



2024-2025 Master Agreement

**BETWEEN
Brookings School District 5-1
&
Brookings Education Association**

April 29, 2024

TABLE OF CONTENTS

Article	Title	Page(s)
Article I	Recognition	3
Article II	Collective Negotiation	4-5
Article III	Grievance Procedures	6-9
Article IV	Teacher Evaluation	10-16
Article V	Open Personnel Files	17
Article VI	Teacher Discipline/Termination	18
Article VII	Staff Reduction	19-20
Article VIII	Early Retirement	21
Article IX	Assignment, Vacancy, and Transfer	22-23
Article X	Extra Duty Assignment	24
Article XI	Student Teachers	25
Article XII	Absences, Leaves, and Resignations	26-34
Article XIII	Inservice Education	35
Article XIV	Travel Regulations	36
Article XV	Workday	37-39
Article XVI	Contract Days	40
Article XVII	Mentorship	41
Article XVIII	Salary and Payroll Deductions	42-44
Article XIX	Extra Duty Pay	45-46
Article XX	Insurance	47-48
Article XXI	Miscellaneous Provisions	49
Article XXII	Duration	50

Appendix	Title	Page
Appendix A	Teacher Rate of Compensation	52
Appendix B	Hourly Payment Schedule	53
Appendix C	Extra Duty Salary Schedule	54-56
Appendix D	SLO Process Guide	57-60
Appendix E	Professional Practice Rating	61-62
Appendix F	Counselors Performance Evaluation	63-66
Appendix G	Speech Therapist Performance Evaluation	67-74
Appendix H	A Framework for Teaching	75
Appendix I	Artifact Examples	76
Appendix J	South Dakota School Counselor Evaluation Supporting Document	77-91
Appendix K	Process for Changes on the Extra Duty Schedule	92-93
Appendix L	Grievance Form	94-97

Article I
RECOGNITION

1. The Board hereby recognizes the Brookings Education Association herein after referred to as the BEA as the sole and exclusive representative of the instructional assistants, secretaries with the exclusion of the superintendent's secretary, and the certificated staff except the superintendent, assistant superintendent, and those directors, principals, vice-principals. Such recognition shall be continuous from year to year unless challenged.
2. The term "classified staff" or "classified employee" when used hereinafter shall refer to teaching assistant, behavior technicians, nurses, and secretaries.
3. The term "teacher" when used hereinafter shall refer to all employees represented by the BEA in the bargaining unit as above defined, except the term teacher shall not include 'classified staff' in the sections on teacher evaluation, teacher termination as discipline, staff reduction, student teachers, long terms leaves of absences without compensation, sabbatical leave, education association state or national office, liquidated damages, public service leave, in-service education, workday, and mentorship.

Article II

COLLECTIVE NEGOTIATION

This article contains two separate procedures for developing the master contract between the BEA and the Board. The first procedure is the more traditional collective negotiations process. The second procedure is a collaborative negotiations process known as Win/Win Negotiations. The BEA and the Board will mutually develop protocols by January 31st for the next negotiated contract.

1. Definitions: (as used in this article)

- A. Collective negotiation—the process whereby representatives of the BEA and the Board meet for the purposes of reaching agreement on grievance procedures, rates of pay, wages, hours of employment, and other conditions of employment.
- B. Negotiation representatives—those persons selected by each party to represent that party's interests in the process of collective negotiation.
- C. Item—any written proposal to amend this master contract.
- D. Consultant—a resource person qualified by training and/or experience to advise on problems being considered in collective negotiation. Said consultant may be called upon by either party.
- E. Study Committee—a committee established by mutual consent for research, study, and development of reports to be provided to the parties.

2. Principles:

- A. The process described in this article is dependent upon mutual understanding and cooperation. It therefore requires a free and open exchange of views.
- B. The BEA shall be entitled to the reasonable use of the interschool mail service and email for the purpose of communication with its members.
- C. Both parties agree to meet at reasonable times and places and to negotiate in a good faith effort to reach agreement.
- D. Both parties agree to cooperate in collecting and sharing such information, including current reports of the district's financial condition, as well assist both parties in developing intelligent, feasible, and constructive proposals.
- E. Upon mutual agreement, the parties may appoint ad hoc study committees.

3. Intervention:

- A. In the event a tentative agreement has not been reached on any item of collective negotiation, the BEA, or the Board, may declare impasse. Either party may request intervention by the South Dakota Department of Labor and Regulation pursuant to SDCL 3-18-8.1

4. **Failure to Reach Agreement, Impasse and Intervention by the South Dakota Department of Labor and Regulation:**

- A. If the parties cannot reach an agreement on an issue or issues between the parties, then pursuant to SDCL 3-18-8.1 or any statutes amendatory thereof, the parties may request intervention by the Department of Labor and Regulation. As allowed by SDCL 60-10-1 through 60-10-3 and any administrative rules adopted by the South Dakota Department of Labor and Regulation, the Department shall endeavor to conciliate the parties to the controversy and induce them to confer with each other and to resolve their differences. If the efforts to conciliate the differences are not successful, then the Department of Labor and Regulation, shall if requested by either party, impartially investigate the matters as allowed by SDCL 60-10-2. The parties are also free to pursue any other right allowed by South Dakota law.
- B. Within three days of receipt of the report from the South Dakota Department of Labor, pursuant to SDCL 60-10-2 the parties shall meet to discuss the report unless an agreement has already been reached.

5. **Costs:**

Costs incurred in securing and utilizing the services of consultant(s) or mediator(s) are the responsibility of the party engaging the service.

ARTICLE III GRIEVANCE PROCEDURE

1. Definitions

- A. A “grievance” is a complaint by a teacher or a group of teachers based upon an alleged violation, misinterpretation, or inequitable application of any existing policies, rules, agreements, contracts, or regulations of the school district or of any of the provisions of this Master Contract as they apply to the conditions of employment and as set forth in SDCL 3-18-1.1.
- B. The term “teacher” may include a group of teachers who are similarly affected by a grievance.
- C. “Grievant” is the person or persons making the claim.
- D. A “party in interest” is the person or persons making the claim and any person or persons who might be required to take action or against who action might be taken in order to resolve the problem.
- E. The term “days” when used in this Article shall, except where otherwise indicated, mean business days. Holidays, including winter and spring breaks, and days lost for inclement weather are not included in the calculation of time except when a period of time is less than ten (10) days or when mutually agreed upon between the Brookings Education Association and school administration.
- F. Hearing shall mean a meeting, in which any party in interest may call witnesses, present evidence, cross-examine witnesses, present arguments, have representation and upon request receive a complete transcript of the proceedings at the cost of the party requesting the same. The request must be made no later than five (5) days prior to the hearing.
- G. “Immediately involved supervisor” shall mean the administrator or supervisor at the lowest administrative level who has the authority to decide the grievance.

2. Principles

- A. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may arise affecting the welfare or working conditions of teachers.
- B. All parties agree that these procedures shall be kept as confidential as may be appropriate at any level of the procedure. Further restrictions may be mutually agreed upon.
- C. Nothing herein contained shall be construed as limiting the right of any teacher having a problem to discuss the matter informally with any appropriate representative of the BEA at any time.
- D. Any teacher shall have the right at any time to present any grievance through this procedure or may do so without the intervention of the formal representative as allowed by SDCL 3-18-3.

3. Structure

The BEA may maintain a grievance committee (hereinafter referred to as the “Committee”) which shall be constituted in such a manner as may be determined by the BEA.

4. Time Limits

- A. Since it is important that a grievance be processed as rapidly as possible, the number of days indicated at each level should be considered as maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement in writing.
- B. In the event a grievance is initiated at such time that it cannot be processed by the end of the school year, the time limits set forth herein will be reduced so that the grievance procedure may be completed prior to the end of the school year or as soon thereafter as it is practicable.
- C. A teacher shall initiate in writing a grievance within thirty (30) days after the alleged violation, misinterpretation or inequitable application.

5. Procedures

- A. A grievance shall be initiated in writing (using form found in Appendix L) , which will specifically set forth the facts alleged to give rise to the grievance, the specific contract provisions alleged to be violated, as well as any other supporting information, including witnesses that may support the grievance. The grievance will be delivered to the immediately involved supervisor.
- B. *Level One - Immediately Involved Supervisor (but not the Superintendent)*
 - i. The Supervisor shall receive the written grievance and meet with the grievant within five (5) days of receiving the grievance and make an attempt to resolve the grievance.
 - ii. The supervisor shall within five (5) days after meeting with the grievant, and if there has been no resolution of the grievance, render a decision in writing setting forth specific reasons as to the decision. The supervisor shall submit a copy to the grievant, BEA Grievance Chairperson, and the Superintendent.
- C. *Level Two - Brookings Education Association*
 - i. If the grievant is not satisfied with the disposition of the grievance at Level One, or if the Superintendent is the immediately involved supervisor, the grievant may submit an appeal or formal grievance to the Committee. If the Superintendent is not the immediately involved supervisor, the grievance must be submitted within five (5) days after the grievance has been decided at Level One.
 - ii. Within ten (10) days after receiving the formal written grievance, the Committee shall provide an opportunity for the grievant to meet with the Committee for the purpose of reviewing the grievance. At the meeting, the grievant may file a written appeal with the Committee for a meeting with the Superintendent. Within five (5) days of its receipt, the Committee, through its chairperson, shall submit such appeal to the Superintendent.
 - iii. An individual employee or a group of employees shall have the right at any time to present grievances to their employer without the intervention of the formal representative as allowed by SDCL 3-18-3.

D. *Level Three - Superintendent*

- i. The Superintendent shall act for the administration at Level Three of the grievance procedure. Within ten (10) days after receipt of the written appeal, the Superintendent shall meet with the grievant and with the BEA but only if the BEA is involved in the grievance.
- ii. The Superintendent shall, within five (5) days of the meeting, render a decision and his or her rationale shall be given in writing to the grievant with a copy to the BEA, if the BEA is involved with the grievance.

E. *Level Four - Board of Education*

If the grievant is not satisfied with the disposition of the grievance at Level Three the grievant may appeal to the Brookings Board of Education within ten (10) days after the receipt of the decision from the Superintendent. After receiving the appeal, the Board of Education shall hold a hearing within ten (10) days of the receipt of the grievance. The decision of the Board shall be rendered in writing within five (5) days after such hearing. The Board and the grievant, along with the BEA if involved, may mutually agree to bypass Level Four and proceed to Level Five.

F. *Level Five – South Dakota Department of Labor and Regulation*

If the grievant is not satisfied with the disposition of the grievance at Level Four or if the proceedings at Level Four have been bypassed, the grievant may request, in writing, that the grievance be submitted to the South Dakota Department of Labor and Regulation.

In the event that the grievance is submitted to the South Dakota Department of Labor and Regulation, the provisions of SDCL 3-18 shall be followed.

6. *Rights of Participation*

- A. No reprisals of any kind shall be taken by any party against any other participant in the grievance procedure by reason of such participation.
- B. All parties in interest may be represented at all levels of the grievance procedure by persons of their own choosing, except that no minority union may represent a grievant.
- C. The BEA or other representative shall have the opportunity to be present at all levels of the grievance procedure.

7. *Miscellaneous*

- A. If, in the judgment of the BEA, a grievance affects a group or class of teachers, the BEA may submit such grievance in writing to the Superintendent directly, and the processing of such grievance shall begin at Level Three.
- B. Decisions rendered at all levels of the grievance procedure shall be in writing setting forth the decision and its rationale.

- C. All documents, communications, and records dealing with the processing of a grievance shall be filed separately from the personnel files of the participants.
- D. Forms for filing and processing grievances and other necessary documents shall be prepared by the Superintendent and made available through the building principal, the BEA school representatives, and the Committee so as to facilitate operation of the grievance procedure.
- E. The remedies available to any teacher for any grievance shall be pursuant to this grievance procedure, an appeal to the South Dakota Department of Labor and Regulation, and/or the court system in the state of South Dakota.

Article IV

TEACHER EVALUATION

1. Purpose

The primary purpose and role of an evaluation program is to strengthen and improve the educational program of the district by assisting the individual teacher in becoming a better and more effective teacher.

Other purposes are:

- A. To provide structured and informal opportunities for administrators and teachers to objectively consider and evaluate the effectiveness and the contribution of the teacher to the total school program. It is the belief of the Board, Administration, and BEA that these evaluations provide the best opportunity for a teacher's growth to include strengths and possible weaknesses and to improve in the effectiveness as a teacher.
- B. To aid in planning programs of in-service training for all teachers and to identify areas in which teachers need individual assistance and support.
- C. To encourage teachers to constantly self-evaluate their teaching effectiveness in accordance with evaluation criteria.
- D. To provide an objective means by which recommendations may be made to the Board regarding the employment status of teachers and to provide data for reports, studies, and recommendations as needed.

2. Training

All certified staff members shall be evaluated by a designated evaluator who is currently in an administrative role for the district. Each evaluator shall become certified in the South Dakota Department of Education approved evaluation process. Furthermore, teachers will be trained in the approved process during pre-service or in-service training time, or other contracted time. The building principal or other administrator is charged with the responsibility of keeping the building staff informed as to the teacher evaluation objectives and procedures.

3. Teacher Effectiveness

A. *Domains and Components*

Charlotte Danielson's Domains 1, 2, 3, and 4 from the 2011 *A Framework for Teaching* will be used for observation/evaluation purposes. All components in Domain 2 (The Classroom Environment) and Domain 3 (Instruction) will be used. Components not observable during formal or informal observations will not be used in the final calculation for the evaluation. Two components in Domain 1 (Planning and Preparation) and in Domain 4 (Professional Responsibilities) will be selected by the evaluator and teacher. One component will be selected by the individual teacher and one will be selected by the evaluator, for a total of two components in Domain 1 and two components in Domain

4. The components selected by the teacher and evaluator will be identified by the first working day in October. The selected components will be used for the entire evaluation cycle. *Refer to Appendix H - A Framework for Teaching.*

B. Counselor Domains and Components

Counselors will be evaluated using the process explained in the South Dakota Counselor Evaluation Supporting Document. *Refer to Appendix F – Counselor Performance Evaluation and Appendix K – South Dakota Evaluation Supporting Document.*

C. Speech Language Therapist Domains and Components

Speech therapy staff will be evaluated using all three domains of the speech therapy evaluation rubric and the components designated under each domain. *Refer Appendix G Speech Therapist Performance Evaluations.* Observations conducted will consist of formal observations and informal observations which align with the criteria for teachers under Section 9 of this article.

4. Evaluating Practice Using Evidence Provided by Artifacts

Professional practice evaluations also require the consideration of evidence that cannot be collected through classroom observation. Components that are not observable are supported by the collection of artifacts. Artifacts are documents, materials, processes, strategies, and other information that demonstrate performance relative to a standard of professional teaching practice. To ensure expectations are established and artifact collection is focused, evaluators and teachers will discuss artifacts which support the evaluation. Representative artifacts consistent with the selected domains and components, shall be presented and utilized as an element of the summative evaluation process. In many cases, artifacts stem from a teacher's day-to-day work and teachers do not need to create documentation specifically to support the evaluation process. *Refer to Appendix I – Examples of Artifacts Aligned to Domains of Professional Practice.*

5. Student Learning Objective

A **Student Learning Objective (SLO)** is a teacher-driven goal or set of goals that establish expectations for student academic growth over a period of time. The specific, measurable goals must be based on baseline data and represent the most important learning that needs to occur during the instructional period. *Refer to Appendix D - SLO Process Guide.*

Teachers and evaluators are encouraged to use an online tool such as the SDEA SLO Attainment Calculator.

Student Growth Performance Categories:

Performance Category	Description
Low	The teacher's SLO was less than 65 percent attained.
Expected	The teacher's SLO was greater than or equal to 65 and less than 85 percent attained.
High	The teacher's SLO was greater than or equal to 85 percent attained.

A. Dates for SLO Completion

All teachers will submit their SLO for review and approval by the first working day in October of each school year. The SLO will be finalized by the last working day in October of each school year. *Refer to Appendix E – Professional Practices Rating & Documentation.*

B. Exemptions to SLO requirements

Counselors and speech language therapists are exempted from the requirement to develop SLOs. (Reference ARSD 24:57:01:01)

6. Overall Professional Practices Rating

After using standards-based rubrics to determine teaching performance for each component evaluated, the evaluator will use a three-step process to determine a professional practice rating of Unsatisfactory, Basic, Proficient or Distinguished.

Step 1: Determine Component-Level Performance

Point values are assigned to teaching performance for each component evaluated as follows: a Distinguished rating is assigned 4 points; a Proficient rating is assigned 3 points; a Basic rating is assigned 2 points; and an Unsatisfactory rating is assigned 1 point.

Step 2: Calculate an Average Score for All Components Evaluated

An average component-level score is calculated by dividing the total of all points earned by the number of components evaluated. The average will range from 1 to 4, and is rounded to the nearest hundredth of a point. All components are given equal weight.

Step 3: Determine the Overall Professional Practice Rating

The average component-level score is used to assign a Professional Practice Rating of Unsatisfactory, Basic, Proficient or Distinguished. The chart below presents the scoring ranges aligned to the four performance categories.

Overall Professional Practice Rating					
Scoring Ranges	Range	1.00 to 1.49	1.50 to 2.49	2.50 to 3.49	3.50 to 4.00
Rating		Unsatisfactory	Basic	Proficient	Distinguished

7. Descriptions

Each of the four final Professional Practice Ratings – Unsatisfactory, Basic, Proficient and Distinguished – are defined in general terms to illustrate the continuum of possible performance relative to the rigorous professional teaching standards outlined in the South Dakota Framework for Teaching.

- **Unsatisfactory:** A teacher performing at the Unsatisfactory level does not appear to understand the underlying concepts represented by the Framework for Teaching. Performance at this level requires significant intervention and coaching to improve the teacher's performance.

- **Basic:** A teacher performing at the Basic level appears to understand the Framework conceptually but struggles to implement the standards into professional practice. Performance at this level is generally considered minimally competent for teachers early in their careers and improvement is expected to occur with experience.
- **Proficient:** A teacher performing at the Proficient level clearly understands the concepts represented by the Framework and implements them well. Teachers performing at this level are qualified in the craft of teaching and work to continually improve practice.
- **Distinguished:** A teacher performing at the Distinguished level is a master teacher and makes a contribution to the field, both inside and outside the classroom. While all teachers strive to attain Distinguished-level performance, this level is considered difficult to attain consistently.

8. Professional Practice Rating and Student Growth Rating

The recommended summative rating matrix model does not rely on uniform, prescriptive formulas to calculate the summative effectiveness rating. By default, evaluations of professional practice account for two-thirds of the final rating, and the final one-third of the rating is influenced by evaluations of student growth. However, the matrix design also provides opportunity for professional judgment to be used in cases where the professional practice and student growth ratings appear to conflict. *Refer to Appendix E – Professional Practices Rating & Documentation.*

9. Observation Procedures

- A. Observation procedures, according to SDCL 13-42-34, will be as follows:
 - i. For teachers in years one through three of continuous employment:
 - A minimum of two (2) informal observations per year; one prior to the first formal observation, the remainder delivered throughout the year.
 - A minimum of two (2) formal observations of professional practice per year; one completed each semester.
 - ii. For teacher who are new to the district but have five or more years of experience:
 - A minimum of two (2) informal observations in the first year of employment; one prior to the first formal observation, the remainder delivered throughout the year.
 - A minimum of two (2) formal observations of professional practice in the first year of employment; one completed each semester.
 - A minimum of one (1) informal observation in each of the second and third years of employment.
 - A minimum of one (1) formal observation of professional practice in each of the second and third years of employment.
 - iii. For teachers in their fourth continuous year of employment and beyond:
 - A minimum of two (2) informal observations in the year of evaluation

- A minimum of one (1) formal observation of professional practice in the year of evaluation.
- B. A **formal observation** must be at least 15 minutes long conducted by the evaluator. It is encouraged that the evaluation may exceed 15 minutes. The process of formal observation includes structured pre- and post-observation conferences. The formal observation will not take place the first two weeks (10 days) or final week (5 days) of a course unless mutually agreed upon by the teacher and building administrator. A notice of five school days, unless other timelines are mutually agreed upon by the evaluator and teacher, will be given to the teacher to prepare for the pre-observation conference. A **pre-observation conference** provides the evaluator and teacher a time to discuss the upcoming observation, including any lesson standards, assessment tools, instructional strategies, or differentiation needed. First year teachers will have a face to face meeting for their first semester pre-conference meeting in the first semester. A **post-observation conference**, which occurs following a formal observation, is an opportunity for reflection and analysis, giving the evaluator and teacher time to engage in a professional dialogue about effective strategies that support teaching and learning. The post-observation conference should occur within five school days of the formal observation unless other timelines are mutually agreed-upon by the evaluator and teacher.
- C. An **informal observation**, or drop-in, is not necessarily announced, but could be. It is at least five (5) minutes in length and is followed by feedback to the teacher. Feedback will be provided within (5) five school days of the informal observation unless other timelines are mutually agreed upon by the evaluator and teacher.
- D. It is the expectation that frequent conferences of a more informal nature will take place concerning improving the quality of teaching performance. These conferences may result from a variety of circumstances such as (1) observation by the evaluator in the routine performance of the evaluator's duties with respect to any aspects of job performance in need of immediate improvements, (2) concerns expressed by the teacher concerning any problem area(s) in which the teacher feels the need for assistance in order to improve teaching performance.

10. Records

The formal evaluation documentation, which includes at a minimum the formal observation(s), Student Learning Objective (SLO) results and summative evaluation shall be filed in the teacher's personnel file in the Brookings School Administration office.

By signing, the teacher and evaluator acknowledge that (a) a conference was held and (b) the teacher is aware of the contents of the evaluation report and (c) the report has been thoroughly discussed with the teacher.

A copy of the above is also to be given to the teacher. *Refer to Appendix E – Professional Practices Rating*

& Documentation.

In the event the teacher is dissatisfied with an evaluation, the teacher may respond to the evaluation in writing, stating reasons why it is felt the evaluation is unfair, inaccurate, or incomplete. This statement will then become a permanent part of the teacher's evaluation folder and personnel file.

11. Appeal Process

The teacher may appeal the evaluation by presenting the case to an evaluation committee composed of the superintendent, two teachers selected by the BEA, and one administrator selected by the superintendent. The appeal request must be received in writing by the superintendent no later than five (5) days following the evaluation conference. The appeal meeting must be held no later than twenty (20) days following the receipt of the appeal request.

The committee shall review the appeal and render a decision to the teacher no later than five (5) days following the committee meeting. If the committee finds merit in the teacher's appeal, it may choose to throw out the disputed evaluation and/or have the teacher re-evaluated by another administrator.

If this appeal procedure is used, the grievance procedure shall not be applicable or used as it relates to the issue raised in the appeal or prohibit the Board of Education from initiating the non-renewal or termination process.

12. Plan of Assistance

If, as a result of informal or formal observation and ensuing conferences, specific guidelines and directives are determined to improve teaching performance, these are to be filed in the same manner as the formal evaluation reports. In no way will this language affect the district's ability to non-renew a probationary teacher with no cause given.

A. Criteria/Elements should include:

- a. A statement of the observed deficiency(ies) with examples given to demonstrate deficiency. This description should also include which domain(s) and component(s) of the Danielson Model are in question.
- b. Specific directives to address the deficiency(ies)
 - i. Each directive must be measurable.
 - ii. Each directive must be achievable in the time frame given.
 - iii. Each directive must be objective.
- c. A timeline for the plan of assistance to be completed.
- d. A description of the district's offer of assistance in completing the plan.
- e. Provision for periodic meetings to ascertain progress.
- f. Signature of evaluator and employee, noting it has been reviewed and discussed.

13. Nonrenewal

It sometimes happens, however, that a teacher does not grow in skill as anticipated. In such cases, after a

genuine effort has been made by the administrative and supervisory personnel in assisting the teacher to grow, the Board, upon recommendation of the Superintendent, shall nonrenew the teacher's contract. Nonrenewal of the teacher's contract (reference SDCL 13-43-6.3) provides that the superintendent shall give written notice of the nonrenewal by April 15th for teachers in years one through three of their continuous teaching in the district and on or before April 15th for teachers who are in or beyond their fourth year of continuous teaching in the district.

Article V
OPEN PERSONNEL FILES

A teacher's personnel file(s) shall be open to that teacher upon request, with the exception that confidential letters of recommendation shall not be considered for examination. Examination of the personnel file(s) shall take place under the supervision of the Superintendent, Principal, or their designated representative.

With the exception of materials used in the initial employment of the teacher, the teacher shall receive a copy of any item placed in the file(s) during the period of employment with the district.

The teacher may place therein written responses to any of the file(s) contents. The teacher shall receive up to ten (10) additional copies at the teacher's expense of material in the file(s) upon request. The teacher may be accompanied by any party of the teacher's choosing during review of the file.

Nothing shall be placed in a teacher's personnel file(s) by the Board or its representatives, which has not been reviewed and signed by the teacher. Since such signature merely confirms said review and does not indicate agreement, the teacher shall sign the material reviewed. Such review shall take place in the office of the teacher's immediate supervisor unless the teacher consents to or requests and the supervisor mutually agrees to another location within the district.

Article VI
TEACHER DISCIPLINE/TERMINATION

1. General

- A. A teacher may be disciplined by administration or terminated by the Board at any time for just cause, including breach of contract, poor performance, incompetency, gross immorality, unprofessional conduct, insubordination, neglect of duty, or the violation of any policy or regulation of the School District.
- B. No teacher who is in or beyond the fourth term of employment in the district shall have the contract non-renewed for the following school term without just cause.

2. Investigation Protocol

- A. A teacher facing allegations of misconduct as defined above and pursuant to SDCL 13-43-6.1 will be notified of such allegations before any disciplinary action is taken. Any suspension from work during an investigation will be with pay. The administrative leave with pay will not be deducted from any accrued leave.
- B. A teacher subject to an investigation of alleged misconduct will receive the following information from the District within 30 calendar days of receipt of the allegations by the Superintendent:
 - i. the allegation(s) that have been made, including a specific description of the alleged incident(s);
 - ii. where the alleged incident(s) took place; and
 - iii. the dates of the alleged incident(s).

Article VII

STAFF REDUCTION

1. Reduction in Force (RIF)

No teacher shall be discharged or laid off pursuant to a reduction in personnel unless the requirements of Federal programs, student needs, or priority of programs necessitates the same, or there is a termination of a job sharing position, decrease in the number of students enrolled in the school district, and/or there is a decrease in the funding capabilities necessitating a reduction in personnel. If normal attrition does not result in sufficient reduction, then teachers shall be laid off according to the following procedures.

2. Employment Relationships

Any teacher whose employment with the district has been affected by a reduction in personnel shall at the time the teacher receives the RIF Notice shall be classified as temporarily relieved from active employment (laid off) by the district and awaiting recall to active employment for a period of one school year. Thereafter, recall rights shall terminate. One school year is defined as July 1st through June 30th.

3. Notice to BEA

Before the Board effectuates any reduction in teachers the Superintendent will first notify the BEA in writing. The BEA shall have ten (10) days from the date of notification to provide alternatives to a reduction in force.

4. Layoff Notices, Procedure, and Recall

No teacher shall be placed on layoff unless said teacher shall have been notified in writing of said layoff no later than April 15th as required by SDCL 13-43-6.4. The teacher may choose to give the BEA the notice of layoff.

In the event of a reduction in teaching staff that cannot be adequately accomplished by attrition, the teachers shall be laid off in the following order:

- A. Teachers with emergency and/or temporary certification;
- B. Other Teachers based upon seniority as defined in Article VII #5.

After the Board has determined the priority of programs on the basis of student needs and district goals, layoffs shall be made within the above categories according to the following criteria but not necessarily in order of priority;

- A. Professional preparation
- B. Certification
- C. Administrative recommendation (i.e. evaluation competency)
- D. Community priorities as they relate to curriculum and co-curricular offerings
- E. Department/school/curriculum/student needs
- F. Years of experience in the Brookings School District
- G. Experience in the area to be taught

Evaluations of performance may overrule seniority and degrees and credits if such evaluation clearly demonstrates the superior performance of the less senior teacher.

5. Seniority Defined

For the purposes of this Article, "seniority" shall refer to and be computed on the number of continuous years of teaching service in the Brookings School District, including service credit accrued through authorized leaves. Seniority shall not include years of teaching experience gained in other school systems. Seniority shall be determined from the date the Board most recently acted to officially employ the teacher. However, in the event two or more teachers have the same official employment date, the date the first teacher to sign the applicable contract shall govern. A partial year of prior service granted, which is at least one full semester, shall correspond to a step on a salary schedule. A partial year is less than one year of service, regardless of the full time equivalency of the service (i.e. a 0.5 FTE for one full school year vs. a 1.0 FTE for a partial school year).

6. Seniority List

On or before January 1 of each year, the board shall provide the BEA president with a teacher seniority list, indicating the dates of employment and major field of study.

7. Staff reduction in the middle school and high school shall be by and within departments and according to the procedure in Section 4. Teachers who are laid off and certified to teach in more than one subject area may be recalled to any other department or level for which they are certified or must become certified within thirty (30) days of notice of recall.
8. If the Board increases the number of teachers in the district or has a vacancy at any time that a teacher is on layoff, reemployment shall be extended to teachers who were laid off in reverse order to which the layoffs occurred according to the provisions of this procedure. A teacher who is returned to active employment through recall shall regain accumulated benefits and be advanced according to district policy reflecting years taught; i.e., laid off on step 5, recalled to step 6.
9. A teacher's failure to respond within fifteen (15) calendar days after receipt of the Board's recall letter (sent by certified mail, return receipt requested and also by first class mail to the teacher's address on file with the Board), recalling such teacher, shall result in termination of the teacher's rights to recall hereunder. A copy of such letter shall be sent to the BEA. It shall be the responsibility of the teacher to maintain a current address on file with the district.

10. Insurance Benefits

Any teacher laid off pursuant to this policy is entitled to receive insurance benefits as provided under COBRA. Monthly premiums and any administrative costs to maintain such insurance benefits shall be the responsibility of the teacher.

11. Substitute Teaching

Teachers who are laid off are entitled to preferential treatment for "substitute teaching" positions during the period of recall. The teacher shall notify the Superintendent in writing of his or her desire to be placed on the list of substitute teachers. Exercise of this privilege shall in no way reduce recall rights under the provisions of this Article.

Article VIII
EARLY RETIREMENT

1. For a teacher to become eligible to receive a Brookings School District early retirement, the teacher must:
 - A. Notify the Superintendent in writing, signed by the teacher and delivered to the Superintendent or Business Manager in person on or before February 1st of their final year of employment of their intent to retire. Only teachers employed on or before April 1, 2006, will qualify for a Brookings School District retirement benefit. Upon delivery by the teacher of the notice of early retirement, the district shall sign a receipt for the notice and provide to the employee.
 - B. Have attained the age of 55 on or before June 30th of their final year of employment.
 - C. Not be older than age 62 on June 30th of their final year of employment.
 - D. Have had twelve (12) or more years in education as a teacher.
 - E. Have been employed by the Brookings School District as a teacher a minimum of ten (10) years.
 - F. Within seven (7) calendar days after the February school board meeting, early retirement applicants will be notified in writing of acceptance or denial.
 2. The district's maximum contribution towards early retirement each year is capped at five (5) teachers*. In the event more than five (5) teachers* notify for early retirement, the following will be implemented in this order:
 - A. Age of applicant
 - B. Years of service in the Brookings School District
 - C. Total years of teaching experience
- *At the sole discretion of the school board, the maximum number of early retirement employees may be increased.
3. A teacher who chooses early retirement shall receive a cash benefit according to the following schedule:
 - A. Teachers will receive 80% of their last worked contract salary amount, excluding all extra duty salary.
 - B. The teacher must select a payment option of one or two installments.
 - C. The installment will be made in September if one installment is selected or in September and March if bi-annual installments are selected. The bi-annual payment must be made in the same fiscal year.
 - D. The teacher shall receive payment through the 403(b) plan established with a board approved vendor.
 - E. Staff who retired prior to January 1, 2005 shall have the option of participating in the 403(b) plan.
 4. If the teacher dies, prior to receiving complete payment of early retirement benefits, the remaining payments will be made to the teacher's designated beneficiary.

ARTICLE IX
ASSIGNMENT, VACANCY, OR TRANSFER

Pursuant to SDCL 13-43-6.3, unless otherwise notified of an assignment change by April 15th, teachers will be assigned to their current position and building. This assignment will be reflected on the individual teacher's contract offered to them for the ensuing school year. If a change from one year's assignment to another year's assignment is deemed necessary by the District, the teacher will be informed prior to issuance of the new contract through a letter of assignment.

1. Teacher Vacancy Definition

A "Vacancy" is defined as a teaching position opening which will occur during or at the end of the school year, or during summer vacation, resulting from:

- A. A resignation, retirement, death, or other termination that the district deems necessary to fill.
- B. The adding of a teaching position due to increased enrollment and/or adding to existing programs.
- C. A teacher transferring to another position, either voluntarily or involuntarily as hereinafter defined.

2. Vacancy Procedures

- A. Administration shall consider qualifications and related licensure and training when considering a potential staff assignment and may make assignment changes prior to any vacancy being posted.
- B. Any vacancy known prior to the February school board meeting will be posted for internal applicants for 7 (seven) calendar days.
- C. In the case of multiple interests, the supervisor may interview interested teachers and determine the best candidate for the vacancy. The supervisor may include appropriate staff members, such as team members, in the interview process.
- D. After the February school board meeting, vacancies will be posted for both internal and external applicants for a minimum of 7 (seven) calendar days.

Vacancy posting procedures are as follows:

When a teaching vacancy occurs, the School District will post such vacancy on the School District website and send an email to all employees with a registered Brookings K-12 email address. Such posting will remain for a minimum of 5 calendar days. Any teacher who holds a South Dakota license to teach in the area of a posted teaching vacancy may apply using the online internal candidate application and may be considered to be interviewed by the building principal or other School District administrator. Application must be made within 5 calendar days of the original posting date. Should the interviewing teacher fail to be assigned to the position, the School District will provide a written response that states its reasons for non-selection.

3. Involuntary Transfers

The appropriate principal(s) or other administrator(s) shall discuss potential involuntary transfers which occur after teachers have signed their contracts with individual teachers before the involuntary transfer is made. Such discussion will include the reason(s) for such transfer.

If an involuntary transfer is deemed necessary by the principal(s) or other administrator(s), the teacher so affected shall have the opportunity to consult with the Superintendent prior to any transfer being completed; however, the decision of the Superintendent shall be final in this regard.

If, as a result of an involuntary transfer, a teacher is assigned to more than one building, the teacher may request to be considered for a reduced contract for a single attendance center. The teacher assigned to more than one building will receive mileage pursuant to Article XIV, Travel Regulations.

If any involuntary transfer takes place after July 1st, the affected teacher or teachers will be paid a one-time stipend of \$750.00 to be prorated by the assignment FTE and the time of the year. The only time this will not apply is when a transfer is deemed necessary due to performance-related issues.

4. Classified Transfer

Due to the needs of the district, the administration may involuntarily transfer a classified employee. When opportunities for transfer and/or promotion become available, the classified employee may apply in writing for a transfer. The administration shall give due consideration to the merits of each employee presently employed and select a final candidate. If and when applicants are judged to be equal, administrative determination will be the deciding factor.

Article X
EXTRA DUTY ASSIGNMENT

The payments for extra-duty assignments shall be according to the appendix named "Extra-Duty Schedule."

- A. Credit for coaching/activity directing shall be allowed for experience outside of the School District.
- B. Each director/coach shall be paid as found on the table entitled "Extra-Duty Compensation" based on the number of years of experience within the specific or closely related activity assignment as determined by the Superintendent or Superintendent's designee.

In the event a director/coach of any extra-duty activity is unable to perform said assigned duties, as determined by a medical doctor for themselves, household family member, or person agreed upon by the Superintendent or the Superintendent's designee, for that current school year, according to the activity season structure, the director/coach will be compensated as follows:

- A. If the illness/condition/injury occurs prior to the season's start, no compensation will be paid for services not rendered by the director/coach,
- B. If the illness/condition/injury occurs during the first 1/2 of the season, the director/coach will be paid 1/2 of the compensation as set forth in the extracurricular compensation schedule,
- C. If the illness/condition/injury occurs during the last 1/2 of the season, the director/coach will be paid full compensation as set forth in the extra-duty compensation schedule.

A certification of illness/condition/injury by the attending physician may be requested by either party to determine the ability or inability to perform said duties. This certification should be requested within 10 school days after an injury or illness occurs.

In the event a director/coach desires to be released from an extra duty assignment, a formal request shall be made by the director/coach for release in writing to the Superintendent. The district will post the potential vacancy based on the requests for release, thus allowing an opportunity for another employee to request an assignment. The administration will make every reasonable effort to find a suitable replacement from the existing employees or from applicants who will be joining the staff for the following year. All positions for which release has been requested shall be advertised with all positions in the district.

When a suitable replacement is found, the director/coach request for release will be granted. If a replacement is not found by the deadline for contracts to be received, then the director/coach will be offered a contract which may include the extra duty assignment. This policy does not negate the possibility that the assignment may be removed from the employee contract after offering of contracts should a suitable replacement be located after the deadline for returning contracts.

If no replacement has been named after two (2) consecutive years of requesting release, a director/coach who has been in his/her extra duty position for a minimum of eight (8) years in the district will be allowed to remove the extra duty assignment from his/her contract. Any director/coach with ten (10) or more years of experience shall be released from their extra-duty assignment without a release request upon written notification to the Director of Student Activities at least six (6) months prior to the season starting.

Article XI
STUDENT TEACHERS

Teachers who have accepted student teachers will be compensated at the rate specified in the school district/participating university student teacher agreement. The cooperating teacher will be paid upon completion of the total student teaching activity. Payment will be made in the month following receipt of the university payment and board approval.

Article XII
ABSENCES, LEAVES, AND RESIGNATIONS

The Board and the BEA recognize that the value of the teacher in the classroom is enhanced by good health and professional growth. In the best interest of the students of the school district, the Board and the BEA agree that the following provisions shall be interpreted to provide the maximum relief to the teacher from financial strain due to poor health or disability, or professional growth, while also providing the student with maximum exposure to the teacher.

1. The following general statements apply to the various absence policies:
 - A. Immediate family shall be defined as the teacher's spouse, and the teacher's or spouse's father, mother, brother, sister, son, daughter, grandparents, grandchildren, brother-in-law, sister-in-law, son-in-law, daughter-in-law, nieces and nephews and any relative who lives with the teacher, or any person who has been responsible for raising the teacher or spouse.
 - B. Contract year shall be defined as the total number of working days defined in Article XVI Contract Days.
 - C. When the policy calls for substitute pay to be deducted from the teacher's salary it shall be computed according to the substitute pay policy then in effect.
 - D. When the policy calls for the daily rate of pay of the teacher to be deducted, this shall be computed by multiplying the contract salary of the teacher by a fraction which has as its numerator the number of days to be deducted and as its denominator the contract year including any extra duty pay, if a teacher misses the extra duty.
 - E. Requests or notices for leave should be made to the building principal or other administrator to which the teacher is assigned. These requests or notices shall be submitted to the principal or other administrator in advance of an anticipated absence so a replacement can be obtained.
 - F. Teachers shall notify the principal or other administrator of the need for a substitute.
 - G. Whenever a teacher is unable to report to work due to weather, the teacher shall notify the building principal or other administrator and may have the option of applying the lost time to personal leave days. If the teacher has already used the personal leave time, then it shall be considered short term leave of absence without compensation. In the case of classified staff, except for business office secretaries, if personal leave time is already used, it will be a short term leave of absence without compensation. Business office secretaries may have the option of applying the lost time to personal leave or vacation days. If the business office secretary has already used both personal leave and vacation time, it will be short term leave of absence without compensation.

In those instances when a public announcement is made to the effect that students need not attend school on a particular day due to hazardous or emergency conditions, no pay deduction shall be made since no teacher need report for duty. Classified staff, except for business office secretaries, do not need to report for duty. Business office secretaries are expected to be on duty unless otherwise instructed by their immediate supervisor. If the business office secretary does not report to work, the

employee will have the choice of using a vacation day, a personal day, or a short term leave of absence without compensation. Employees who have not been notified, but have reported to work, will be paid for a minimum of two (2) hours. If the superintendent declares a nonworking day, then no classified staff need report. There will be no deduction from pay or leave.

- H. Teachers who fulfill part of a year's contract shall have their leave benefits prorated according to that fractional part of the contract year that they teach.
- I. A teacher new to the system must have reported for work and actually begun performing the assigned duties before qualifying for any leave benefits. If a teacher qualifies for leave benefits within ten (10) working days of the first scheduled teacher workday, leave benefits shall be applied retroactively to the first scheduled workday for the teacher, except benefits under Leaves, Sabbatical Leave, Public Service Leave, and Personal Leave.
- J. All leave shall be granted on a pro-rated basis consistent with the full time equivalency (FTE) status of the employee.
- K. All leave options may be granted on no less than quarter-day increments.

2. Sick Leave

If a teacher is unable to perform duties due to personal illness or disability, the teacher may take sick leave with full compensation. A teacher shall be allowed ten (10) days sick leave per contract year in addition to prior accumulated sick leave days. Such leave shall be available beginning with the first contract day except as provided in Article XII. Any unused leave may be accumulated from one year to the next without a limit on the total number of days. Absence shall be credited to such leave upon the teacher notifying the building principal or other administrator when returning following an absence for personal illness or disability.

If a secretary is unable to perform duties due to personal illness or disability, the secretary may take sick leave with full compensation. A secretary who is contracted to work 172-192 days shall be allowed ten (10) days, a secretary who is contracted to work 193-200 days will be allowed 11 days, a secretary who is contracted to work 201-225 days will be allowed 12 days, and a secretary who is contracted to work 226-260 days will be allowed 13 days sick leave per contract year in addition to prior accumulated sick leave days. Such leave shall be available beginning with the first work day. Any unused leave may be accumulated from one year to the next without a limit on the total number of days. Absence shall be credited to such leave upon the secretary notifying the building principal or other administrator when returning following an absence for personal illness or disability.

An employee shall be permitted to use sick leave for an illness in the immediate family. Such leave will be allowed upon a notice to the principal or other administrator.

The Superintendent may require a physician's statement verifying the necessity and reason for continuous days of absence beyond three (3) successive days.

3. Sick Leave Bank

To be eligible, each teacher shall contribute one (1) day of sick leave to the sick leave bank. New teachers shall automatically contribute one (1) day during the first year of employment. Returning teachers need not contribute additional days to the sick leave bank; however, they may voluntarily contribute up to ten (10) days

during the September 1-15 contribution window and fifteen (15) days during the March 1-15 contribution window of the current contract year by notifying the Business Manager. Non-returning staff can contribute the remaining days of their sick leave at the end of their current contract by notifying the Business Manager by the last day of contracted workdays.

Teachers who have exhausted their accumulated personal sick leave may, upon application, make withdrawals from the sick leave bank, provided there are sufficient days in the bank.

Each teacher may be granted a number of days from the sick leave bank equal to the number of sick leave days to that teacher's credit in their personally available sick leave balance on the first day of each school year provided that the combination does not exceed one contract year. Such days shall be dispersed in the following manner:

- A. These days are to be used for personal illness or disability only.
- B. Application on a form prescribed by the Superintendent or the Superintendent's designee shall be accompanied by a physician's statement. Additional days from the sick leave bank may be granted by the Superintendent upon application by the teacher if there are sufficient days available.

At the conclusion of each contract year, the Business Manager shall send a report to the BEA indicating the status of the sick leave bank.

4. Parental Leave

Six (6) calendar weeks paid maternity/paternity leave for the birth/adoption of child(ren) through usage of the sick leave bank will be granted:

- Commencing on the birth date or adoption date of child(ren), a doctor's note with date of birth or order of adoption must be provided within seven (7) calendar days
- May allow earlier dates for adoption based on scheduled appointments related to the adoption
- No extra pay if days are non-work days
- The parental leave may be used intermittently within the six (6) calendar weeks if requested in writing to the Superintendent or the Superintendent's designee.
- Following the six (6) calendar weeks of paid leave (through the sick leave bank), employees can use accrued sick leave, personal leave, or leave without pay for the remaining six (6) weeks of the twelve (12) week maximum time
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5. Family and Medical Leave Act of 1993

The Board and the BEA agree that teachers are covered by the Family and Medical Leave Act (FMLA) of 1993. However, teachers will have the discretion to use the leave provisions of this article (Article XII) whenever the use of such leave provisions is applicable. The need for an employee to use FMLA will start after all accrued leaves are exhausted, except in the case of the birth or adoption of child(ren) (that starts immediately).

6. Bereavement

Upon notice to the principal or other administrator, up to five (5) days of paid bereavement leave shall be allowed each teacher at the time of death of any member of the immediate family.

In the event of unusual problems (ie. travel) in connection with the use of bereavement leave, up to two (2)

additional days with substitute pay deducted may be granted by the building principal or other administrator provided that prior approval is secured.

Sick leave may not be mixed with bereavement leave to increase the number of days allowed for the death of an immediate family member, except in the case of the loss of a spouse or child.

7. Special Bereavement

Up to two (2) additional days of bereavement leave per teacher, per school year, shall be allowed for the death of persons who do not meet the definition of immediate family. The cost of a substitute will be withheld from the teacher's daily salary for the second of the days used.

8. Jury Duty

Teachers will be excused from school for jury duty when they are summoned to serve. Any teacher who serves on a jury in a local, state, or federal court will be granted paid leave for the period of his/her actual jury service, however, the teacher will be required to reimburse the School District for any pay received for such service excluding expense reimbursement. Teacher who will be absent from work to serve on a jury must notify their immediate supervisor in advance.

9. Professional Leave

- a. Professional leave shall be defined as absence from duties for the purpose of participation, presentation, or observation in an educational activity determined by the administration with prior notification through a Request for District Professional Development form to the building administrator (at least thirty (30) calendar days prior to the leave) and administrative approval (unless circumstances prohibit advance notice) to be in the interest of the district and consistent with program goals and objectives; and when such activity is not provided in the district and/or not available on non-teaching days.
- b. Approval of participation may be granted by the administration for one or more teachers when such leave conforms to the definition in part A of this section. Attendance by more than one teacher is permitted when the benefit of such participation is determined to be to the education enhancement of the district.
- c. College credit may be obtained as a result of the participation in a professional leave activity if the staff member is willing to pay the cost directly associated with earning the credit. Credits earned in this manner may be applied toward advancement in teacher compensation.
- d. The cost of the substitute teacher required by the teacher's absence from the district will be borne by the Board. Travel, meals, lodging and fees will also be borne by the Board when approved by the building principal or other administrator in accordance with Article XIV concerning travel reimbursement unless there is mutual agreement with the teacher that the teacher pays for the travel, meals, lodging and fees (or portion of) when requesting to do so in order to attend.
- e. Visitation in another school may be allowed as professional leave provided the visitation is for specific educational purposes which would be for the improvement, benefit and possible adoption in the school district.

- f. A written report, including recommendations as to further participation, must be filed with the building principal or other administrator and a verbal report shall be presented to the teacher's co-workers, if requested by the principal or other administrator.
- g. Administration will reply to requests withing fourteen (14) calendar days.

10. Coaching/Activity Leave:

The School District may approve professional leave with no deduction of salary for teachers to attend professional obligations associated with direct activity related assignments. No deduction will be made from accumulated leave. Teachers who are not directly involved with extra-duty pay shall be given permission to use personal leave to serve as chaperones for the designated school activity.

11. Curriculum Leave:

The School District may approve leave with no deduction of salary for teachers to attend professional obligations and events related to curriculum and instruction development. No deduction will be made from teachers' accumulated leave.

12. Consultants, Judges, or Sports Officials Leave

A teacher asked to serve as a consultant, judge, or sports official in a South Dakota High School Activities Association (SDHSAA) sub-state or state contests (this does not include regular season games or contests) or Department of Education (DOE) sponsored events during the school year shall submit a written request for release upon notification from SDHSAA or DOE to his/her building principal. A salary deduction equal to the amount paid to the applicable substitute will be applied for this leave. If the event is unpaid, no salary deduction will be made.

13. Personal Leave

There may be personal conditions or circumstances which may require teacher absence for reasons other than those provided above. The teacher shall receive personal leave days each contract year with full compensation according to the following continuous years of service.

- 0-15 years 2 days
- 16+ years 3 days

Personal leave days not used may be accumulated although no more than five (5) unused days may be carried over to the new contract year. Teachers shall not have more than seven (7) personal leave days at the beginning of a contract year regardless of years of service. The teacher need not declare a reason for requesting personal leave.

For the first day or last day of the school year or the first working day preceding or following a holiday, no more than ten percent (10%) (rounded to the next highest percentage to reach a full person) of the teachers of any building shall be granted personal leave on any day or days. Such leave shall be granted on a first come, first granted basis. The only exception which may be granted by the Superintendent shall be for school sponsored activities. Teachers who are not directly involved with extra-duty pay shall be given permission to use personal leave to serve, or act, as chaperones for the designated school activity.

14. Long Term Leaves of Absence without Compensation

The Board may grant leave of absence without compensation for professional (except sabbatical), personal or health purposes of the employee, spouse or child, upon application by the teacher. Leaves shall not be longer than one year nor less than one quarter unless special permission is granted by the Board. Leave will not be granted to individuals for the purpose of entering business. Upon completion of the leave the Board will make every reasonable effort to return the teacher to that position which the teacher held prior to the leave.

The teacher will retain previously accumulated leave upon returning to the system.

Teachers may elect to retain medical insurance, cancer care, term life insurance, and/or other fringe benefits for the duration of such leave. Such benefits shall be made available with the consent of the offering company. Coverage shall be made available upon the teacher's request and the cost borne by the teacher.

15. Sabbatical Leave

The procedures and rules governing sabbatical leave of absence are as follows:

- a. The Board, upon recommendation of the Superintendent, may grant a sabbatical leave to qualified teachers for the purposes of professional study, approved travel, independent study or research, or a combination of any of these that is germane to licensure and/or teaching assignment(s) in the district, and for such other purposes as may be approved by the Board.
- b. Upon recommendation of the Superintendent, the Board may grant a sabbatical leave to a teacher who has been employed at least six (6) consecutive years, and who has not had a sabbatical leave during the six (6) years immediately preceding this grant. This leave granted shall not exceed two (2) semesters but may be for one (1) semester.
- c. A teacher on sabbatical leave shall receive as compensation during the period of absence one-half of the regular scheduled salary, but not to exceed one-half of the Master's degree maximum.
- d. Compensation shall be paid according to the regular district pay periods. A teacher on sabbatical leave shall receive the scheduled increment and/or adjustments in salary, the same as if occupying a regular assignment.
- e. The number of teachers given sabbatical leave, in any year, shall not exceed one (1) percent of the total number of teachers. The number of leaves granted shall be distributed throughout the system. If the number requesting sabbatical leaves exceeds the number of such leaves available as determined by the Board, the selection shall be based on:
 - i. The estimated value of the plan to the individual and the system.
 - ii. The amount of seniority.
 - iii. The length of time since the last sabbatical leave.
- f. Applications requesting sabbatical leave should be in the office of the Superintendent by March 1st. The Superintendent's committee on sabbatical leaves will meet to consider all applications by March 15th. The Superintendent will submit applications to the Board for final approval during the regular May meeting.

- g. A teacher who receives a sabbatical leave shall agree to return to service with the Board for a period of two (2) years. The teacher who fails to return to the system upon completion of sabbatical leave shall refund the entire compensation paid during the leave, regardless of whether the teacher has been on leave for one or two semesters. The refund will be made during a period of time equal to that of the leave and immediately following the time of the leave.
- h. Upon completion of the sabbatical leave, the district will make every reasonable effort to return the teacher to that position which the teacher held prior to the leave; however, the teacher shall be subject to assignment of positions or duties for which the teacher is licensed and qualified.
- i. The teacher, upon return from sabbatical leave, shall make such reports as may be designated by the Superintendent.
- j. Applications for sabbatical leaves are available at the district office.

16. Military Leave for Training

- a. A teacher who is a member of a "reserve component", to include the National Guard and Air National Guard, will be granted military leave of absence upon approval by the superintendent of a formal written request. Official military orders shall be submitted with the military leave request to the superintendent prior to the leave being granted.
 - i. The teacher will be paid by the District for a period of up to ten (10) days an amount equal to the difference between the daily military compensation and the teacher's daily rate of pay.
 - ii. Additional days may be granted to the teacher upon approval of the superintendent.
- b. Active Duty - Teachers who are called to active duty in the military service qualify under the Soldier's Preference Law to be reinstated with accrued benefits.

17. BEA Leave

In the event that the BEA desires to send representatives to local, state or national conferences or to participate in other business pertinent to BEA affairs including teacher negotiations, the BEA representatives may be excused at district substitute expense for an aggregate number of days not to exceed nineteen (19) working days in any school term. A written request for leave must be submitted through the BEA president to the superintendent for approval at least five (5) days prior to the start of the leave and such leave shall not be granted if it is determined that it will impair the quality of classroom instruction. Failure to provide timely and appropriate notice will result in the BEA compensating the district for the cost of the substitute teacher(s) for the BEA leave within 30 days of the leave.

An additional five (5) days (aggregate) is accessible with BEA paying the cost of the substitute teacher and subject to the same requirements as outlined above.

18. Education Association State or National Office

A teacher who has been elected, selected, or appointed to a state or a national association office shall be granted leave of absence with pay with the amount reimbursed by the State (SDEA) or National Education Association (NEA) to serve in that office subject to the following limitations:

In no event shall a teacher be entitled to more than two (2) consecutive terms of office under this policy. During the first three (3) years only of such leave, the teacher shall advance in compensation and accumulate seniority as if the teacher had remained in the employ of the district.

A teacher granted leave under this policy may elect to continue in the District's insurance program. The teacher pays both the District and teacher shares of the premium.

Upon return to District employment the teacher shall be offered the same or comparable position for which she/he is qualified and certified. If the teacher rejects an offered position for which she/he is qualified, she/he surrenders all rights to employment.

All benefits, to which a teacher was entitled at the time her/his leave of absence commenced, shall be restored to her/him upon her/his return, including sick and personal leave accumulated up to the time the leave began.

This leave may be intermittent with notification at time of request.

19. Short Term Leave of Absence without Compensation

An employee may receive up to five (5) days leave without pay for unforeseen circumstances, upon prior approval of the Superintendent or the Superintendent's designee, if classroom substitutes are available. Certified staff taking leave without pay without prior approval or beyond the five (5) days shall reimburse the district \$15 for every quarter-day increment of short term leave of absence without compensation. An exemption from the additional deduction would be for a documented medical condition when not qualifying for Family Medical Leave Act (FMLA).

Classified staff would be exempt from the additional deduction. However, after the five (5) days of leave without pay, they will be directed to their supervisor for discussion of attendance and fulfilling their work agreement.

20. Resignation

A request for approval to terminate a contract/work agreement must be submitted to the superintendent via signed resignation letter.

21. Liquidated Damages

A certified staff member requesting release from a current, signed contract or subsequent contract will be required to pay liquidated damages in the amount of:

If resigning June 1 st – June 30 th	\$1,000
If resigning July 1 st – July 31 st	\$1,500
If resigning August 1 st – end of school year for the signed contract	\$2,500

When damages are to be paid to the District by the Teacher, the teacher shall do so via a cashier's check or request the amount to be withheld from their paycheck for the appropriate amount when the resignation is submitted, the teacher shall be released from his/her position. The assessment of these liquidated damages shall be the sole remedy utilized by the district related to contract action.

The above liquidated damages shall not be assessed if the release is due to serious personal or family illness as defined by 29 CFR 825.113 under the Family and Medical Leave Act. In cases of emergency or

circumstances beyond an individual's control, or upon mutual agreement between the teacher and the District, a waiver of the liquidated damages may be granted by the Superintendent or their designee. Such request for a waiver should be made in writing to the Superintendent or designee.

22. Early Notification Incentive

Certified staff members in or beyond their fourth consecutive term of employment intending to resign/retire at the end of the current contract year, not including those qualifying for early retirement, that give official early notification of resignation/retirement through signed, written resignation to the Superintendent's office will be eligible for a tiered incentive. To qualify, notification must be submitted on or before the following dates:

November 1, 4:00pm	\$1,500
December 1, 4:00pm	\$1,000
February 1, 4:00pm	\$500
After February 1	\$0

The incentive will be paid with the employee's last regular payment and will be subject to applicable payroll deductions. Notifications of resignation or retirement received after the dates listed above will not qualify for the incentive.

23. Job Abandonment

In the event an employee does not report to work for a period of three (3) consecutive work days without notice to his/her supervisor, the District will consider such action as a voluntary termination effective at the conclusion of the third consecutive day.

24. Public Service Leave

The district supports the opportunity of teachers to run for or be appointed to a public office. The teacher shall give a thirty (30) day written notice to the superintendent and the board of the teacher's intention to run for public office or accept an appointment to public office. The board may or may not approve the request in its sole discretion. If approval is given by the board, it will be on such terms and conditions as the board may approve.

Article XIII
INSERVICE EDUCATION

1. Alternative professional development may count toward the district's in-service requirement with five (5) day prior approval of the superintendent or the superintendent's designee.
2. BEA shall be allowed a minimum of two (2) one-hour sessions out of the allotted in-service days as mutually determined by BEA and the administration to train and inform its membership.

Article XIV
TRAVEL REGULATIONS

Teachers shall be reimbursed for allowable travel expenses which had received proper previous authorization. Reimbursements will be as follow: In town – Federal Rate, out of town - State Rate.

These shall be paid when requested in proper form with the necessary receipts attached. The voucher requirements for state travel will be followed.

Article XV WORKDAY

1. Length of Day

The arrival and departure times for teachers for the work day shall be as follows:

<u>Level</u>	<u>Arrive</u>	<u>Depart</u>
Elementary/Intermediate	8:00 a.m.	4:00 p.m.
Middle School	8:00 a.m.	4:00 p.m.
High School	8:00 a.m.	4:00 p.m.
Instructional assistants	set by supervisor based upon student needs	
Nurses	set by supervisor based upon student needs	
Secretaries	set by supervisor based upon student needs	

For the purpose of district and building operations, including remote learning days or assigned supervision before or after school, staff members will receive alternative hours of service to the work day in order to meet the needs of the district. Said hours will not exceed 8 hours per day with the exception of scheduled parent/teacher conference days, which will be compensated as a student contact day in the school calendar. On days students are dismissed for "School Improvement Planning" as defined in the board adopted calendar, teachers' departure time is 4:00 p.m.

2. Arrival and Dismissal Time

On Fridays or on days preceding holidays or vacations, a teacher's workday shall end at the close of the learner's day.

3. Lunch Periods

Teachers shall have a daily, uninterrupted, duty-free lunch period lasting at least forty (40) minutes.

However, if circumstances require, then the building administrator will have discretion to assign such certified staff as necessary to address the circumstances presented. Staff performing lunch supervision of students will receive \$20 per day (assigned or volunteered). Teachers will not be assigned more than three (3) times per week but can volunteer as many times as desired.

Teachers who are scheduled lunch duty as part of their student contact time will not receive compensation.

Teachers may leave the building without permission during their scheduled duty-free lunch periods.

Classified staff and nurses will have a minimum of a thirty (30) minute uninterrupted duty-free lunch period.

Classified staff and nurses, may, by agreement of the employee, and with their supervisors' approval, waive the daily uninterrupted duty-free lunch period and elect to work through lunch at their hourly rate of pay.

4. Inclement Weather or Emergency Situations – Certified Staff

In the event that school starts late due to inclement weather or an emergency situation, a teacher's workday hours shall reflect the same change as that of the students' day. In the event of an early dismissal, a teacher's workday shall end at the close of the learner's day. In the event of either an early dismissal or a late start, the certified staff prep time may be modified by the building administrator to accommodate the needs of students.

- i. If a teacher had arranged ahead of time to take a leave day and school was cancelled for that day, that leave day shall not be recorded as being used.
- ii. If a teacher had called in sick before school was cancelled, that sick day shall not be charged as being used by that teacher.

5. Inclement Weather - Instructional assistants Classified Staff excluding business office administrative secretaries

In the event that school is dismissed early or starts late due to inclement weather or an emergency situation, instructional assistants, classified staff and nurses shall be allowed to make up time missed. In the event that school is dismissed early, classified staff may at the superintendent's discretion be allowed to leave thirty (30) minutes after the close of the learner's day and be paid for a full day.

6. District-wide Emergency Closures

Emergency closures called by the Superintendent that are district-wide will result in a forgiven contract/work agreement day.

7. Preparation and/or Planning Time

Teacher preparation time is the time teachers are not assigned to teach or supervise students during the instructional workday, excluding school improvement planning time, travel time between buildings, and the teacher's designated lunch break. Except in cases of emergency or inclement weather, full-time equivalent (FTE) classroom teachers shall be provided a minimum of 290 minutes per week of preparation time. Teachers less than 1.0 FTE will receive preparation time based on a pro-rated basis. Weekly preparation time shall be based on a regular, 5 day week and shall be modified for short or modified work weeks. No segment of time less than 20 minutes will count toward planning time. This does not include before or after school minutes except at the Special Education Day School.

While the district endeavors to honor the established workday, from time-to-time teachers may be required to attend 504 meetings (from Rehabilitation Act of 1973) and IEP (Individual Educational Plan) meetings.

Teachers on Special Assignment (TOSA) that are assigned to administrative duties, will not receive classroom preparation and/or planning time during their TOSA duties.

8. Nursing Mothers

The Brookings School District will provide a reasonable break time for an employee to express breast milk for her nursing child each time such teacher or classified employee has need to express milk for one year after the child's birth. The frequency and length of breaks needed for each teacher or classified employee will vary.

The employee will engage in dialogue with her administrator to develop a plan for classroom coverage during this time. The Brookings School District and the administrator will support this mother in the development of a plan that will work for her, her students, and her infant.

Each school will provide a designated room, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by an employee to express breast milk.

9. Part-Time and Traveling Teacher Accommodations

The District will make accommodations in the schedule s of teachers whose assignments included travel from

building to building within the district. All such teachers shall have prep time and duty-free lunch time in accordance with the contract that is in addition to the allotted travel time between buildings. Part-time teachers and traveling teachers will be provided with a place to keep papers, books, and related educational supplies and materials at each of their work sites.

10. Teachers Substituting During Prep Period

Teachers shall be compensated \$25 per 45 minute period when filling in as a substitute for another teacher.

Article XVI
CONTRACT DAYS

The teacher contract will be a total of 180 days with up to 174 student contact days and a minimum of six (6) in-service days to be determined by the School Board. Two (2) of these six (6) in-service days will be allocated to the beginning and end of the year solely for classroom preparations. One of these 6 in-service days will be allocated prior to the first student contact day, and one day will be allocated after the last student contact day. Any reduction in days would mean a reduction in salary.

For the 2023-2024 school year, certified and classified staff will attend up to two (2) additional days of district approved in-service compensated at the regular daily rate of pay contingent upon availability of district resources. These additional days are funded through the available federal Elementary & Secondary Schools Emergency Relief (ESSER) funding.

The classified employee work agreement will include the number of days as determined by the district.

Article XVII
MENTORSHIP

1. Definitions

A. *Mentored Teacher:*

The "mentored teacher" is a teacher who is new to the district or teacher who has been reassigned within the School District.

B. *Mentor Teacher:*

A "mentor teacher" is a teacher who provides mentorship according to the article above. Mentoring may be conducted by an individual or may occur through a team mentorship.

2. Procedures

A. *Application:*

The "mentor" is a career teacher who has expressed interest in mentoring and/or been selected to engage in and conduct mentoring for the mentored teachers. Mentor teachers have demonstrated proficiency in research based instructional practices which may include a performance review, peer recommendations, professional experience, education attainment, or an action research curriculum developed project.

B. *Mentor Compensation and Training:*

The mentor teacher (or team) shall receive a stipend of \$500 per school year after fulfilling mentoring duties. If a team chooses to mentor a teacher, the team will split the \$500 stipend. Reassigned teacher mentors (or team) will receive a prorated stipend based on the length of mentorship. The mentor teacher will be required to participate in a mandatory mentor training. The mandatory training shall be included in the \$500 compensation for mentor services.

C. *New Teachers:*

A mentor teacher, upon mutual agreement between the mentor teacher and the building principal, shall be assigned to teachers new to the School District for a minimum of one school year and a maximum of two school years, such assignment made by the building principal and/or the Superintendent's designee.

D. *Reassigned teachers:*

A mentor teacher shall be assigned to the teacher for a minimum of one quarter of the school year and a maximum of one semester of the school year, such determination for a mentor assignment shall be made by the building principal and/or the Superintendent's designee. The assignment will be made consistent with the job responsibilities written for mentor teachers. The specific length of the mentorship may vary and will not terminate without the mutual consent of the mentor, the mentored teacher, and building principal.

Article XVIII
SALARY AND PAYROLL DEDUCTIONS

1. Salary Schedule

- A. A newly hired teacher with prior teaching experience shall be placed in the appropriate degree lane and on the step with the majority of previously employed teachers with the same number of years' teaching experience.
- B. To receive credit for prior service, such service must have taken place in an accredited public or private elementary or secondary school. Experience in a professional field related to the proposed district assignment may be credited provided such experience was directly related to the assignment. Experience at the university or college level may be credited, provided such experience was in the major or minor field of the newly hired teacher. If the teaching load was less than equivalent to a full time load in the Brookings District, such experience will be prorated accordingly. All prior service will be granted which meets the above conditions. This paragraph shall apply only to those teachers initially employed by the district after March 1, 1981 and shall not affect the placement of any teacher employed prior to that date.

A partial year of prior service granted, which is at least one full semester, shall correspond to a year of credited service regardless of percentage of FTE.

Prior to employment, written notification will be provided to a new teacher, indicating the number of years of experience credited to determine compensation.

A teacher may request the superintendent to review the teacher's placement on the salary schedule, including a review of prior service granted. Any lane or step adjustment will be made effective with the current contract.

- C. The Board reserves the right to hire beyond the average of other district employees with similar education and experience if the position is within the teacher shortage areas as listed on the South Dakota Department of Education Federal Family Loan Program. In addition, the board may hire speech pathologists and career, technical education teachers and behavior technicians beyond the average. However, prior to deviation, the Board must notify the BEA of the position and amount of deviation, as well as why it is necessary to go beyond the stated average.
 - i. For the 2021-2022 school year, due to the shortage of speech therapists, the district will give new and existing speech therapists an additional \$2,500 added to their base. This amount will continue to be part of their salary until their employment ends. This additional \$2,500 will continue to be added to new speech therapists base salary as they are hired.
- D. Pursuant to SDCL 13-43-61 and 62 the school board may offer additional incentives to a new teacher who has signed or is about to sign a contract with the school district.

2. Educational Advancement

Each educational advancement shall be fifteen (15) college/university-granted credit hours of graduate level course work in K-12 related educational fields. Educational advancement shall be considered based upon the compensation of the other teacher similar educational attainment and years of experience. The attainment includes advancement for a master's degree, a specialist's degree, a second master's degree, or other advanced certification from fully accredited university educational programs. Teacher advancement for

additional educational attainment will be compensated at a rate of \$960 (BA to BA+15) and \$1185 (MA+15, MA+30, MA+45) for every 15 credits and \$2745 (MA) and \$1185 (Specialist) for a degree completion.

A. Master's Degree

Brookings School District 5-1 certified teachers who are enrolled in an approved university education Master's degree program shall be paid on the appropriate lane – BA+15 per the Master Agreement for all course work approved by the university towards the Master's degree program. . Teachers will be notified of approval of an educational advancement no later than forty-five (45) days after submission. The Master's degree is acceptable from all/any accredited university educational programs.

B. Specialist's Degree/Second Master's Degree

Brookings School District 5-1 certified teachers who are enrolled in an approved university educational specialist's degree program shall be paid on the appropriate lanes MA+15, MA+30, MA+45 per the Master Agreement for all course work approved by the university toward the Specialist's degree program. . Teacher will be notified of an educational advancement no later than forty-five (45) days after submission. The Specialist's Degree is acceptable from all/any accredited university educational programs.

C. Non-Degree Seeking

Teachers who are not working toward an approved Master's program and teachers who have completed their Master's program must comply with the following:

- i. Each educational advancement in compensation shall be fifteen (15) hours of college graduate level course work in K-12 related educational fields.
- ii. The hours toward educational advancement in compensation should enhance the teacher's current or potential future assignment. The hours or credits must relate to the teacher's competency in what to teach, how to teach or how to more effectively fill the role of a teacher.

D. College/university transcripts of credit hours earned for the purpose of salary advancement must be submitted to the Superintendent five (5) working days prior to the September board meeting on the "Application for Lane Change" form available on the district's website. Credit hours for educational advancement requests must be completed within the last ten (10) calendar years.

E. The hiring schedules for teacher assistants, behavior technicians, nurses, and secretarial hourly staff can be found in Appendix B

3. National Board Certification

Teachers or counselors who earn National Board Certification will be paid \$1000 per year for a period of ten (10) years following the district's notification of eligibility from the South Dakota Department of Education as long as the Department of Education continues to offer a matching payment pursuant to SDCL 13-42-26 and SDCL 13-1-54 or other laws applicable thereto.

4. Salary Payments

Teachers shall receive payment on the 21st day of the month or the last weekday preceding the 21st, if the 21st falls on a weekend or a federal holiday. Salary payments shall be monthly in twelve (12) equal installments or monthly (September through May) in nine (9) equal installments at the teacher's option. The annual notice

must be filed with the business office not later than August 1st.

5. Payroll Deductions

- A. Dues Deductions – The Board shall deduct equal installments from each teacher's paycheck the current due of the BEA, provided that the Board has a teacher-executed authorization for continuing dues deduction, the amount of which shall annually be certified by the BEA. The authorization form shall be furnished by the BEA. The authorization shall remain in effect from year to year, except that the employee may revoke it in writing. Such revocation shall be on a form provided by the BEA and received by the Business Office through the BEA between and including the first and tenth working days.
- B. If a teacher resigns, the Board shall deduct the unpaid portion of the annual dues from the teacher's final paycheck. All dues deducted by the Board shall be remitted to the BEA together with a roster of said deductions within one week after such deductions are made. Remitting of dues shall be by deposit to the BEA's bank account.
- C. RS Section 125 (Cafeteria Plan) is available to all employees for insurance, child care, and un-reimbursed medical expenses, with guidelines as established by the Section 125 provider.
- D. The Board will make other payroll deductions as requested by a teacher including but not limited to, tax sheltered annuities (TSA), United Fund, cancer care premiums, intensive care premiums, and long term disability insurance premiums provided such deductions are constant and equal throughout the salary payment period selected by the teacher under Section 4 above. New company accounts for TSA payroll deduction purposes shall require the participation of a minimum of four district employees. Deductions will be made only if the teacher provides a written request that such deductions be made and such notice is received by the Business Office. Deductions will be made in the next available payroll.

Article XIX
EXTRA DUTY PAY

1. The Extra Duty Salary Schedule appears in Appendix C.

A. Extra duty salaries will increase by 3.75% for the 2024-2025 school year.

B. The salary for experience lane one of assignments II through XVIII is computed by multiplying the salary for assignment I experience lane one by the corresponding assignment factor.

C. Experience lanes on the extra duty schedule:

lane one	1-4 years (counting contract year)
lane two	5-7 years (counting contract year)
lane three	8-10 years (counting contract year)
lane four	11-13 years (counting contract year)
lane five	14 -16 years (counting contract year)
lane six	17 or more years (counting contract year)

D. Experience Lane Factors are:

lane two 1.2 of lane one,
lane three 1.4 of lane one,
lane four 1.6 of lane one,
lane five 1.8 of lane one, and
lane six 2.0 of lane one

E. For all staff employed in an activity that occurred in and prior to the conclusion of 2019-2020 school year, lanes should be recognized at the same experience level regardless of the specific activity or function. However, all new and existing staff hired for an activity occurring following the 2019-2020 school year, compensation shall be determined on an activity by activity basis based on experience within the specific or closely related activity or extra duty function as determined by the Superintendent or Superintendent's designee.

F. Positions may be added to the extra duty salary schedule by Board of Education approval. Typically, Board approval will follow a recommendation for additional extra duty staff, submitted by either the superintendent or designee.

G. Positions may be deleted from the extra duty salary schedule by Board of Education approval. Deletions will be recommended by either the superintendent or designee.

H. Instructional assistants who have an extra duty assignment shall be paid a base hourly rate specific to each extra duty. The hourly rate shall be tracked through the use of a timesheet. Payment will occur subsequent to timesheet submittal. As per federal law, hours worked in excess of forty hours per week will be paid at an hourly rate of time and one half. Effective July 1, 2016, all instructional assistants who have an extra duty assignment shall be paid the same hourly rate as their teacher

assistant duties. This provision does not apply to any instructional assistants on staff and holding a teaching assistant position and an extra duty position as defined in this article as of June 30, 2016.

- I. Extra duty compensation should be reviewed through the negotiations process no more often than three (3) year intervals. Specific positions may be reviewed if variables such as length of season, number of contests, or responsibilities are substantially changed as result of either administrative or South Dakota High School Activities Association (SDHSAA) action. Requests for review of extra duty compensation must be submitted to the director of student activities and adhere to the timeline and criteria provided in the Process for Changes on the Extra Duty Schedule contained in Appendix K in order to be considered for the next school year. Administrative recommendations to upgrade or downgrade the salary of a specific position will be based on the criteria provided in the Process for Changes on the Extra Duty Schedule and must be approved by the Board of Education.

2. Activities Supervision

No teacher shall be required to supervise activities paid at an hourly wage rate (i.e., ticket selling, noon duty, etc.), however, they shall be provided with the opportunity to do so the same as any other prospective employee. In such situations, they shall be paid at the approved miscellaneous pay rate set each July.

3. In the case of an emergency or unfilled vacancy, a qualified teacher may be assigned to a temporary activity assignment for the season. Compensation shall be determined on experience and qualifications in accordance the extra duty schedule.

Article XX INSURANCE

1. Coverage Upon Early Retirement

Any certified staff member, eligible to receive benefits, employed by the Brookings School District for at least fifteen (15) years, and who has attained the age of 55 by June 30th of the retirement year and chooses to retire, or who has served the Brookings School District in an eligible status for at least twenty (20) years, and due to doctor certified illness, which prohibits them from continued employment with the Brookings District, shall have the option to remain on the district's major medical health insurance policy at the group rate provided he/she is not later employed by an organization that provides health insurance coverage for its employees. This person, his/her spouse, and dependents may remain on the policy at the group rate until he/she attains the age that qualifies for Medicare benefits unless such an option is not permitted by the school's health insurance carrier. Application for the option to retain the insurance must be made by the date of termination.

A retiree who has met the above requirements and who remains on the insurance as the spouse of another district employee who is receiving the district contribution toward the premium shall be considered to have exercised the option to retain the insurance unless such an option is not permitted by the school's health insurance carrier. In the event the retiree finds that a qualifying life event will make coverage unavailable to them under this option, the retiree shall have the option to retain the district insurance within the parameters set out in the paragraph above, with the exception that the retiree shall have thirty (30) days from the qualifying event to make application for the option to retain insurance.

The retired person shall assume responsibility for the entire premium and administrative costs due after retirement, and all payments must be made before the due date specified by the school district. The District shall assume no liability for policy cancellation due to late payment.

2. Group Medical Insurance Plan

The Board has an agreement with an insurance company to provide major medical insurance for eligible teachers and their dependents. The school district contributes toward the teacher's cost of this program on a prorated basis according to the plan elected by the teacher (single, employee/spouse, employee/child(ren), or family). The following district contribution is based on hours worked weekly.

20-27 hours=37.5% of the premium
28-40 hours=75% of the premium

A health insurance committee comprised of three (3) members, two (2) Board members, one (1) classified staff member, the superintendent, the business manager, and the administrative health benefits secretary (nine (9) total members), will review, research, and recommend a group medical insurance plan to the Board.

This insurance program is optional. Teachers not participating will not receive pay in lieu of non-participation in the plan.

3. Term Life Insurance

A term life insurance program is available to all eligible employees of the school system. The total premium for the term life insurance will be borne by the district.

4. **Dental Insurance**

The Board shall provide, for teachers and dependents, dental insurance with a company agreed to by the Board and BEA. The Board shall pay seventy-five percent (75%) of the premium for such coverage for those teachers and their dependents, who elect to participate in the plan.

Article XXI
MISCELLANEOUS PROVISIONS

1. Effect of Master Contract

This contract shall constitute the full and complete commitments between both parties and may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of the parties in writing and by signed amendment to this contract or at the conclusion of the negotiation process, impasse or fact-finding procedure. Any individual contract between the Board and an individual teacher heretofore executed shall be subject to and consistent with the terms of this or subsequent agreement to be executed by the parties. If an individual contract contains any language inconsistent with this contract, this contract shall supersede any rules, regulations, or practices of the Board which shall be contrary to or inconsistent with its terms.

2. Severability

If any provision of this contract or any application of the agreement to any employee or group of employees shall be found contrary to law by a court of competent jurisdiction, then such provisions or application shall not be deemed valid and subsisting except to the extent permitted by law. But all other provisions or applications shall continue in full force and effect. In that event, the parties to this contract shall meet immediately and negotiate a substitute provision.

3. Number of Copies

Two copies of this contract titled "Master Contract Between the Brookings School District No. 5-1 and the BEA" shall be printed at the expense of the Board, signed by the legal representatives of both parties, and a copy retained by each party.

Article XXII
DURATION

The provisions of this contract shall be effective as of the first day of July, 2024 and shall continue and remain in full force and effect as binding on the parties until the last day of June, 2025. If a new and substitute contract has not been duly entered into prior to July 1, 2025, the terms of this contract shall remain in full force and effect until such substitute agreement is adopted by the Board of Education.

DOCUMENT AUTHORIZATION

In witness whereof the parties hereto caused this Master Contract to be signed by their respective legal representatives.

FOR THE BEA

Date_____

FOR THE BOARD

Date_____

APPENDIX A
TEACHER RATE OF COMPENSATION

1. Basic compensation: For the 2024-2025 school year, teachers will receive a 3.75% increase to their 2023-2024 salary base.
2. New Teachers: Teachers newly employed by the District who are new to the profession shall be compensated at an amount of \$51,675 for the 2024 – 2025 not to include the basic compensation increase in item 1.

APPENDIX B - HOURLY PAYMENT SCHEDULE

2024-2025 Instructional Assistants

Step	Level 1 Teaching Assistant	Level 2 Behavior Tech & Library TA	Level 3 Behavior Tech at SPED Day Program	Exp
1	\$17.48	\$19.11	\$20.87	0
2	\$17.56	\$19.20	\$20.94	1
3	\$17.64	\$19.29	\$21.01	2
4	\$17.71	\$19.37	\$21.08	3
5	\$17.79	\$19.45	\$21.17	4
6	\$17.88	\$19.54	\$21.25	5
7	\$17.95	\$19.63	\$21.32	6
8	\$18.03	\$19.71	\$21.40	7
9	\$18.18	\$19.85	\$21.55	8, 9
10	\$18.57	\$20.23	\$21.94	10,11,12,13
11	\$18.91	\$20.60	\$22.29	14
12	\$19.29	\$20.98	\$22.66	15
13	\$19.68	\$21.35	\$23.05	16
14	\$20.04	\$21.73	\$23.42	17-24
15	\$20.42	\$22.10	\$23.79	25
16	\$20.81	\$22.47	\$24.18	26
17	\$21.17	\$22.86	\$24.54	27
18	\$21.54	\$23.22	\$24.91	28
19	\$21.93	\$23.60	\$25.30	29
20	\$22.31	\$23.99	\$25.68	30
21	\$22.67	\$24.35	\$26.04	31
22	\$23.06	\$24.72	\$26.44	32
23	\$23.44	\$25.11	\$26.81	33
24	\$23.79	\$25.47	\$27.16	34
25	\$24.17	\$25.85	\$27.55	35
26	\$24.55	\$26.24	\$27.92	36
27	\$24.91	\$26.57	\$28.28	37

Nurses Hourly Hiring Schedule

2024-2025		
Step	Hourly Rate	Exp
1	\$24.24	0
2	\$24.78	1
3	\$25.32	2-3
4	\$25.85	4
5	\$26.34	5
6	\$26.83	6
7	\$27.21	7
8	\$27.63	8
9	\$28.05	9
10	\$28.47	10
11	\$28.88	11
12	\$29.30	12
13	\$29.72	13
14	\$30.13	14
15	\$30.55	15
16	\$30.97	16
17	\$31.39	17
18	\$31.80	18
19	\$32.23	19
20	\$32.65	20
21	\$33.05	21
22	\$33.46	22
23	\$33.88	23
24	\$34.30	24
25	\$34.71	25
26	\$35.16	26
27	\$35.56	27
28	\$35.97	28
29	\$36.38	29
30	\$36.80	30
31	\$37.22	31
32	\$37.63	32
33	\$38.05	33
34	\$38.48	34
35	\$38.90	35
Based up Nursing Experience in a related field.		

Secretary Hiring Hourly Salary Schedule

2024-2025

Step	Pay Grade 1	Pay Grade 2	Pay Grade 3
1	\$19.72	\$20.19	\$21.22

Pay Grade 1:

K-12, Special Education, Food Service and Counselor

Pay Grade 2:

Head HS Secretary, Activities Secretary

Pay Grade 3:

Business Office

If a secretary should move to a different pay grade, their pay will be adjusted by the difference in the hiring schedule between the two pay grades. For example: A secretary moves from paygrade 1 to 2, their current pay would increase by \$.45 (\$19.65 - \$19.20).

Curriculum Rate 2023-2024

\$22.00/hour

APPENDIX C

2024-25	EXTRA DUTY SCHEDULE	LANE 1	LANE 2	LANE 3	LANE 4	LANE 5	LANE 6
ASSIGNMENT		FACTOR 1.0	FACTOR 1.2	FACTOR 1.4	FACTOR 1.6	FACTOR 1.8	FACTOR 2.0
FACTOR		EXP 1-4	EXP 5-7	EXP 8-10	EXP 11-13	EXP 14-16	EXP 17+
I. 1.00		6,025	7,230	8,435	9,640	10,845	12,050
	Debate Head						
	Equipment Manager						
	FCCLA Advisor						
	HS Student Council Advisor						
	MS Athletic Manager						
	Staff Wellness Coordinator						
	Oral Interp						
	FFA Advisor						
	Activity Technology						
	Music, Vocal Director						
II. .95		5,724	6,869	8,014	9,158	10,303	11,448
	Basketball Varsity Head (Boys)						
	Basketball Varsity Head (Girls)						
	Football, Varsity Head						
	Wrestling, Varsity Head Boys						
	Wrestling, Varsity Head Girls						
	Gymnastics, Varsity Head						
	Volleyball Varsity Head						
III .90		5,423	6,508	7,592	8,677	9,761	10,846
	BOBCAT Advisor (Yearbook)						
	Track (B&G), Varsity Head						
	Head Competitive Spirit (Cheer & Dance)						
	Soccer Varsity Head						
	Cross Country (B&G), Varsity Head						
	Softball Head						
IV. .85		5,121	6,145	7,169	8,194	9,218	10,242
V. .80		4,820	5,784	6,748	7,712	8,676	9,640
	Music, Instrumental Director (Band)						
VI. .75		4,519	5,423	6,327	7,230	8,134	9,038
	Head Competitive Cheer						
	Head Competitive Dance						
	Debate, Var. Ass't/Hd Novice						
VII. .70		4,218	5,062	5,905	6,749	7,592	8,436
	Athletic Trainer, Fall						
VIII. .65		3,916	4,699	5,482	6,266	7,049	7,832
	Athletic Trainer, Winter						
	Basketball Varsity Ass't (Boys)						
	Basketball Varsity Ass't (Girls)						
	Football, Varsity Ass't.						
	Wrestling, Varsity Ass't.						
	Special Olympics						
	Gymnastics, Varsity Ass't.						
	Volleyball, Varsity Ass't.						
IX. .60		3,615	4,338	5,061	5,784	6,507	7,230
	Basketball 9th Head (Girls)						
	Basketball 9th Head (Boys)						
	Cheerleader Coach						
	Debate, Ass't.						
	Golf Varsity Head (Boys)						

APPENDIX C

	Golf Varsity Head (Girls)						
	Music, Marching Band Director						
	Head Student Congress						
	Tennis Head (Boys)						
	Tennis Head (Girls)						
	Track, Varsity Ass't.						
	Soccer, Varsity Ass't						
	Volleyball, 9th Head						
	Assistant Competitive Cheer Coach						
	Assistant Competitive Dance Coach						
	FCCLA Ass't.						
	Softball Assistant						
	FFA Assistant						
X. .55		3,314	3,977	4,640	5,302	5,965	6,628
	Football, 10th Head						
	Debate, Varsity Assistant/Public Forum						
	Oral Interp, Ass't (SDHSAA)						
XI. .50		3,013	3,616	4,218	4,821	5,423	6,026
	Band Lessons, Middle School						
	Basketball (Boys), 7th Head						
	Basketball (Girls), 7th Head						
	Basketball (Boys), 8th Head						
	Basketball (Girls), 8th Head						
	Dramatics, Technical Director (Set Building)						
	Football, 9th Head						
	Football, 10th Ass't.						
	Music, Ass't Marching Band						
	School Musical Director						
	Sound/Lighting Tech						
	Theatre Tech						
	Wrestling, 9th Head						
	Conditioning, Out of Season - Winter						
	Conditioning, Out of Season - Spring						
	Conditioning, Out of Season - Fall						
	Winter Drumline						
	Music, Vocal Ass't Director						
	HOSA						
	Oral Interp, Ass't (NSDA)						
XII. .45		2,711	3,253	3,795	4,338	4,880	5,422
	Cross Country (B&G), Varsity Ass't						
	Football, 8th Head						
	Football, 7th Head						
	Football, 9th Ass't.						
	Track, 9th Head						
	Wrestling, MS Head						
	Volleyball, 8th Head						
	Volleyball, 7th Head						
	MS FCCLA Advisor						
XIII. .40		2,410	2,892	3,374	3,856	4,338	4,820
	Cross Country, MS Head						
	Drama, Fall Play Dir.						
	Drama, Spring Play Dir						
	Golf Varsity Ass't (Boys)						
	Golf Varsity Ass't (Girls)						

APPENDIX C

	Tennis Ass't (Boys)						
	Tennis Ass't (Girls)						
	Music, Color Guard Advisor						
	Music, Orchestra Dir						
	Track (B 8th), MS Head						
	Track (B 7th), MS Head						
	Track (G 8th), MS Head						
	Track (G 7th), MS Head						
	Sideline Cheer - Winter						
XIV. .35		2,109	2,531	2,953	3,374	3,796	4,218
	Basketball 8th Ass't (Boys)						
	Basketball 8th Ass't (Girls)						
	Basketball 7th Ass't (Boys)						
	Basketball 7th Ass't (Girls)						
	Cross Country (B&G) MS Assistant						
	Football, 8th Ass't						
	Football, 7th Ass't						
	Wrestling, MS Ass't.						
	Track, MS Ass't						
	Volleyball, 8th Ass't						
	Volleyball, 7th Ass't.						
XV. .30		1,808	2,170	2,531	2,893	3,254	3,616
	BROBOCA,(Newspaper) Advisor						
	Declam, MS						
	Drama, 1 Act Play						
	Improv Advisor						
	National Honor Society Advisor						
XVI. .25		1506	1,807	2,108	2,410	2,711	3,012
	Junior Class/Prom Advisor						
	Drama - Choreographer						
	Fall Drumline						
	Drama - Instrumental Director						
	Music, Middle School Band						
	Music, Vocal - MS						
	Drama - Vocal Director						
	Music, MS Orchestra						
	MS Golf						
	Math Counts Advisor						
XVII. .20		1205	1,446	1,687	1,928	2,169	2,410
	Sideline Cheer - Fall						
XVIII. .15		904	1,085	1,266	1,446	1,627	1,808
	Science Fair Coordinator						
	Torch Advisor/SADD						
XIX. .10		603	724	844	965	1,085	1,206
	Science Olympiad Coordinator						
	Talent Show Director - BHS						
	Talent Show Director - MMS						
	Activity Technology Coordinator (hs commons)						

STUDENT LEARNING OBJECTIVE PROCESS GUIDE – Appendix D

Teacher:	
School:	
Evaluator:	

STEP ONE: SLO DEVELOPMENT

Prioritize Learning Content: <i>Identify standards and content.</i>	<i>What is the most important learning that needs to occur during the instructional period? Specify which standard(s) the SLO addresses and Identify the specific data source or trend data used. (1a)</i>

Identify the Student Population: <i>Describe the context of the class.</i>	<i>How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class(es). (1b, 1c)</i>

Interval of Instruction: <i>Specify the time frame in which growth will be measured.</i>	<i>What is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for an time period that is less than the full length of the course.</i>

Analyze Data and Develop Baseline: <i>Detail student understanding of the content at the beginning of the instructional period.</i>	<i>Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)</i>

<p>Select or Develop an Assessment: Describe how the goal attainment will be measured.</p>	<p>What specific assessment or instrument will be used to measure goal attainment? Describe the source of the assessment and the connection to identified content and standards. (1c, 1d, 1f, 3d)</p>
<p>Growth Goal: Establish expectations for student growth.</p>	<p>What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)</p>
<p>Provide Rationale: Describe how your SLO benefits student learning.</p>	<p>How do the content, baseline data, assessment and growth goal support student progress and growth? Describe why you chose to develop this SLO. (1a, 1f)</p>
<p>Learning Strategies: Describe your plan to meet student needs.</p>	<p>How will you help students attain the goal? Provide any specific actions that will lead to goal attainment. (1b, 1e, 1f, 4a)</p>

STEP TWO: SLO APPROVAL

The SLO has been reviewed jointly between the teacher and evaluator and will serve as the agreed-upon measure to determine the teacher's student growth rating.

Teacher Signature:

Date:

Evaluator Signature:

Date:

STEP THREE: ONGOING COMMUNICATION

<i>Progress Update:</i> Describe student progress toward the growth goal.	Are your students on track toward meeting the growth goal? Specify the assessment used to track progress. (1f, 3d, 4b)
<i>Strategy Modification:</i> If necessary, document changes in strategy.	Does data suggest I need to adjust my instructional strategy? Describe how you plan to meet the goal. (1e, 4a)
<i>SLO Adjustment:</i> If justified, describe changes to the SLO.	Are there circumstances beyond the teacher's control that will impact growth goal? If needed, attach a revised SLO. (1b, 4a)

Teacher Signature:

Date:

Evaluator Signature:

Date:

STEP FOUR: PREPARE FOR THE SUMMATIVE CONFERENCE

This section documents the preliminary student growth rating, which will be discussed during the end-of-year Summative Conference.

SCORING

High Growth: <i>The growth goal was 86% to 100% attained.</i>	<i>What does high growth mean? Detail end-of-course achievement levels that equate to high growth. (4b)</i>
Expected Growth: <i>The growth goal was 65% to 85% attained.</i>	<i>What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth. (4b)</i>
Low Growth: <i>The growth goal was less than 65% attained?</i>	<i>What does low growth mean? Detail end-of-course achievement levels that equate to low growth. (4b)</i>

PRELIMINARY STUDENT GROWTH RATING

PRELIMINARY STUDENT GROWTH RATING Based on final assessment data, the student growth rating is:		
LOW	EXPECTED	HIGH
<input style="width: 20px; height: 20px;" type="checkbox"/>	<input style="width: 20px; height: 20px;" type="checkbox"/>	<input style="width: 20px; height: 20px;" type="checkbox"/>

REFLECTION

Professional Growth: <i>Detail what you learned.</i>	<i>What worked? What should be refined? Describe the support you need to improve instruction and student learning. (1a, 4a)</i>

APPENDIX E - PROFESSIONAL PRACTICES RATING & DOCUMENTATION

TEACHER:

SCHOOL YEAR:

EVALUATOR:

ASSIGNMENT:

STUDENT LEARNING OBJECTIVE

Evaluator Teacher

Initials indicate completion

Pre-Conference and Approval Date: _____
SLO must be submitted by the first working day of October and finalized by the last working day in October.

(Optional) Mid-Year Review Date: _____

Student Growth Discussed—Date: _____
Mark the appropriate growth rating below.

STUDENT GROWTH RATING

Based on final assessment data, the student growth rating is:

☐
LOW

< 65% attained

☐
EXPECTED

> or = 65%, but < 85% attained

☐
HIGH

> or = 85% attained

FORMAL OBSERVATION —observations attached

Evaluator Teacher

Initials indicate completion

Pre-Observation Observation Date: _____

Formal Observation Date: _____

Post Observation Conference Date: _____

If Applicable Pre-Observation Observation Date: _____

If Applicable 2nd Formal Observation Date: _____

If Applicable Post Observation Conference Date: _____

Components from Domains 1 and 4: _____
Teacher 1 Teacher 4 Evaluator 1 Evaluator 4

PROFESSIONAL PRACTICE RATING

Total Score: _____ # of Components: _____ Average Score: _____

Based on Average Score: Unsatisfactory (1.00-1.49) Basic (1.50-2.49) Proficient (2.50-3.49) Distinguished (3.50-4.00)

☐
UNSATISFACTORY☐
BASIC☐
PROFICIENT☐
DISTINGUISHED

INFORMAL OBSERVATIONS

Evaluator Teacher

Initials indicate completion

1st Walkthrough Date: _____

Evaluator is to complete the first informal evaluation prior to the first formal evaluation.

2nd Walkthrough Date: _____

SUMMATIVE TEACHER PERFORMANCE

Combining Professional Practice Rating and Student Growth Rating, the Overall Professional Practice Rating is:

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
LOW				
HIGH				
EXPECTED				
		EXCEEDS EXPECTATIONS		
		MEETS EXPECTATIONS OVAL INDICATES RATING IS SUBJECT TO REVIEW		
		BELOW EXPECTATIONS		

signature of the teacher agrees been discussed.

SIGNATURES: *The teacher shall not imply that the with the evaluation, but merely indicates that the evaluation has We have discussed the evaluation.*

EVALUATOR: _____

DATE: _____

TEACHER: _____

DATE: _____

APPENDIX F

South Dakota School Counselor Evaluation

Name: _____

School: _____

Position: _____

Year: _____

Please refer to the School Counselors' Level of Performance Rubric for the following:

U= Unsatisfactory B = Basic P = Proficient D = Distinguished

Domain 1: Planning and Preparation	U	B	P	D
1a: Demonstrating knowledge of counseling theory and techniques				
1b: Demonstrating knowledge of child and adolescent development				
1c: Establishing goals for the counseling program appropriate to the setting and the students served.				
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
1e: Planning the counseling program, integrated with the regular school program				
1f: Developing a plan to evaluate the counseling program				

Domain 1 – Comments: ~~(evidence of strengths and areas of improvement)~~

Domain 2: The Environment	U	B	P	D
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for productive communication				
2c: Managing routines and procedures				
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school.				
2e: Organizing physical space				

Domain 2 – Comments: (evidence of strengths and areas of improvement)

Domain 3: Delivery of Service	U	B	P	D
3a: Assessing students' needs				
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on the knowledge of students' needs.				
3c: Using counseling techniques in individual and classroom programs.				
3d: Brokering resources to meet needs				
3e: Demonstrating flexibility and responsiveness				

Domain 3 – Comments: (evidence of strengths and areas of improvement)

Domain 4: Professional Responsibilities	U	B	P	D
4a: Reflecting on practice				
4b: Maintaining records and submitting them in a timely fashion				
4c: Communicating with families				
4d: Participating in a professional community				
4e: Engaging in professional development				
4f: Showing professionalism				

Domain 4 – Comments: (evidence of strengths and areas of improvement)

South Dakota School Counselor Evaluation Summary

School Counselor: _____ Evaluator: _____

School: _____

Position: _____

Year Evaluation Completed: _____

Overall Rating	
----------------	--

Comprehensive Comments:

Strengths:

Areas of professional growth:

Professional goals:

Signature of Employee

Date

Signature of Evaluator

Date

School Counselors' Level of Performance

Unsatisfactory: The professional performing at the Unsatisfactory level does not yet to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the school counselor to grow and develop in this area.

Basic: The professional performing at the Basic level appears to understand the concepts underlying the component and attempts to implement its elements, but implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, collaboration of other school counselors, and experience will enable the school counselor to become proficient in this area.

Proficient: The professional performing at the Proficient level clearly understands the concepts underlying the component and implements it well. Most experienced capable school counselors will regard themselves and be regarded by others as performing at this level.

Distinguished: The professional performing at the Distinguished level are master school counselors and make a contribution to the field, both in and outside of their school. Their programs operate at a qualitatively different level from those of other school counselors. Such school counselors actively promote highly motivated and engaged student involvement assuming considerable responsibility for student's academic, personal/social and career development.

Date	Domain #1— Planning and preparation for evaluation and treatment:	Components	Unsatisfactory	Basic	Proficient	Distinguished
	Demonstrate knowledge and skills in speech- language pathology and related subject areas (e.g., literacy).	1a. Prepares adequately for meetings.	SLP fails to communicate well or content is disorganized.	SLP is partially successful in preparing for meetings but there is information that is not well-organized.	SLP communicates with families and team members with organized materials and having secured necessary permissions, notices, and information.	SLP communicates with families and team members with well-organized materials having secured necessary permissions, notices, and information as well as input from members of the team.
		1b. Develops understandable and measureable goals.	SLP's goals are unclear or are inappropriate to the students' needs.	SLP's goals are somewhat suitable to students' needs but are underdeveloped.	SLP's goals are clear and appropriate for the students' needs at each age level.	SLP's goals are highly appropriate to students' needs and have been developed including consultations with team members.
		1c. Develops a parent-friendly evaluation report using formal and informal assessment tools.	SLP prepares reports that are inaccurate.	Reports are written accurately but there is a lack of clarity.	Reports contain all important information and are accurate and appropriate.	Reports are accurate and information was proactively gathered possibly including interviews with teachers and parents.
		1d. Appropriately analyzes and interprets test results to make appropriate recommendations.	SLP completes assessments of student needs in a hasty, disorganized manner.	SLP completes adequate assessments of student needs but analysis is not in-depth.	SLP completes thorough assessments of student needs with clear, in-depth interpretation and recommendations.	SLP completes highly competent assessments of student needs with in-depth interpretation and recommendations.

		1e. Designing and completing a therapy schedule.	SLP does not design a therapy schedule based on service delivery model as stated in student IEP.	SLP designs therapy schedule based on service delivery model in student IEP.	SLP designs therapy schedule taking into account service delivery model stated in student IEP and reflecting student needs.	SLP designs a dynamic therapy schedule taking into account service delivery model stated in student IEP that reflects student needs and growth in students' skills.
--	--	--	--	--	---	---

Date	Domain #2- Professional Environment and Responsibilities:	Components	Unsatisfactory	Basic	Proficient	Distinguished
	Provide culturally and educationally appropriate services that are effective, engage students, and reflect evidence-based practices.	2a. Works with individuals at all ability levels and serves a range of disorders, as appropriate for the setting.	SLP demonstrates little or no knowledge into disorders and does not individualize therapy.	SLP demonstrates general knowledge into a range of disabilities. SLP is able to individualize therapy techniques for a few students.	SLP demonstrates knowledge into a range of disabilities. SLP is able to individualize therapy techniques to most students.	SLP demonstrates specialized knowledge into a range of disabilities. Able to utilize appropriate resources to individualize therapy techniques to all students.

		2b. Demonstrates competence in oral and written communication.	SLP demonstrates insufficient oral and written communication.	SLP is able to communicate basic information.	SLP is effective in oral and written communication in interactions.	SLP is highly effective in oral and written communication in interactions.
		2c. Organizes work space materials and equipment.	SLP does not make materials easily accessible for productive therapy.	SLP sets up work space and materials for student therapy sessions.	SLP organizes an efficient work space and materials.	SLP organizes a dynamic work space and materials to fit individual therapy needs.
		2d. Explains evaluations, contents of the IEP, and progress clearly, using parent friendly language for all team members.	SLP is unable to communicate effectively to parents and team members.	SLP sometimes uses parent friendly language.	SLP regularly uses parent friendly language.	SLP always uses parent friendly language.

		2e. Completes IEP (e.g., prior notice, eligibility, etc) and other paperwork (e.g., Medicaid, SSI) within a specific timeline using appropriate forms.	SLP does not complete paperwork within appropriate timeline.	SLP sometimes completes paperwork accurately and within appropriate timeline.	SLP regularly completes paperwork accurately and within appropriate timeline.	SLP always completes paperwork accurately and within appropriate timeline.
		2f. Demonstrates professionalism through advocacy and maintains student confidentiality.	SLP does not follow Brookings School District policies pertaining to confidentiality and professionalism. SLP does not advocate for students' best interests.	Not applicable	Not applicable	SLP follows Brookings School District policies pertaining to confidentiality and professionalism. SLP is an advocate for students' success.
		2g. Collaborates positively and respectfully with administration, teaching staff, parents and students—all team members.	SLP is unavailable to staff and declines to provide information when requested.	SLP is available to staff for questions and planning and provides information when requested.	SLP initiates communication with teaching staff/administrators regarding individual student needs.	SLP frequently seeks out teaching staff/administrators to collaborate on individual student needs.
		2h. Reflecting on practice and responding professionally to feedback from supervisor.	SLP does not reflect or respond professionally to feedback.	SLP reflects and responds appropriately to feedback.	SLP reflects and responds appropriately to feedback, sometimes improving practice and incorporating suggestions to enhance therapy service delivery.	SLP consistently reflects and responds appropriately to feedback and incorporates suggestions to enhance therapy service delivery.

		2i. Participates and completes professional development to further growth in our field.	SLP does not seek professional development opportunities.	SLP meets required hours of completion and incorporates some information into therapy sessions.	SLP meets required hours of completion. SLP shares professional development opportunities with colleagues or incorporates information into therapy sessions.	SLP goes beyond required hours of completion. SLP shares professional development opportunities with colleagues and incorporates information into therapy sessions.
		2j. Completes and maintains all activities for required licensure and clinical competencies.	SLP demonstrates little to no skill or knowledge in the therapy setting; SLP does not maintain required CEUs for licensure.	Basic knowledge and skill is evident in the therapy setting; SLP holds necessary licensure.	SLP demonstrates thorough skill and knowledge in the therapy setting; SLP holds the necessary licensure.	SLP demonstrates extensive knowledge and skill in the therapy setting; SLP holds the necessary license and an advanced certificate (i.e., ASHA CCCs).

Date	Domain #3 Service Delivery:	Components	Unsatisfactory	Basic	Proficient	Distinguished
	Provide appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs.	3a. Develops activities that promote progress on the students' specific IEP goals.	SLP does not plan or develop activities that promote progress on IEP goals.	SLP plans and develops activities but without clear correlation to IEP goals.	SLP develops comprehensive plans with available resources targeting most of the students needs.	SLP develops comprehensive plans with a wide variety of resources that meet student interests and needs.

		3b. Engages students in the session's activities while providing accommodations and appropriate feedback.	SLP does not engage students in appropriate activities, provide accommodations and feedback.	SLP attends to most accommodations and provides some appropriate feedback.	SLP designs dynamic therapy sessions to meet student needs while providing accommodations and appropriate feedback.	SLP designs dynamic therapy sessions to meet individualized student needs while providing accommodations and appropriate feedback.
		3c. Has good behavior management skills and fosters a positive interaction with students.	SLP does not demonstrate behavioral management skills or foster positive interactions with students.	SLP demonstrates some behavior management but is only slightly effective in addressing behaviors. Attempts at developing positive interactions are minimal.	SLP demonstrates effective good behavior management by responding to student behaviors, in an effective but respectful manner. Positive interactions are evident between therapist and student(s).	SLP demonstrates highly effective behavior management skills, which show evidence of student involvement in monitoring their own behaviors. Therapy sessions are marked by highly positive student/therapist interactions, with students seeking out the therapist for interaction.

		3d. Designs and implements treatment session plans that allow completion of activities in an efficient and effective manner.	Therapy sessions do not present any evidence of careful design or consideration of how to ensure effective and efficient treatment sessions to meet therapy outcomes.	Therapy session design is minimally present, but does not appear to result in effective and efficient delivery of therapy.	Therapy session design shows evidence of careful design and implementation based on ensuring therapy sessions are efficient and effective to meet therapy outcomes.	Therapy sessions are designed and implemented around therapeutic goals and outcomes, with evidence that students have input into therapy session activities.
		3e. Includes IEP goals/objectives or materials in the session according to the therapy plan.	SLP does not use appropriate materials to address targeted IEP goals and objectives.	SLP has some materials present for therapy work, but minimally aligned to address targeted IEP goals and objectives.	SLP provides a variety of materials which are aligned directly to the targeted IEP goals and objectives.	SLP provides individualized and/or innovative materials designed exclusively to ensure and target the IEP goals and objectives.
		3f. Maintains effective data for goal progress.	SLP does not have an organized system to monitor goal progress during therapy sessions.	SLP has a rudimentary system for data collection to monitor goal progress, which is used somewhat inconsistently	SLP has an established system for data collection to monitor goal progress and consistently takes data across therapy sessions.	SLP has a highly effective data collection system which is used to monitor individual student progress and reflect student growth over several sessions.

				across therapy sessions.		
		3g. Changes activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal.	SLP does not demonstrate flexibility and responsiveness to student performance and data collected in therapy sessions.	SLP shows minimal awareness of student performance and attempts to adjust therapy activities, feedback and direction with limited success.	SLP is aware of student data and responsiveness in therapy sessions and can adjust activities, feedback and direction of the session based on that input.	SLP uses data and student performance continuously to drive therapy activities, feedback and overall direction of therapeutic approaches.

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy <p>1b Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage <p>1c Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners <p>1d Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students <p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1f Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students <p>2b Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of content • Expectations for learning and achievement • Student pride in work <p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals <p>2d Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior <p>2e Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>4b Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records <p>4c Communicating with Families</p> <ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in instructional program <p>4d Participating in a Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school <p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession <p>4f Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations 	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language <p>3b Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation <p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing <p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring <p>3e Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence

APPENDIX I: Examples of Artifacts Aligned to Domains of Professional Practice

ARTIFACT	DOMAIN 1 Planning and Preparation	DOMAIN 2 Classroom Environment	DOMAIN 3 Instruction	DOMAIN 4 Professional Responsibilities
Stakeholder surveys	X	X	X	X
Teacher lesson plans	X			
Discipline referrals		X		
Parent newsletters				X
Class website			X	X
School improvement goals	X			
Professional growth plan	X	X	X	X
Student enrollment (electives)		X		
Community partnerships				X
Teacher journal	X	X	X	X
Safety report		X		
Positive feedback portfolio	X	X	X	X
Parental contact log				X
Transcript	X			X
Demonstration of professional behavior (dress, punctuality, attendance)				X
Community involvement				X
Demonstration of high expectations		X		
Discipline plans or contracts		X		
Substitute teacher folder	X			X
Leadership opportunities				X
Curriculum maps	X		X	
Committee assignments				X
Grade book				X
Video lesson	X	X	X	X
Professional organizations				X
Individual Education Plans (students)	X	X	X	
Differentiated lesson plans	X		X	
Mentoring	X	X	X	X
Action research	X	X	X	X
Professional development activities	X	X	X	X
Performance rubrics	X	X	X	

South Dakota School Counselor Evaluation Supporting Document

Table of Contents

Introduction and Overview.....	pg. 3
Proposed Timeline	pg. 4
School Counselor Description by Charlotte Danielson.....	pg. 3
Charlotte Danielson Framework Review.....	pg. 4
Domain Overview	pg. 5
School Counselor Evaluation Document	pg. 8
Workgroup & Resources	pg. 15

☐ **Professional Disclaimer**

- The framework for specialists described here should not be considered the last word on the subject; like the domains and components of the framework for teaching, they may have to be slightly modified to adequately reflect the conditions in any particular location. Charlotte Danielson Enhancing Professional Practice A Framework for Teaching pg. 110

School Counselor Description by Charlotte Danielson:

Work with other educators to ensure student success.

Address student's emotional needs and design a course for their lives and careers beyond high school.

Proactive guidance services are offered through a curriculum of classroom presentations based upon developmental needs of children's age.

Provide responsive services that emerge from issues that appear either in students or groups as a whole. Help students acquire communication skills, healthy self-images and appropriate relationships.

Help students determine strengths for postsecondary planning.

Serve as a resource to students, teachers, parents, and the school as a whole.

Design appropriate academic program to eliminate negative behaviors.

Collaborate with teachers to present guidance lessons for behavior management, or classroom procedure management. Regularly confer with parents about any number of issues that affect student learning, typically related to behavior and emotions.

Interpret cognitive, aptitude, and achievement tests, student records, and assist stakeholders in identifying and resolving student needs, issues, and problems.

Charlotte Danielson Framework Review

- School counselors are represented under the specialist's area in Danielson's "Framework for Teaching". Through this specialist identification school counselors follow the same four core domains of highly effective educators as outlined below.
 - **Domain 1: Planning and Preparation**
Every specialist must plan and prepare
For some specialists, the knowledge of resources is critical.
 - **Domain 2: The Environment**
For school counselors the environment may principally be an office or a center that students go to and that should be inviting.
 - **Domain 3: Delivery of Service**
All specialists do important work, but not all of it is actual teaching; in some cases it involves assessing individual student needs or conducting small-group or individual counseling sessions.
 - **Domain 4: Professional Responsibilities**
All specialists reflect on their practice and maintain records.
For some of specialists or school counselors, communicating with families is an even more significant part of their work than is the case with classroom teachers.
All specialists participate in a professional community, and their collaboration with other teachers in the school is absolutely central to their work.

- Intertwined within each domain contain specific components which are outlined in the next section entitled "Domain Overview". In this section you will find various components and under each component contain possible evidence which will guide school counselors in an understanding of various roles in which may be evaluated.

***Note:** These examples of possible evidence are merely an overview of comprehensive duties for which school counselors may be evaluated. Each specific school counselor should identify and provide evidence suitable for their role within their school.

DOMAIN OVERVIEW
Domain 1 for School Counselors: Planning and Preparation

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little understanding of counseling theory and techniques	Counselor demonstrates basic understanding of counseling theory and techniques	Counselor demonstrates understanding of counseling theory and techniques	Counselor demonstrates deep understanding of counseling theory and techniques
Possible evidence: Professional development, literature/resources, policy reviews/handbooks, situational examples, IEP's, small groups, best practices (procedure for suicidal ideation, consultation for IEP's), observations.				
1b: Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which the individual students follow the general patterns.
Possible evidence: Professional development, lesson plans, presentations, meeting agendas (senior class meetings, etc) IEP's, referrals, student activity/interaction, observations				
1c: Establishing goals for the counseling program appropriate to the setting and the students served.	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the student.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the student and have been developed following consultation with students, parents, and colleagues.
Possible evidence: Master calendar, measurable data (DSTEP, school improvement teams, attendance, behavior, etc), pre-post assessments, climate surveys, needs assessments, school profile, create and monitor annual program goals.				
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor demonstrates little or no knowledge of governmental regulations and of resources for student available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for student is extensive, including those available through the school or district and in the community.
Possible evidence: Professional development, 504's/IEP's, regulations, school law, mandatory reporting, ethics, school counseling program and other resource brochures (pregnancy, violence, etc) Resources school handbook, local, government, agencies, policies. Post-secondary planning: Financial aid, admissions, military, career. Elementary school admission (immunizations, social security numbers, FERPA, etc).				
1e: Planning the counseling program, integrated with the regular school program	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
Possible evidence: Master calendar/action plan, guidance curriculum (character counts, bullying programs, etc.), needs assessment, mission statement (aligned with school's mission statement), Refer to ASCA or SD Comprehensive School Counseling Model for sample.				

<u>1f: Developing a plan to evaluate the counseling program</u>	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Possible evidence: Portfolios, rubric, pre-post assessments for guidance units, communication with staff and administration, SD Comprehensive Counseling Model, needs assessment (parent, teachers, students, community, etc.) See 1c and 1d.				
Domain 2 for School Counselors: The Environment				
	Level of Performance			
Component	Unsatisfactory	Basic	Proficient	Distinguished
<u>2a: Creating an environment of respect and rapport</u>	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
Possible evidence: Student request forms, surveys, visibility to students (hallways, activities), immediate interventions, school climate involvements, leadership initiative, personal statements from parents, teachers, students, thank you's, etc, student interaction observations (also informal – student activities, hallways, etc.)				
<u>2b: Establishing a culture for productive communication</u>	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
Possible evidence: Teachers referral documentation, teacher/student mediation, presentations, committees, special programs, educate student on productive communication, conflict resolutions, etc., modeling productive communication (non-formal observations).				
<u>2c: Managing routines and procedures</u>	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist to maintain them.
Possible evidence: Posted availability/daily schedule (whiteboard, posted schedule, request form), master calendar, referral procedure, informed consent (visible/documented), time on task effectiveness to program (direct services, administrative duties, etc), suggested percentages can be found within SD Comprehensive School Counseling Model.				
<u>2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school.</u>	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
Possible evidence: Active leadership roles, committee involvement, counseling session times focused and goal oriented, session expectations and limitations, student/staff conduct (handbook, policies/procedures).				

<u>2e: Organizing physical space</u>	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.
Possible evidence: Inviting space, files organized, overall organization of space, developmentally appropriate materials and environment, student artwork, no hazards				
Domain 3 for School Counselors: Delivery of Service				
	Level of Performance			
Component	Unsatisfactory	Basic	Proficient	Distinguished
<u>3a: Assessing students needs</u>	Counselor does not assess students needs, or the assessments results in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individual assessments of student needs to contribute to program planning.
Possible evidence: Climate survey, needs assessments, use of career, academic, personal/social planning and assessments (ACT, ASVAB, SRB, SDMyLife, Personal Learning Plans), referrals, 360 degree evaluations				
<u>3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on the knowledge of students needs.</u>	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
Possible evidence: advisory, use of career, academic, personal/social planning (see above), master calendar, classroom guidance, graduation requirements, contact log, PLP.				
<u>3c: Using counseling techniques in individual and classroom programs.</u>	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
Possible evidence: Collaboration with other school counselors, resource officers, supervision, etc., observable situations, coordination of activities (special programs, college recruiters, etc.)				
<u>3d: Brokering resources to meet needs</u>	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
Possible evidence: Coordination of assemblies, speakers, career assessment interpretations, parent workshops, SPED, TAG, TAT, RTI, transition program, free resources (Upward bound, talent search, teaching tolerance, Great Lakes, HRSA, etc., referrals, SDMyLife				
<u>3e: Demonstrating flexibility and responsiveness</u>	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.
Possible evidence: Observations, contact log, time task analysis, needs assessments, crisis plan implementation, providing staff development, active professional development, active best practices, flexibility in scheduling, crises, needs assessments, surveys, 360 evaluations, etc.				

Domain 4 for School Counselors: Professional Responsibilities

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
Possible evidence: Establishing personal and professional goals, reflection (formal and informal, reviewing personal/professional goals, etc.) Document meeting administrators to review counseling goals. Staff and student meetings regarding counseling program (strengths, weaknesses, needs). Yearly review/program audit. Develop personal wellness plan (mental, physical, emotional, etc.).				
4b: Maintaining records and submitting them in a timely fashion	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
Possible evidence: School policy paperwork and documentation. Handling confidential materials (secure). Timely referrals (DSS, CPS, agencies, etc.). Organized, logical record keeping.				
4c: Communicating with families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
Possible evidence: Introduction to counseling program letter (newsletter, brochure, website). Informed consent, back to school night, student handbook, verbal reminders, parent contact log (email, phone tally), parent outreach (parent/teacher conferences), Multimedia presentations.				
4d: Participating in a professional community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
Possible evidence: Membership in professional organizations (local, state, national), leadership roles, volunteering, committees, extra-curriculars.				
4e: Engaging in professional development	Counselor does not participate in professional development activities when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and make a substantial contribution to the professional through such activities as offering workshops to colleagues.
Possible evidence: Presenting at conferences, active attendance at conferences and professional development opportunities, presenting or attending in-services, CEU's (webinars, etc.).				
4f: Showing professionalism	Counselor displays dishonesty in interactions with colleagues, students, and the public;	Counselor is honest in interactions with colleagues, students, and the public; does	Counselor displays high standards of honesty, integrity, and confidentiality in	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students,

	violates principles of confidentiality.	not violate confidentiality.	interactions with colleagues, students and the public; advocates for students when needed.	taking a leadership role with colleagues.
Possible evidence: Observations (via administration, other, etc.), communicating respectfully, maintaining confidentiality, approach to advocating for students.				

School Counselor Evaluation Document

School Counselors Level of Performance

Unsatisfactory: The professional performing at the Unsatisfactory level does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the school counselor to grow and develop in this area.

Basic: The professional performing at the Basic level appears to understand the concepts underlying the component and attempts to implement its elements, but implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, collaboration with school counselors, and experience will enable the school counselor to become proficient in this area.

Proficient: The professional performing at the Proficient level clearly understands the concepts underlying the component and implements it well. Most experienced capable school counselors will regard themselves and be regarded by others as performing at this level.

Distinguished: The professional performing at the Distinguished level are master school counselors and make a contribution to the field, both within as well as outside of their school. Their programs operate at a qualitatively different level from those of other school counselors. Such school counselors actively promote highly motivated and engaged student involvement assuming considerable responsibility for students' academic, personal/social and career development.

South Dakota School Counselor Annual Professional Evaluation Report

Name: _____ School: _____

Position: _____ Year: _____

Please refer to the School Counselors Level of Performance Rubric for the following:

U= Unsatisfactory B = Basic P = Proficient D = Distinguished

Domain 1: Planning and Preparation	U	B	P	D
1a: Demonstrating knowledge of counseling theory and techniques				
1b: Demonstrating knowledge of child and adolescent development				
1c: Establishing goals for the counseling program appropriate to the setting and the students served.				
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
1e: Planning the counseling program, integrated with the regular school program				
1f: Developing a plan to evaluate the counseling program				
Domain 1 – Comments: (evidence of strengths and areas of improvement)				

Domain 2: The Environment	U	B	P	D
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for productive communication				
2c: Managing routines and procedures				
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school.				
2e: Organizing physical space				
Doman 2 – Comments: (evidence of strengths and areas of improvement)				

Domain 3: Delivery of Service	U	B	P	D
3a: Assessing students needs				
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on the knowledge of students needs.				
3c: Using counseling techniques in individual and classroom programs.				
3d: Brokering resources to meet needs				
3e: Demonstrating flexibility and responsiveness				
Domain 3 – Comments: (evidence of strengths and areas of improvement)				

Domain 4: Professional Responsibilities	U	B	P	D
4a: Reflecting on practice				
4b: Maintaining records and submitting them in a timely fashion				
4c: Communicating with families				
4d: Participating in a professional community				
4e: Engaging in professional development				
4f: Showing professionalism				
Domain 4 – Comments: (evidence of strengths and areas of improvement)				

Evaluation Summary

School Counselor: _____ Evaluator: _____

School: _____ Position: _____

Year Evaluation Completed: _____

Comprehensive Comments:

Strengths:

Areas of professional growth:

Professional goals:

This evaluation has been discussed with me. <input type="checkbox"/> Yes <input type="checkbox"/> No	
Evaluator Signature	Date:
School Counselor Signature	Date:

School Counselor Work Group

Alyssa Krogstrand – DOE

Brady Sumners – School Counselor, Spearfish High School

Celeste Burow-Uthe – School Administrator, Sioux Falls Public Schools

Diana Holzer – School Counselor, Timber Lake School District

Jason Uttermark – School Administrator, Aberdeen Public Schools

Jill Kessler – School Counselor, Cheyenne-Eagle Butte School District

Kim Goebel – School Counselor, Gettysburg School District

Levi Reindl – School Counselor, Kimball School District

Lisa Hansen – School Counselor, Chester School District

Shelia Anderson – School Counselor, Britton-Helca School District

Stacy Solsaa – Executive Director, SD Counseling Association

Sue Kooima – School Counselor, Harrisburg School District

Tobin Bakkedahl – School Counselor, Sioux Falls School District

Questions may be directed to:

Alyssa Krogstrand – Alyssa.Krogstrand@state.sd.us -

Levi Reindl – Levi.Reindl@k12.sd.us – 605-778-6231

Resources:

Enhancing Professional Practice, A Framework for Teaching 2nd Edition, Charlotte Danielson

Annual Professional Performance Review Plan; Garden City Public Schools, Garden City, New York; 2007

APPENDIX K
Process for Changes on the Extra Duty Schedule

1. Criteria

- a. Information Provided By:
- b. Activity (*i.e. football, band, debate*)
- c. Levels of Activity (*i.e. ms, jv, var*)
- d. Number of Coaches/Supervisors (*i.e. Cross Country hs = 2 (head, asst. ms = 2 head, asst.)*)
- e. Number of Participants (*i.e. hs = 35, ms = 27*)
- f. Length of Season: (*state sanctioned season*) (*i.e. hs track = 12 weeks ms track = 8 weeks*)
- g. Number of Contests/Performances (*i.e. games, meets, performances*)
- h. Number of Overnights (*i.e. Rapid City Overnight, yearly? Alternate years?*)
- i. Practice Length (*i.e. ms volleyball Monday-Friday 2 hours each day*)
- j. Risk Factor/Injury (*i.e. wrestling/gymnastics injury, off site practices, etc.*)
- k. Job Descriptions (each level/assistant)
- l. Community Relations (*size of crowds, media coverage, public relations responsibilities*)
- m. Why do we need to make the change
- n. How many other South Dakota Schools have this activity:
- o. How many schools in neighboring state have this activity:
- p. How many of those in (criteria n & o) have a paid advisor, and how much do they get paid:
- q. Where on the extra duty salary schedule do you think you should be placed:
- r. What different events can you qualify for and how do you qualify (state, national, international)
- s. Is this directly related to a class that is being offered at the High School:
- t. Any additional information you'd like to provide the committee:

2. Timeline

- a. Application to Activities Office (by October 1)
- b. Reviewed and either returned for more info or Sent to Extra Duty Committee (by November 1) Extra Duty Committee (AD, Principal, Business Manager, BEA President)
- c. Reviewed and sent back for more info or approved to move forward, or denied (by December 1)
- d. Move to Administrative Team Budget Meetings to be approved to move forward to final approval by Board (by February 1)

- e. Move to be approved at the first Board Meeting in April for the following school year
- f. Emergency Hire (Bring to Extra Duty Committee/ Superintendent to be moved forward on) when necessary

APPENDIX L
BROOKINGS SCHOOL DISTRICT GRIEVANCE PROCEDURE FORM
(To be completed by aggrieved person)

Name of Aggrieved Person: _____

Alleged violation: Article _____ Section _____ Page _____ Level of Grievance (1, 2, 3, 4)

School/Building: _____

Employee Statement of Grievance:

Settlement Requested:

Date Employee filed the formal written grievance with their building principal, supervisor, or other appropriate administrator:

Date of formal filing: _____

Signature of Employee: _____

Signature of Supervisor: _____

APPENDIX L
BROOKINGS SCHOOL DISTRICT GRIEVANCE PROCEDURE FORM

RESPONSE TO GRIEVANCE

Name of Aggrieved Person: _____

Alleged violation: Article _____ Section _____ Page _____ Level of Grievance (1, 2, 3, 4)

School/Building: _____

Decision of Administrator:

Rationale:

Date Supervisor rendered his/her decision and rationale in writing to the employee.

Date of Notification_____

Signature of Employee: _____ Signature of Supervisor: _____

APPENDIX L
BROOKINGS SCHOOL DISTRICT GRIEVANCE PROCEDURE FORM

Name of Aggrieved Person: _____

Alleged violation: Article _____ Section _____ Page _____ Level of Grievance (1, 2, 3, 4)

School/Building: _____

Date of Reply from Supervisor _____ Date given to BEA Grievance Committee _____

State Reason for Submission of Grievance to BEA Grievance Committee:

BEA Grievance Committee's Recommendation

Signature of Employee: _____

APPENDIX L
BROOKINGS SCHOOL DISTRICT GRIEVANCE PROCEDURE DOCUMENTATION

Level II: SUPERINDENDENT OF SCHOOLS

Date formal written grievance is filed by the Employee with the Superintendent of Schools

Date of Filing: _____

Signature of Employee: _____

Signature of Superintendent: _____

Date of Superintendent's written decision and rationale:

Date of Decision: _____

Signature of Employee: _____

Signature of Superintendent: _____

LEVEL III: BROOKINGS BOARD OF EDUCATION

Date Employee requested in writing to the Board of Education through the Superintendent that the grievance be submitted to the School Board:

Date of Request: _____

Signature of Employee: _____

Signature of Superintendent: _____

Date of Board of Education's written decision and rationale:

Date of Decision: _____

Signature of Employee: _____

Signature of Superintendent: _____