsatisfactory

A. Management

1. Preparation

The specialist uses Priority Academic Student Skills (PASS) and district curriculum maps to plan short-term and long-term instructional objectives.

2. Routine

The specialist has clearly established procedures, expectations, and transitions to maximize teacher and student learning.

3. Learning Environment

The specialist builds positive relationships with teachers establishing an appropriate environment for learning.

4. Classroom Management

The specialist clearly models and reinforces behavior skills and classroom management skills and aids teachers in acquiring classroom management skills.

B. Instruction

1. Establishes Objectives

The specialist clearly communicates instructional objectives that provide for maximum student learning.

2. Establishes Relevance

The specialist relates objectives to previous professional development and actual teacher experiences.

3. Engages All Faculty

The specialist demonstrates active engagement with teachers in lesson participation, cooperative learning, and the collaborative processes.

4. Utilizes Instructional Strategies

The specialist uses a variety of high yield instructional strategies and all levels of Bloom's Taxonomy.

5. Supports Literacy

	S	NI	U	Comments and/or Suggestions
1. Preparation The specialist uses Priority Academic Student Skills (PASS) and district curriculum maps to plan short-term and long-term instructional objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Routine The specialist has clearly established procedures, expectations, and transitions to maximize teacher and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Learning Environment The specialist builds positive relationships with teachers establishing an appropriate environment for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Classroom Management The specialist clearly models and reinforces behavior skills and classroom management skills and aids teachers in acquiring classroom management skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. Establishes Objectives The specialist clearly communicates instructional objectives that provide for maximum student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Establishes Relevance The specialist relates objectives to previous professional development and actual teacher experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Engages All Faculty The specialist demonstrates active engagement with teachers in lesson participation, cooperative learning, and the collaborative processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Utilizes Instructional Strategies The specialist uses a variety of high yield instructional strategies and all levels of Bloom's Taxonomy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Supports Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Curriculum Specialist **Evaluation Report**
Page 2

	S	NI	U	Comments and/or Suggestions
6. Integrates Technology The specialist facilitates and applies technology..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Establishes Expected Outcomes The specialist gives clearly stated directions and models expected outcomes..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Monitors Student Progress The specialist uses frequent and common performance based assessments and district benchmarks to monitor instructional progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Adjusts Instruction The specialist uses results from monitoring to provide appropriate interventions and/or enrichment resources to the classroom teacher..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Establishes Closure The specialist provides opportunity for educators to demonstrate relevance of what has been learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. Products				
1. Lesson Plans The specialist utilizes and references PASS objectives and district curriculum maps to develop professional development offerings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Student Progress The specialist maintains accurate and current records of state test results and district assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Academic Support The specialist utilizes observation patternsbased on identified criteria, and accurately reflectdistrict objectives to provide feedback and assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Student Achievement The specialist documents understanding of the district objectives by utilizing multiple instructional strategies, in professional development opportunities for instructional staff, resulting in the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

D. Professionalism

1. The specialist establishes positive relationships and effectively communicates effectively.
2. The specialist communicates with teachers and administrators in a timely manner regarding progress towards district academic objectives.
3. The specialist works collaboratively with all staff members to support and improve student achievement.
4. The specialist demonstrates dependability and punctuality in carrying out duties.
5. The specialist maintains composure.
6. The specialist enforces and complies with school rules, regulations, and policies.
7. The curriculum specialist models a well-groomed, professional appearance.

S	NI	U	Comments and/or Suggestions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Define the improvement needed for areas marked, "NI or U":

When there is an unsatisfactory rating, specific written recommendations shall be provided on a district Plan for Improvement form. The form shall be presented at a conference between the specialist and the evaluator within ten (10) working days of the observation.

Dates of Conferences: _____

 Specialist's Signature

 Date

 Evaluator's Signature

 Date

I understand my signature does not necessarily indicate agreement.

 Title of Evaluator

The specialist may respond to this evaluation in writing within two (2) weeks of the date of the specialist's signature. Such response shall be made part of the personnel file in the administration building.

**PUTNAM CITY SCHOOLS
2011-2012 SITE TECHNOLOGY INTEGRATION SPECIALIST EVALUATION REPORT**

TEACHER'S NAME _____

NAME OF SCHOOL _____

PROBATIONARY _____ CAREER _____

GRADE OR SUBJECT _____

DATE OF OBSERVATION: 1st _____ 2nd _____

SCHOOL YEAR _____

The purpose of this instrument is to evaluate the performance of the high school technology integration specialist. Responsibilities include technology curriculum integration, technical support, troubleshooting, and instructional support.

S = Satisfactory
NI = Needs Improvement
U = Unsatisfactory

A. Services to Students and Staff

	S	NI	U	Comments and/or Suggestions
1. Troubleshoots basic problems with HP and Apple computers, handheld devices, printers, and network issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Submits work order requests on behalf of the school to the Technology Department in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Builds positive relationships with staff and supports student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

B. Instruction

1. Works with teachers to develop integrated lessons using technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Plans and implements multimedia projects with teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Models integrated uses of technology where appropriate in the instructional process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Works with staff to define their specific training needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Collaborates with the Technology Curriculum Integration Specialist to design and present appropriate technology classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Consults with teachers to select instructional software and Internet sites as appropriate and works to promote digital literacy for both teachers and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Site Tech Evaluation Report
Page 2

C. Management

	S	NI	U	Comments and/or Suggestions
1. Provides site and district training and presentations as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Meets regularly with other site techs, the district Technology Curriculum Integration Specialist, and the district technology staff to discuss ideas and develop technology courses and projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Maintains and ensures that the school website is up-to-date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Analyzes end-user needs, evaluates systems, and assists in writing technology proposals for new equipment or projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Consistently researches and remains knowledgeable of grant opportunities for technology-related items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Advises the district Technology Department of needs and concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. Professional Outlook				
1. Demonstrates dependability and punctuality in carrying out duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Maintains composure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Models a well-groomed, professional appearance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Establishes and maintains good relations with the staff and patrons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

D. Professional Outlook cont.

	S	NI	U	Comments and/or Suggestions
5. Enforces and complies with school and district rules, regulations, and policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Possesses strong communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Demonstrates an awareness of ethical issues involving copyright laws and acceptable use policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Handles staff/student incidents professionally and discreetly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Define the improvement needed for areas marked NI or U:

Dates of Conferences: _____

When there is an unsatisfactory rating, specific written recommendations shall be provided on a district wide form. The form shall be presented at a conference between the teacher and the evaluator within ten (10) working days of the evaluation.

Site Tech's Signature

Date

Evaluator

Date

I understand my signature does not necessarily indicate agreement.

The teacher may respond to this evaluation in writing within two (2) weeks of the date of the teacher's signature. Such response shall be made part of the personnel file in the administration building.

Title of Evaluator

Type or Print
In Duplicate

APPENDIX VIII

GBM-E1

PUTNAM CITY SCHOOLS

FORMAL GRIEVANCE PRESENTATION

(Refer to Article II – Section 5 of the Negotiation Agreement)

Step I II III

(Circle Applicable Step)

NAME _____ TEACHING ASSIGNMENT _____
SCHOOL _____ PRINCIPAL _____

DATE _____

DATE OF PREVIOUS DISPOSITION _____

I FEEL THAT THE NEGOTIATED AGREEMENT BETWEEN THE PUTNAM CITY BOARD OF EDUCATION AND THE A.C.T. HAS BEEN VIOLATED FOR THIS REASON: _____

ACTION REQUESTED: _____

(Signature of Aggrieved)

(Assoc. Com. Member's Signature)

(1996)

Distribution:
(Copies will be furnished to appropriate parties)

APPENDIX IX

Article III: Personnel Procedures

Section 14: ADMINISTRATIVE APPEAL Procedures

**RIGHT TO APPEAL ADMINISTRATIVE DECISIONS
ADMINISTRATIVE APPEAL PROCEDURE FORM**

Teacher(s): _____

(Circle appropriate level according to Negotiated Agreement)

- Principal
- Director of Elementary or Secondary Education
- Executive Director of Human Resources
- Superintendent

Date of Appeal: _____

Statement of Concern: _____

Action requested: _____

Signature _____

Response to Complaint: _____

Signature _____

APPENDIX X

ARTICLE VI: LEAVE AND AND ABSENCES

SECTION 2: Personal Leave

NOTIFICATION FOR PERSONAL LEAVE

Name: _____ **Date:** _____

Date(s) for Leave _____

_____ **Whole Day** _____ **Half Day (circle one)** **AM** **PM**

Teachers shall have three (3) days of personal leave each year which may be taken in whole day or half-day increments.

Notification for personal leave shall be made to supervisor prior to leave.

Notification shall be made by 2:00 pm on the day before the leave date, except in the case of an emergency.

Supervisors may, at their discretion, accept less notice.

Supervisors shall be authorized to deny use of personal leave where there are an excessive number of teachers requiring substitutes for professional development, student activities, or personal leave.

Employee's Signature _____

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