

ARTICLE VI - TEACHING HOURS

- I. Fall parent-teacher conferences shall be scheduled outside regular duty hours. The staff and building administrator(s) shall jointly rearrange said duty hours, and teachers shall receive compensatory time off. Such fall conferences shall be scheduled for a total of seven (7) hours. ~~Spring conferences shall be scheduled for 3.5 hours outside the normal teacher duty day.~~ The date(s) will be determined by mutual agreement between the staff and building administrator(s). ~~No compensatory time shall be granted for teachers for spring conference duty.~~ Any rearrangement of teacher duty times for parent-teacher conferences shall be approved by the building administrator's supervisor prior to implementation.
- J. Kindergarten teachers may be given an extra parent-teacher conference day each semester to accommodate the greater number of students they teach.
- K. Teachers will be dismissed at noon on the Records Day if their records are completed and closing procedures are concluded.
- L. In the event the district is required to change the calendar by legislative action, the parties shall reconvene with the intent of protecting the integrity of the negotiated calendar particularly with regard to the total number of student attendance days and teacher workdays.

ARTICLE XVII - PROFESSIONAL PERFORMANCE AND ACCOUNTABILITY

- A. It is recognized that professional persons are required to possess specialized knowledge, which results from long and intensive academic preparation. It is further recognized that actively engaged professionals must demonstrate the consistent and repeated ability to define their objectives and to measure their degree of success in satisfying those objectives. In as much as the primary objectives of teachers are related to the learning of those students assigned to them, it is necessary for teachers to define the objectives of their professional performance in terms of student learning and to provide the means of determining the degree of student learning that results. In recognition of the above, it is agreed that each teacher will develop performance objectives which shall be in terms of student learning.
- B. It shall be each teacher's responsibility to provide opportunities to discuss educational objectives and student progress with parents of all children assigned to the teacher.

To assist teachers with parental partnerships, a communication plan will be developed to provide parents with information related to on-going student progress. The district will establish a communication plan for parents explaining assessments and how to interpret results to measure student progress. The communication plan will provide information to parents on how to obtain student progress related data at specific points throughout the school year.

- C. Each teacher, upon request of the principal, shall have a conference to explain the teacher's educational objectives and method used for keeping parents informed.
- D. In support of the responsibilities of the Article, the principles and expectations outlined in the Huron Valley Student Success and Achievement Initiative is recognized as a profession responsibility of all teachers. Teachers are expected to individually and collectively engage and support the Initiative principles and apply professional knowledge and skills to incorporate the Student Success and Achievement document principles and activities in their professional work. These principles and activities include, but are not limited to the following:
 - 1. The consistent delivery of the district's curriculum.

2. Utilize best instructional practices to enhance teaching and learning.
3. Manage and track the individualized learning of every student.
4. Provide individualized plans for students underachieving in the four (4) core subject areas.
5. Utilize data to improve student achievement.
6. Individualize instruction to meet the instructional needs of students.
7. Work in collaboration with other staff members to improve collective student achievement.
8. Work in collaboration with parents and other resource personnel regarding student success and achievement issues.

It is understood and mutually agreed that this section (B) of the Master Agreement is intended to align and coordinate with other pertinent and appropriate sections of the Master Agreement and with other initiatives such as, but not limited to the Strategic Plan, Challenge of Change, Professional Development, and Teacher Evaluation.

- E. Enhancing student achievement is of primary importance for all district staff members. The Student Success and Achievement Initiative (SSAI) is mutually supported and is considered to be a priority responsibility for teachers and a priority for the district in terms of support for staff. To this end, the Student Success and Achievement Initiative Committee (SSAIC) is created.
1. The SSAIC is charged with developing precise definitions, strategies, and organizational delivery systems for each of the components (Attached). The Committee is asked to view the Initiative as a systemic effort to improve instruction and therefore develop strategies for the SSAI to be incorporated and sustained in the individual and collective work of the district staff.
 2. The SSAIC shall be a joint committee, co-chaired by a representative of the Board and Association. Regular membership on the Committee shall be up to three representatives from each of the two bargaining teams and other resource staff as determined by the Committee.
 3. The SSAIC is expected to provide a comprehensive report with recommendations to the Board and Association bargaining teams. The report will provide a blueprint for the Student Success and Achievement Initiative that is aligned with the district's Strategic Plan, Challenge of Change, and Board goals.
- F. By successfully adhering to the foregoing procedures, a teacher shall be considered to have demonstrated accountability as a professional.