

MEA AGREEMENT

2024-25

Section A. Recognition.

Pursuant to SDCL 3-18, the Board of Education of Mitchell School District #17-2, Davison County, South Dakota, hereinafter referred to as the "Board", recognizes the Mitchell Education Association (MEA), an affiliate of the South Dakota Education Association (SDEA) and the National Education Association (NEA), hereinafter referred to as the "Association", as the sole and exclusive representative for all certified, non-administrative employees of the Board. This Agreement shall be in effect from July 1, 2023-June 30-2024.

Section B. Benefits:

Health Insurance:

In 2024-25, the District shall pay a flat dollar amount equal to 75% of the premium cost of the lowest cost plan offered by the District toward single health insurance, a flat dollar amount equal to 50% of the premium cost of the lowest cost plan offered by the District toward family health insurance, and a flat dollar amount equal to 100% of the premium cost of the lowest cost plan offered by the District toward family health insurance when both husband and wife are employed by the District (i.e. 50% per employee).

Dental Insurance:

In 2023-2024, the District shall pay a flat dollar amount equal to 65% of the premium cost toward single dental insurance, a flat dollar amount equal to 65% if the premium cost toward family dental insurance, and a flat dollar amount equal to 80% of the premium cost toward family dental insurance when both husband and wife are employed by the District (i.e 40% per employee).

Life Insurance – All full time employees receive \$40,000 term life insurance at District cost. Employees can purchase up to an additional \$40,000 of life insurance at rates available from the Business Office. There is no dependent life insurance.

Disability Insurance – All employees pay 100% of the premium, which is calculated by taking your annual salary and the district's annual contribution to health insurance and multiplying by current multiplier as determined by the insurance company to determine your yearly premium.

Section C. Salary:

- A. For employees initially employed before July 1, 2005: Educational lanes of: BA, BA+12, BA+24, MA, MA+15, MA+30, MA+45, and MA+60. There shall be a 4% salary increase when a teacher moves to the next higher educational lane; this 4% salary increase shall be calculated after the employee's annual salary increase or decrease is added.

For employees initially employed on or after July 1, 2005: Educational lanes of BA, BA+15, MA, MA+15, EdS, EdS+15, EdD/PhD. There shall be a \$2,000 salary increase when a teacher moves to the next higher educational lane.

- B. Teachers on the salary grid during the 2024-25 school year, who earned a year of experience, shall receive an increase of \$3,000.00 for a full-time equivalency.

The Payment Schedule

- A. Certified employees shall be paid twice each month on or before the 15th and 30th. Employees may request salary payment over a 9-month period or 12 month period. The second payroll in December shall occur on December 30 except when this date falls on a weekend, in which case it shall occur on the first preceding weekday.
- B. First year certified employees may request to have their first year's payment schedule in 25 pay periods. (This would make the first payment period August 30 rather than September 15.)
- C. All certified employees shall be paid through direct deposit.

Section D. Policies:**OFFER OF EMPLOYMENT, ASSIGNMENTS, AND SEPARATION FROM EMPLOYMENT:**

728	Offer of Employment for Certified Teachers	6
722	Assignments and Transfers	7
723	Teaching Assignment	8-9
723.01	Release from Extra-Curricular Assignment	10
723.02	Job Sharing	11
728.1	Staff Reduction	12-13
728.3	Early Retirement (Certificated Employees)	14-15

COMPENSATION:

715.61	Initial Salary Determination	16
715.6	Professional Advancement	17
715.62	Professional Involvement for Improvement of Education	18-19
715.7R	Extra-Curricular Salary Schedule	20-21
715.80	Professional Staff Supplementary Pay	22
715.11	Extra Payments to Contracted Teachers	23-24
715.21	Required Travel Between Buildings	25
725.21R	Rates Per Trip Between District Buildings	26
715.3	Fringe Benefits/Part-time Employees	27

LEAVES:

715.85	Sick Leave (K-12 Certificated Employees)	29-31
715.85R	Wellness Pay Application	32
715.31	Coordination of Sick Leave and Long Term Disability Benefits	33
715.42	Jury/Legal Duty – Certified Personnel	34
715.43	Leave of Absence For Professional Development	35
715.44	Military Leave (Certificated Employees)	36
715.95	Bereavement Leave (K-12 Certificated Employees)	37
725.1	Professional Leave	38
715	Personal Leave (K-12 Certificated Employees)	39
715.4	Leave of Absence (Certificated Employees)	40
715.91	Leave Without Pay (Certificated Employees)	41

EVALUATIONS:

725	Evaluation of Teacher Performance	42-44
725.01	Extra Curricular Evaluation	45-47
727	Personnel File	48

OTHER POLICIES:

724.3	Meetings, Notices and General Information	50
729	Professional Development Opportunity – Teacher of the Year	51
320	School Calendar Development	52
713	Grievance Procedures	53-56

This MEA Agreement is signed this 10th day of May, 2024.

FOR THE SCHOOL BOARD:

Joe Childs
Superintendent of Schools

Debra A. Olson
Board of Education President

FOR THE ASSOCIATION:

Sara Stichel
MEA President

Chad Lutzek
MEA Chief Negotiator

MITCHELL SCHOOL DISTRICT NO. 17-2

OFFER OF EMPLOYMENT FOR CERTIFIED TEACHERS

728

The Board of Education may at any time after March 15th of the current year, submit a written offer of employment for the ensuing school year to certified teachers. To accept the offer, a teacher must sign it and return it to the office of the superintendent within fifteen calendar days of the issuance of the offer. If a teacher does not sign and return the offer within fifteen days, the offer will be deemed to be revoked.

Any employee covered by this agreement who signs their contract/written offer of employment but then decides not to fulfill that contract/offer will be released from their contract/offer of employment but will be obligated to remit to the District a financial penalty, specifically:

Notice given after signing offer of employment but on or before May 31: \$500

Notice given after signing offer of employment from June 1 to June 30, inclusive: \$1,500

Notice given after signing offer of employment from July 1 to first day of school, inclusive: \$2,500

Notice given after the first day of school: \$3,500

The obligation to give notice shall be provided to the superintendent of schools and must be in writing either through e-mail or hard-copy.

The Mitchell School District shall have the authority to secure the payment of the financial penalty through payroll deduct.

The Mitchell School District may waive penalty when circumstances warrant.

MITCHELL SCHOOL DISTRICT NO. 17-2

ASSIGNMENTS AND TRANSFERS

722

Any vacancy which occurs in the school district shall be posted by email throughout the school district's system. Any certified employee who desires a transfer to the vacancy shall request the same in writing to the Superintendent within three (3) days of the posting. The Superintendent may interview those applying. If an applicant is not interviewed, the Superintendent shall, if requested by the applicant, advise the reason an interview was not conducted.

When an involuntary transfer is necessary, the district shall post by e-mail the position for five (5) days to determine if there is a request for voluntary transfers to the position. If no voluntary transfer is forthcoming, the involuntary transfer may occur. 1. The involuntarily transferred teacher will be notified in writing by the Superintendent or his/her designee of his/her transfer. 2. Employees involuntarily transferred and then placed in a different category on the Seniority List shall maintain seniority in both categories for 3 school years.

A certified employee who is involuntarily transferred shall have recall rights to the position they vacated if the same is open within two (2) years of the date of involuntary transfer.

MITCHELL SCHOOL DISTRICT NO. 17-2

TEACHING ASSIGNMENT

723

SENIOR HIGH:

Each full-time senior high teacher with more than an .8 assignment in language arts, mathematics, social studies, science, business education, family and consumer science, industrial technology, foreign language, driver education, special education, vocational education, Personal Health & Wellness, Art, Band and Music shall be assigned five periods (blocks of classes) plus one Student Responsibility Block or six periods (blocks of classes) if they are not assigned a Student Responsibility Block. The non-class periods or block assignments may include Student Responsibility Block, supervision, or comparable activity. Each assignment shall include, at a minimum, one planning period or block. If a teacher is assigned a period or block of classes beyond the Five + SRB or six without an SRB, they shall be paid five (6%) percent of their teaching salary for each semester of the sixth period or block assignment. The additional pay shall not be part of the continuing contract of the teacher.

Teachers may be assigned various supervisory responsibilities during periods beyond those described in the paragraph immediately above, including locker room supervision and other types of student supervision, without additional compensation.

MIDDLE SCHOOL:

Each full-time middle school teacher with more than an .8 FTE assignment in language arts, mathematics, social studies, science, business education, family and consumer science, industrial technology, foreign language, special education, Personal Health & Wellness, Art, Band and Music shall be assigned three (3) blocks of teaching per day or its equivalent time. The non-class period assignments may include supervision or comparable activity and shall include team planning for core team members. Each assignment shall include, at a minimum, one planning period. If a teacher is assigned a fourth (4th) block of class, they shall be paid five percent (6%) of their teaching salary for each semester of the extra block assignment. In a two-day period, the teacher will not be assigned more than one (1) extra block assignment. The additional pay shall not be part of the continuing contract of the teacher.

Teachers who do not have classroom assignments (librarians, counselors, etc.) will be provided time for planning, but will not have planning time assigned to a specific block.

Teachers may be assigned various supervisory responsibilities during periods beyond their six instructional blocks including locker room supervision and other types of student supervision, without additional compensation.

ELEMENTARY SCHOOLS:

Each full time elementary teacher (K-5), including Personal Health & Wellness, Art, Band and Music shall have an average of sixty (60) minutes per day for planning and preparation within the student day and he/she shall not be required to take a lunch time assignment. The lunch period is 25 minutes and the remaining time provided during lunch time is for planning and preparation. The school board shall employ non-teaching personnel for cafeteria and other lunch time assignments in the elementary school. Teachers who volunteer

for such lunch time assignments shall be eligible for additional compensation. Teachers who volunteer for such lunch time assignment shall be paid at the rate of the hourly substitute pay for certified staff. Lunch time assignment shall be the period of time covering the student eating and recess lunch break.

Special Education teachers in grades K-5 may be eligible for additional compensation if the number of scheduled contact minutes with students during the school day exceeds 110 percent of the number of contact minutes for the regular elementary classroom teacher. The additional compensation will be five (5) percent of their teaching salary per semester. The teachers will submit a daily/weekly schedule and the sixth period pay request to the immediate supervisor. The supervisor will verify the request within three working days. At the end of that three working day period, if the request is valid, the teacher and the supervisor will forward the request to the superintendent. After Board approval the compensation will be retroactive to the date the assignment exceeded the percent factor.

Teachers contract time after they assist with end of the day student dismissal is intended to be used for planning, preparation, staff meetings, or district committee meetings. Student supervisory assignments after school shall be kept to a minimum.

Regardless of the foregoing, each attendance center shall have a 7-hour student school day.

Regardless of the foregoing, teachers in the areas of art, music, and physical education shall have no guaranteed minimum number of blocks, periods, or minutes for planning purposes and, thus, also not be eligible for extra pay for sixth class assignments, 4th block assignments, or an additional number of contact minutes.

MITCHELL SCHOOL DISTRICT NO. 17-2

RELEASE FROM EXTRA-CURRICULAR ASSIGNMENT

723.01

Any employee who is directing an extra-curricular activity may request to be released from the assignment. Such written request must be submitted to the Activities Director and Superintendent by April 1st.

The activity from which the employee desires to be released will be posted by e-mail throughout the school district's system and advertised outside the school district.

If a suitable replacement cannot be found prior to the issuance of contracts for the ensuing school year, the requesting employee shall continue to direct the activity until such time as a replacement is hired.

MITCHELL SCHOOL DISTRICT NO. 17-2

JOB SHARING

723.02

Job sharing may be proposed by teachers or administrators. The sharing of one teaching position by two teachers may be approved at the sole discretion of the superintendent if such sharing has been agreed to in writing by the teachers. Teachers who are sharing a position shall be granted the same rights and privileges as other part-time teachers. Salary and benefits shall be paid in proportion to time taught. Job share proposals shall be submitted prior to April 1. The administration will make every effort to process these requests as quickly as possible

MITCHELL SCHOOL DISTRICT NO. 17-2

STAFF REDUCTION

728.1

In the event the Board determines a staff reduction is necessary, the following procedures will apply:

1. An effort will be made to effect the reduction through normal attrition.
2. If a position of a teacher is terminated due to staff reduction, the Board will determine which teacher or teachers are to be released using the following criteria, as applicable. These criteria are not necessarily in order of importance:
 - a. Student needs
 - b. Financial conditions of district
 - c. Priority evaluation records
 - d. Competency
 - e. Qualifications
 - f. Certification
 - g. Longevity
 - h. Educational background
 - i. Federal mandates
 - j. Other relevant considerations
3. Classification: Each teacher shall be classified according to one or more of the following categories:
 - a. Elementary School Classroom Teacher (K-6)
 - b. Elementary School Classroom Teacher by Specialized Area or Department
 - c. Secondary School Teacher (middle and senior high school, K-12 by specialized area or departments. Elementary and secondary school art, music, physical education, library, speech therapy, learning disabilities, counselors, and other special education teachers.)
 - d. The foreign language department shall be subdivided into specific languages.
 - e. Alternative School Teacher Classification shall be determined on the basis of the teacher's current teaching assignment(s). Teachers involuntarily transferred shall maintain seniority in both current assignment(s) and that assignment(s) held at the time of the involuntary transfer. Dual classification shall be maintained for three (3) years.

Occasionally, teachers will be placed on special assignment. This occurs when a teacher remains under contract with the District but is performing duties for the State or ESA, such as for the South Dakota Reads Program. When a teacher is offered a special assignment of this type, the District shall notify the teacher of their classification category under the special assignment at the time the offer is made.

In making staff reductions involving staff members, the Board will also follow the provisions of state law.

RECALL

A teacher laid off pursuant to this policy shall have recall rights to positions for which they are certified and qualified within the classification held upon layoff until the day before the first day of school of the very next school year. (Ex: If the person's position was staff reduced in March of 2011, they would have recall until the day before the first day of school in August of 2011.)

Teachers laid off shall be recalled to available positions, if qualified, in the reverse order of their layoff. Laid off teachers shall be notified of vacancies, if qualified, by registered mail sent to the teacher's address on file with the District.

Failure to respond to such notification within fourteen (14) calendar days of the date of mailing such notification or refusal to accept the position being offered shall result in the termination of the teacher's right of recall to any future positions.

MITCHELLSCHOOL DISTRICT NO. 17-2

EARLY RETIREMENT (Certificated Employees)

728.3

Any certificated employee hired before September 1, 2001 shall be eligible for the following early retirement provisions. For all certificated employees hired after September 1, 2001 no district early retirement policy shall be in effect.

Employees of the school district may find it necessary or desirable to retire early from employment with the school district. Early retirement is voluntary and may be taken under the terms and conditions set forth in this policy.

1. Eligibility – An employee is eligible for early retirement if:

- A. Such employee is not less than 55 years of age, not greater than 62 years of age, and has 15 years or more service with the Mitchell School District No. 17-2, plus any service with any other district organized into the Mitchell School District.

Or:

- B. such employee is not greater than 62 years of age, and has 32 years or more service with Mitchell School District No. 17-2, plus any service with any other district organized into the Mitchell School District.

2. A letter requesting early retirement shall be submitted to the Superintendent by March 15th, in the year in which retirement will occur. The Board will act upon the request and notify the applicant within thirty (30) days of that date.

3. All benefits offered by the district with full-term retirement will be provided with early retirements.

4. Employees retiring from the Mitchell School District, whether qualifying for early retirement provisions or not, are ineligible to remain in the medical and dental insurance groups beyond the eighteen (18) month COBRA rights period. A teacher who elects early retirement may remain in the life insurance group, but will assume the entire payment of the insurance premium until age 65.

5. Retirement age for the purpose of this policy shall be determined as of the First Day of September following termination of employment.

6. Lump sum payment and monthly payments shall be reduced by all required deductions under federal and state statutes.

7. The retiring employee shall be paid the following dollar benefits:

- a. A lump sum shall be determined by multiplying the years of experience in the Mitchell School District by the dollar amount established in the base year of 1992 with an annual adjustment as noted in paragraph 7c. The lump sum portion of the benefit will be payable on any regularly scheduled payday between July 1 and January 31 at the discretion of the retiree, in the school year after the effective retirement date.

- b. A monthly payment to the retiree based on the dollar amount established in the base year of 1992 with an annual adjustment as noted in paragraph 7c, until the retiree reaches the age of 62 at which time the monthly payments shall cease.
- c. The dollar amounts referred to in paragraphs 7a and 7b will be adjusted annually on July 1st by the percentage adjustment applied by the federal government to the social security retirement benefits, as noted in the chart below.
8. Should the retiree die before reaching age 62 the monthly benefit will be paid to the retiree's primary beneficiary and will cease when the retiree's age would have reached 62.
9. The early retirement benefit payout cannot exceed 100% of the retiree's highest salary while employed by the district (not including extra duty) at the time of the retiree's retirement.
10. Definition of Retirement – "Retirement" as used in this policy shall mean severance of active employment with the school district.

For those teachers who take Early Retirement as of June 30, 2017, the amounts are:

	Annual	Monthly
	348.22	522.33

MITCHELL SCHOOL DISTRICT NO. 17-2

INITIAL SALARY DETERMINATION

715.61

The initial salary determination of a teacher shall be a matter between that teacher and the District. The District may place the teacher at any experience level that is acceptable to the teacher. However, placement beyond actual years of experience shall only be permitted for initial employment by the District. In lieu of placement beyond actual years of experience, a one year signing bonus may be offered to enhance placement if deemed necessary. Teachers may not be placed beyond their actual educational background. Educational background is in reference to the degrees and hours beyond such degrees of the respective teacher.

A year of experience shall be gained only when the teacher has worked at least 125 days of the regular school year. Negotiated leave shall not count against the teacher in gaining a year of experience. Advancement may be held for a teacher as a disciplinary action or as part of the evaluation process upon a vote of the Board.

A part-time teacher shall advance at the same rate as a full-time teacher.

MITCHELL SCHOOL DISTRICT NO. 17-2

PROFESSIONAL ADVANCEMENT

715.6

All teachers, counselors, and librarians (K-12) shall be required to successfully complete additional college courses, or obtain Professional Development Credit for BA and MA Degrees as prescribed by the State.

The starting date for this requirement shall be either the date of employment or the date upon which the degree is initially recognized for salary purposes, whichever is later.

Teachers may apply for a lane change prior to the start of any year based upon the total semester hours, or equivalent quarter hours obtained and the provisions of this policy. Teachers may be credited for no more than one lane change per year. The teacher's professional advancement will be granted when the official transcript, or other written authorized verification, for successful completion of the required credits within the above guidelines is presented to the Superintendent prior to September 1st. However, the Superintendent must be notified, by June 1 that a lane change is intended.

All courses to be applied to a lane change must be graduate credit and shall be in the teacher's field of teaching, principles of learning, principles of teaching, part of a college approved master's program, or an area required by the District. Credit for extension courses, TV courses, workshops, or travel may be accepted if they meet all other requirements specified in this policy. All courses must be approved by the Superintendent.

For purposes of professional advancement or initial salary determination, National Board Certification shall be considered equivalent to a master's degree. However, nothing in this paragraph shall be construed to allow more than one lane change per year.

National Board Teacher Certification:

Each employee who is awarded National Board Teacher Certification or National Certified School Counselor Certification while in the employ of the District shall receive a stipend of \$1,000/year from the District in addition to the \$1,000/year stipend paid by the Department of Education, for a period of ten years. However, in the event that the employee ceases to be an employee of the District or that the Department of Education ends such payments, the District shall be responsible for no further annual payments as of the date of the departure from employment or the date of the cessation of payment by the Department of Education.

MITCHELL SCHOOL DISTRICT NO. 17-2

PROFESSIONAL INVOLVEMENT FOR IMPROVEMENT OF EDUCATION

715.62

This program is intended to recognize teachers and specialists who volunteer to participate in specific areas of value and improvement for the district. Determination of eligibility for stipends identified in this policy shall be made by the P.I.I.E. Committee.

The P.I.I.E. Committee shall be comprised of one administrator appointed by the Superintendent, one board member approved by the Board, and two teachers identified by MEA.

All P.I.I.E. applications must be submitted to the P.I.I.E. Committee by December 1 of the school year to be awarded. Each application must be submitted on the P.I.I.E. application form. Chairpersons for committees shall submit the P.I.I.E. application form for all of the committee members. Other areas identified in this policy shall be submitted by the appropriate supervisor.

The P.I.I.E. Committee shall review all applications by January 1. Notification of eligibility for stipends will be made to all persons by January 15.

Applications received after December 1 will receive consideration for a stipend only if P.I.I.E. funds still remain uncommitted.

Approved participants may exchange the P.I.I.E. stipend for a professional development activity (not to exceed the value of the stipend) and approved by the appropriate supervisor. Professional development activities may include workshops, travel, lodging (with proof of payment), materials for workshop/class, college classes (these may be used for recertification and/or lane changes, or any other activity that the appropriate supervisor approves.) Persons wishing to use the professional development option may carry over the approved stipend for one academic year. If the professional development option has not been used by the end of one academic year, the participant must submit a voucher to receive the stipend.

After ten hours have been worked outside the regular work day, approved participants will receive the hourly rate for the ten hours worked and each subsequent hour worked outside the regular work day up to a total of twenty-five (25) hours annually, as established by policy 715.11.

Chairpersons of committees shall receive 150 percent of committee member stipend. The chairperson will communicate this policy to members at their first scheduled meeting. Committee members who do not actively participate in the full committee process, upon recommendation of the chairperson, will not receive the approved stipend. Chairpersons must notify all participants by May 1st of stipend eligibility.

Each building's MDT team is eligible for the P.I.I.E. stipend if the identified requirements for the committees are met. (Teams must meet outside the regular work day). Individuals with MDT obligations in two or more buildings will total all eligible hours for MDT's to determine the ten hour minimum qualifier and will be compensated up to a maximum of 30 hours of the combined total.

The following responsibilities will be included as part of the annual contract. Persons will be identified for these responsibilities prior to the issuance of annual contracts:

PROFESSIONAL INVOLVEMENT FOR IMPROVEMENT OF EDUCATION 715.62
Page 2

*Grade Level Chairperson	\$ 250
*Department Head (as identified by building principal)	\$ 250
*Middle School Team Leader (as identified by building principal)	\$ 250
*Principal's Cabinet	\$ 150
*Prom Chairperson	\$ 450
*National Honor Society Program Chairperson	\$ 100
*Teacher of the Year Committee Chairperson	\$ 100
*Homecoming Advisor	\$ 100
*Graduation Speech Advisor	\$ 100
*Graduation Committee Chairperson	\$ 100
*Building Website Coordinator	\$ 200
*Elementary/Middle School Student Council	\$ 200
*Modern Woodmen Speech Contest Organizer	\$ 100
*District Advisory Committee	\$ 150

MITCHELL SCHOOL DISTRICT NO. 17-2

EXTRA-CURRICULAR SALARY SCHEDULE

715.7R

Extra-Curricular Pay Committee:

The extra-curricular pay committee shall be made up of seven members. The members shall be two (2) board members, one (1) secondary administrator, the Activities Director, and three (3) faculty members. The Activities Director shall chair the committee. The purpose of the committee shall be the ongoing review of extra-curricular operations as they relate to employee compensation.

The Activities Director will call at least three (3) meetings each school year. The Activities Director will propose dates and time; however, one meeting must be called each of these months: September, November, and April. At least five members of the committee must be present at each meeting. All recommendations of the extra-curricular pay committee, when appropriate, shall be submitted to the MEA and Mitchell School District through the negotiations process.

Extra-Curricular Compensation:

Annual Increases: The chart that follows indicates the coach/advisor pay for each extra-curricular position (Based on 85% of MSD Base Teacher Salary). Each year, the base pay will proportionately reflect the change in MSD base salary. The pay schedule will consist of a maximum of 6 steps. Each step will include a 3% increase in coach advisor compensation plus the increase in the MSD Base multiplied by a designated multiplier. Thereafter, increases will consist of only what is proportional to MSD base salary increase.

Grandfather Clause: As of June 1, 2024, no current coach/advisor will receive less pay in the upcoming year compared to the current year. If a coach/advisor's current compensation exceeds what they would receive on the new schedule, they will be guaranteed their current compensation until: a. The new schedule provides them with a higher pay increase; or b. The coach/advisor vacates the position.

Extracurricular Work/Passes

All certified staff contracted for 0.5 FTE or more shall be required to work one extracurricular event with no additional compensation. The certified staff member may sign up for the event at the beginning of the school year. If the staff member does not sign up then he/she will be assigned an event to work by the activities director.

Staff who wish to receive a pass for free admission to locally-authorized extracurricular events shall work one additional extracurricular event each for themselves and each family member for whom they desire a pass (eligible family members to include spouse and elementary school-aged children).

Position	Rate	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Head Basketball	0.15	6,732	6,934	7,142	7,356	7,577	7,804
Head Football	0.15	6,732	6,934	7,142	7,356	7,577	7,804
Head Gymnastics	0.15	6,732	6,934	7,142	7,356	7,577	7,804
Head Track	0.15	6,732	6,934	7,142	7,356	7,577	7,804
Head Volleyball	0.15	6,732	6,934	7,142	7,356	7,577	7,804
Head Wrestling	0.15	6,732	6,934	7,142	7,356	7,577	7,804
Head Competitive Cheer	0.11	4,937	5,085	5,237	5,395	5,556	5,723
Head Competitive Dance	0.11	4,937	5,085	5,237	5,395	5,556	5,723
Head Cross Country	0.11	4,937	5,085	5,237	5,395	5,556	5,723
Head Golf	0.11	4,937	5,085	5,237	5,395	5,556	5,723
Head Soccer	0.11	4,937	5,085	5,237	5,395	5,556	5,723
Head Softball	0.11	4,937	5,085	5,237	5,395	5,556	5,723
Head Tennis	0.11	4,937	5,085	5,237	5,395	5,556	5,723
Assistant Basketball	0.10	4,488	4,623	4,761	4,904	5,051	5,203
Assistant Football	0.10	4,488	4,623	4,761	4,904	5,051	5,203
Assistant Track	0.10	4,488	4,623	4,761	4,904	5,051	5,203
Assistant Volleyball	0.10	4,488	4,623	4,761	4,904	5,051	5,203
Assistant Wrestling	0.10	4,488	4,623	4,761	4,904	5,051	5,203
Head 9th Football	0.10	4,488	4,623	4,761	4,904	5,051	5,203
Assistant Golf	0.07	3,142	3,236	3,333	3,433	3,536	3,642
Assistant Cross Country	0.07	3,142	3,236	3,333	3,433	3,536	3,642
Assistant Softball	0.07	3,142	3,236	3,333	3,433	3,536	3,642
Assistant Soccer	0.07	3,142	3,236	3,333	3,433	3,536	3,642
Assistant Tennis	0.07	3,142	3,236	3,333	3,433	3,536	3,642
Assistant Gymnastics	0.07	3,142	3,236	3,333	3,433	3,536	3,642
Assistant Competitive Cheer	0.07	3,142	3,236	3,333	3,433	3,536	3,642
Assistant Competitive Dance	0.07	3,142	3,236	3,333	3,433	3,536	3,642
Assistant 9th Football	0.07	3,142	3,236	3,333	3,433	3,536	3,642
Winter Sideline Cheer	0.07	3,142	3,236	3,333	3,433	3,536	3,642
Fall Sideline Cheer	0.03	1,346	1,387	1,428	1,471	1,515	1,561
Show Choir Director	0.15	6,732	6,934	7,142	7,356	7,577	7,804
Show Pit Director	0.10	4,488	4,623	4,761	4,904	5,051	5,203
HS Jazz Band	0.08	3,590	3,698	3,809	3,923	4,041	4,162
MS Jazz Band	0.04	1,795	1,849	1,905	1,962	2,021	2,081
Pep Band	0.04	1,795	1,849	1,905	1,962	2,021	2,081
Head Marching Band	0.12	5,386	5,547	5,714	5,885	6,062	6,243
Assistant Marching Band	0.08	3,590	3,698	3,809	3,923	4,041	4,162
Drumline	0.05	2,244	2,311	2,381	2,452	2,526	2,601
Musical Co-Director	0.07	3,142	3,236	3,333	3,433	3,536	3,642
HS Play Director	0.05	2,244	2,311	2,381	2,452	2,526	2,601
One Act Play Director	0.05	2,244	2,311	2,381	2,452	2,526	2,601
Debate	0.15	6,732	6,934	7,142	7,356	7,577	7,804
Oral Interp	0.06	2,693	2,774	2,857	2,942	3,031	3,122
Assistant Speech/Debate	0.10	4,488	4,623	4,761	4,904	5,051	5,203
FCCLA Advisor	0.04	1,795	1,849	1,905	1,962	2,021	2,081
FFA Advisor	0.04	1,795	1,849	1,905	1,962	2,021	2,081
FBLA	0.04	1,795	1,849	1,905	1,962	2,021	2,081
HOSA Advisor	0.04	1,795	1,849	1,905	1,962	2,021	2,081
HS Yearbook	0.15	6,732	6,934	7,142	7,356	7,577	7,804
Quiz Bowl	0.04	1,795	1,849	1,905	1,962	2,021	2,081
HS Student Council	0.12	5,386	5,547	5,714	5,885	6,062	6,243
Pro Start	0.04	1,795	1,849	1,905	1,962	2,021	2,081
Robotics	0.04	1,795	1,849	1,905	1,962	2,021	2,081
Skills USA	0.04	1,795	1,849	1,905	1,962	2,021	2,081
Educator's Rising	0.04	1,795	1,849	1,905	1,962	2,021	2,081
Weight Room	0.12	5,386	5,547	5,714	5,885	6,062	6,243
MS Head Football	0.06	2,693	2,774	2,857	2,942	3,031	3,122
MS Head Basketball	0.06	2,693	2,774	2,857	2,942	3,031	3,122
MS Head Volleyball	0.06	2,693	2,774	2,857	2,942	3,031	3,122
MS Head Wrestling	0.06	2,693	2,774	2,857	2,942	3,031	3,122
MS Head Track	0.06	2,693	2,774	2,857	2,942	3,031	3,122
MS Cross Country	0.06	2,693	2,774	2,857	2,942	3,031	3,122
MS Assistant Football	0.05	2,244	2,311	2,381	2,452	2,526	2,601
MS Assistant Basketball	0.05	2,244	2,311	2,381	2,452	2,526	2,601
MS Assistant Volleyball	0.05	2,244	2,311	2,381	2,452	2,526	2,601
MS Assistant Wrestling	0.05	2,244	2,311	2,381	2,452	2,526	2,601
MS Assistant Track	0.05	2,244	2,311	2,381	2,452	2,526	2,601
MS Show Choir	0.05	2,244	2,311	2,381	2,452	2,526	2,601
MS Musical Co-Director	0.04	1,795	1,849	1,905	1,962	2,021	2,081
MS Jazz Band	0.04	1,795	1,849	1,905	1,962	2,021	2,081
MS Drumline	0.04	1,795	1,849	1,905	1,962	2,021	2,081
MS Oral Interp	0.02	898	925	952	981	1,010	1,041
MS Student Council	0.04	1,795	1,849	1,905	1,962	2,021	2,081
MS Yearbook	0.04	1,795	1,849	1,905	1,962	2,021	2,081

MITCHELL SCHOOL DISTRICT NO. 17-2

PROFESSIONAL STAFF SUPPLEMENTARY PAY 715.80

Schedule for Vocational Agriculture and World of Work

Vocational Agriculture: One teacher who teaches Vocational Agriculture classes will be eligible for supplementary pay. The pay shall consist of extra days on the teaching contract for summer contact with students to monitor progress on class and FFA related projects.

Summer Monitoring - 30 days

World of Work: World of Work Instructors will be paid a stipend of \$100.00 per semester and the mileage rate as established by the State of South Dakota.

MITCHELL SCHOOL DISTRICT 17-2

EXTRA PAYMENTS TO CONTRACTED TEACHERS

715.11

Contracted teachers have traditionally been required to perform certain activities for the school district and the children, which it serves without additional pay. Certain activities, however, have earned additional pay beyond that noted in the contract. In order to eliminate confusion over which activities earn extra pay and which do not, the following list shall be respected by both the district and contracted teachers:

1. Sixth Class Assignments or Extra Teaching Time: The applicable language shall be found under 'Teaching Assignment.' (723)
2. Extracurricular Duties: These shall be found within the Extracurricular Salary Schedule. (715.7R)
3. Professional Involvement for the Improvement of Education Activities: These shall be found within the P.I.I.E. language. (715.62)
4. Activity Program Supervision and Passes: This shall be governed by the Activity Program Passes language. (451)
5. Multi-disciplinary Teams and Individualized Educational Program (IEP) Teams. Once these teams have met for ten hours, contracted teachers will be paid for a maximum of 30 hours (IEP) and 25 hours (MDT) which will include the initial 10 hours, at a rate of \$26.00 per hour. Only hours outside the regular contracted school day shall count against the initial ten or subsequent 25 or 30 hours.
6. Curriculum Committees: When appointed to a curriculum committee by their building-level principal, contracted teachers shall be compensated at a rate of \$26.00 per hour for curriculum work, outside the regular contracted school day, once the curriculum committee has met for 10 hours, and for a maximum of 25 hours, including the initial 10 hours. Time spent at professional conferences and workshops shall not be compensated hours.
7. Other Committees: At the initiation of any other district committee, the office of the superintendent shall determine that the committee is either compensated or uncompensated. If compensated, the rate shall be \$26.00 per hour for all hours outside the regular contracted school day.
8. Other Duties as Assigned: Other duties, such as those traditionally described on the Mitchell Senior High Volunteer List and including but not limited to Homecoming activities, prom chaperoning, school sponsored events, fundraising assistance, school dance chaperoning, athletic event supervision not covered under the activity ticket language, honor society selection groups, etc. shall be uncompensated. Should volunteers not come forth, such duties may be assigned, also without additional compensation.

9. Substituting: When a contracted teacher is asked to substitute for another during their open period, they shall be compensated at a rate of \$32.50 per hour or \$48.75 per middle school/high school block.

Contracted teachers substituting beyond fifteen (15) consecutive days in the same assignment will receive, on the 16th day, their daily rate of pay. Such additional FTE, however, may be reduced when appropriate at the discretion of the administration and not fall under staff reduction language provisions. (728)

10. Summer School: Teachers who agree to teach summer school shall be compensated at a rate of \$32.50 per hour.

11. Staff Development: Contracted teachers who teach staff development programs for the district shall be compensated at a rate of \$32.50 per hour. If the district offers staff development opportunities to district teachers and elects to do so, it may compensate participating teachers at a rate of \$26.00 per hour. The district may also offer such opportunities without compensation. The decision to offer or not offer compensation shall be made by the office of the superintendent.

12.21st Century After School Grant Program: As of July 1, 2018, any certified instructor, currently under contract with the Mitchell School District, hired to fill the position of Building Coordinator shall be compensated at a rate of pay equal to his/her salary X 0.5 FTE, but in an amount (to include salary, district payroll tax payments, and South Dakota Retirement System payments related to the position) not to exceed 50% of the overall grant total for that building.

13. For work, training, and other tasks outside the contract year, the district shall make one of four potential compensation offers:

- A. No compensation
- B. \$26.00 per hour for non-teaching and \$32.50 per hour for teaching duties.
- C. Per diem, based upon Master's lane; and
- D. Per diem, based upon the teacher's contracted compensation from the previous school year.

Compensation rates may vary from year to year.

MITCHELL SCHOOL DISTRICT 17-2

REQUIRED TRAVEL BETWEEN BUILDINGS

715.21

The District shall reimburse district personnel for regular required travel between buildings to meet teaching assignments. Travel for extra-curricular activities shall be included. The rate of pay shall be established by the Board as the chart indicates.

Any teacher who is required to work in more than one building shall be assigned a home building for the purpose of meetings and additional building responsibilities.

MITCHELL SCHOOL DISTRICT NO. 17-2

Rates Per Trip Between District Buildings

715.21R

	Admin.	LBW	GBR	LO	MS	SH	MTI
Administration	X	1.5	0.6	0.7	1	0.9	0.8
L. B. Williams	1.5	X	2	1.9	1.8	2.2	2.1
Gertie Belle Rogers	0.6	2	X	1.4	0.8	0.5	0.6
Longfellow	0.7	1.9	1.4	X	2.2	0.9	0.8
Middle School	1	1.8	0.8	2.2	X	1.4	1.3
Senior High	0.9	2.2	0.5	0.9	1.4	X	-
MTI	0.8	2.1	0.6	0.8	1.3	-	X

Mileage reimbursement at current state rate.

MITCHELL SCHOOL DISTRICT NO. 17-2

FRINGE BENEFITS – PART-TIME EMPLOYEES

715.3

Fringe benefits shall mean group insurance programs officially adopted by the District. Any other meaning of the term shall be specified in writing within the respective policy containing such reference.

All certificated employees who work at least seventy-five (75) percent of full time shall have the same benefits and privileges as those who work full time.

Employees who work less than seventy-five (75) percent but fifty (50) percent or more of full time shall receive fringe benefits in the same percentage as the assignment is to full time.

Full time is determined by the individual teaching contract.

NOTE: Part-time employees should review Policy No. 715.8 regarding sick leave benefits and Policy No. 728.1 regarding staff reduction.

MITCHELL SCHOOL DISTRICT NO. 17-2

SICK LEAVE

715.85

Sick leave shall be provided to an employee who is unable to perform the normal functions of their job due to illness or injury according to the requirement below. The employee shall apply for the leave upon returning to work and the Superintendent, or designee, will determine if it is to be granted as provided in this policy.

The use of sick leave for medical or dental appointments will require approval in advance by the Superintendent, or designee. Approval shall be given only in an unavoidable conflict with employment hours.

- A. All certified employees who work at least seventy-five (75) percent of full time shall receive sick leave credit at the rate of one (1) day per contract month of the year actually on the job (nine month employees shall count September-May), plus one (1) additional day per year. There shall be no limitation on the accumulation of sick leave credit for all certificated employees.
- B. All certificated employees who work less than seventy-five (75) percent of full time shall receive sick leave credit at the rate of one (1) pro-rated day per contract month actually on the job plus one (1) additional day per year (e.g. employee works .7 of full time and receives one .7 day per month worked, plus one .7 day per year). Sick leave accumulated as a full time employee can be retained until used, and sick leave earned as a part-time employee will accumulate. There shall be no limitation on such accumulation.

Any employee who uses sick leave for sixty (60) consecutive working days will apply to convert to the employee's long-term disability program beginning on the 61st day or when the employee's personal sick leave is depleted.

Sick leave may also be used when the employee's spouse, child or parent requires hospitalization for a serious illness. However, sick leave usage for parents under this provision shall be limited to 2 days per year. Additionally, sick leave may also be used when other relatives, legally dependent upon the employee as declared by a court of competent jurisdiction, require hospitalization for a serious illness.

Sick leave for the year shall be credited to the employee on the first day of work in any year. The most recently earned sick leave shall be used in the reduction of any accumulative sick leave. Sick leave will be pro-rated in the event that an employee works less than a full year.

Charges against an employee's sick leave credit shall be made for absence on days a person is scheduled to work and receive pay. Sick leave may not be taken for less than one-half (1/2) day at a time, except in cases where employee works less than .5 of a day, when sick leave is charged for the absence. The Superintendent, or designee, may at their discretion grant leave from work for a brief period of time which is not charged to sick leave.

An employee whose illness involves pregnancy, delivery, and recovery from delivery shall be eligible for sick leave in the same manner as for any other illness. After delivery, thirty (30) sick days may be used. All sick days must be used within one school calendar year. Any additional

SICK LEAVE

715.85

sick leave days must be requested in writing by attending physician. An employee may take six additional weeks of unpaid leave as per Family Medical Leave Act.

Each employee will also have available an additional three (3) days beyond the annual ten days to use to care for a dependent child or spouse who has a short-term illness or injury. These days are not accumulative.

An employee who has used the three (3) days for a dependent child or spouse health care may use personal sick leave days to tend to a dependent child or spouse for health reasons.

A sick leave bank will be available to those employees who contribute to the bank. Employees who use all of their sick leave in one school year may access additional days due to a serious injury or illness when approved by the superintendent. A request for access to the sick leave bank will require a doctor's certificate provided by the employee indicating the seriousness of the illness or injury. Those additional days shall not exceed the days needed to begin the date of the employee's long-term disability coverage. Those employees contributing to the sick leave bank who choose not to participate in the long-term disability coverage and use all their sick leave in one school year may request access to the sick leave bank due to serious illness or injury for the number of days equal to the days needed to qualify for long-term disability coverage. Days needed beyond that number will be pay deduct leave. Any employee may also apply to the sick leave bank if an immediate family member has a serious illness or injury. These requests may require a doctor's certificate. The length of such leave shall be determined by the superintendent and the individual.

An employee may make a contribution to the sick leave bank prior to the beginning of each school year. Contribution forms will be made available by the district in the new school year employee packet. New employees shall be made aware of the sick leave bank policy during orientation and may make a contribution to the sick leave bank at that time by contributing one sick day. Contributions to the sick leave bank by continuing employees will be deducted from the employee's sick leave accumulation for use as sick leave or use in the severance benefit formula. Such contributions will not affect the employee's wellness pay benefit. A retiring employee may contribute unused sick leave remaining after deduction for days used in severance benefit and days deducted for receiving wellness stipends. If no days are available in the sick leave bank when any employee requires days from the bank, the employee will be given pay deduct leave for the days needed. The contribution of sick leave days to sick leave bank outlined in this paragraph will be reviewed during negotiations.

The Superintendent, or designee, may require a physician's statement certifying illness if an employee has an extended illness or is frequently ill.

*Immediate family defined: Foster parents, foster children, wife, husband, daughter, daughter-in-law, son-in-law, mother, mother-in-law, father, father-in-law, sister, sister-in-law, brother, brother-in-law, grandmother, grandfather, grand-daughter, and grandson.

Any deliberate abuse of this leave provision shall subject the employee to disciplinary action or possible discharge as determined by the Board, upon the Superintendent's recommendation.

Unused sick leave may be converted to a severance benefit based on the following formula:

Severance Benefit Formula:

Certified employees leaving the district for reasons other than non-renewal
Who have completed continuous years of employment for:

10 through 14 years = \$20 x accumulated sick leave days
(not to exceed 100 days) x 50% = severance benefit

15 years and above = \$20 x accumulated sick leave days
(not to exceed 100 days) x 100% = severance benefit

Any K-12 certificated employee who completes the entire year of employment or an equivalent number of consecutive work days without any absence requiring the use of this policy may choose to receive a \$200 wellness stipend rather than have the days accumulate toward the severance benefit. Days paid back for prior years' sick bank usage shall not disqualify an employee for this wellness stipend.

For each year that an employee chooses the wellness stipend after 1991-92 the ten sick days accumulated during that time will be added to the employee's accumulated sick leave for use as sick leave only; but will not be credited to the employee's accumulated sick leave total for use in the severance benefit formula.

MITCHELL SCHOOL DISTRICT NO. 17-2

SICK LEAVE (Employees not on PTO option)

715.85R

WELLNESS PAY APPLICATION

Name _____

Social Security No. _____

Date of Last used Sick Leave _____
(or Dependent Leave) _____

() I hereby apply for "Wellness Pay" of \$200 as provided in Policy 715.85 (Sick Leave K-12 Certified Employees).

() I am eligible for "Wellness Pay" as provided in Policy 715.85 (Sick Leave K-12 Certified Employees) but hereby elected to have the days credited to Severance Pay as provided in Policy 715.85 (Sick Leave K-12 Certified Employees).

I declare and affirm under penalties of perjury that this claim is to the best of my knowledge and belief in all things true and correct.

Signature

Date

MITCHELL SCHOOL DISTRICT NO. 17-2

COORDINATION OF SICK LEAVE AND LONG TERM DISABILITY BENEFITS

715.31

Since the sick leave benefits and insurance benefit programs provided for the personnel in the Mitchell School District are implemented for the purpose of preventing employees from suffering financial hardship in case of long term disability, it shall be the policy that no employee can draw the long term disability benefits and sick leave benefits to cover the same period of time.

MITCHELL SCHOOL DISTRICT NO. 17-2

JURY/LEGAL DUTY – CERTIFIED PERSONNEL

715.42

The Board of education recognizes that the successful functioning of our democratic society depends upon all individuals accepting their responsibility as defined by South Dakota Law.

1. When an employee is called for jury duty scheduled at a time when he or she is performing duties for the school district, this information should be brought to the attention of his or her supervisor immediately.
2. If the jury duty is scheduled at a time when the employee is scheduled to perform duties for the school district, the employee will decide whether he or she wishes to continue to receive the regular pay and turn in the court compensation to the school district or keep the court compensation and take salary deduct.
3. Staff members who work part-time will be required to reimburse the school district for jury pay for the same percentage of time they are employed by the school district.

The employee who is serving on jury duty shall retain and be entitled to the same job status, pay, and seniority, as he or she may have had prior to performing jury duty.

An employee who is subpoenaed to appear in a judicial or administrative proceeding except where the employee's appearance would be against the district or where the Association or its affiliate organization are a party in the proceeding, shall be permitted to be absent from his or her duties without loss of pay or without charge against any leave. This section does not restrict an employee from the use of Association Leave, Policy 725.3 as long as Policy 725.3 guidelines are met.

MITCHELL SCHOOL DISTRICT NO. 17-2

LEAVE OF ABSENCE FOR PROFESSIONAL DEVELOPMENT

715.43

A leave of absence for a period not to exceed one (1) year may be granted to an eligible member of the teaching staff for the purpose of pursuing studies intended to increase his/her teaching capabilities. The applicant must have completed two (2) full years in the District. The applicant must have submitted a written application to the District for such leave during the school year preceding the leave of absence. The application must state how such leave will improve their teaching performance. The Superintendent will present the request to the Board with a recommendation within forty-five (45) days of the receipt of request.

An employee on leave of absence shall notify the Board of his/her intent to return for the following year three working days before March 15th.

During such leave period, the teacher will receive no salary or other pay from the District but may return and retain their status. They may remain in the insurance groups of the District, with such premiums paid by the teacher.

Personnel who are granted leaves of absence for professional development and who fulfill the professional development plans stated in the application shall receive credit on the salary grid and the seniority list for the period of time included in the leave.

MITCHELL SCHOOL DISTRICT NO. 17-2

MILITARY LEAVE (Certificated Employees)

715.44

A Military Leave may be granted to an employee who is required to participate in active military duty during the time that school is in session. There shall be two types of such leave.

1. Short-term leave, which is for a period of five days, or less.
2. Long-term leave, which is for a period of six days, or more.

An employee called to active military duty shall immediately notify the Superintendent.

While the district encourages an employee called to active military duty to fulfill the obligation, such employee shall make an effort to perform the duty during non-school days. Failure to document such an effort may cause the employee to forfeit district pay for the leave.

An employee involved in a short-term leave shall have the option of receiving his/her regular daily pay from the district, to be reduced by the daily pay received from the military, or to accept only the military pay. All fringe benefits and accumulated leave shall be continued.

An employee involved in a long-term leave shall receive no pay from the district during the absence. Accumulated leave will be maintained. Fringe benefits will be continued for the duration of the leave.

Any number of short-term leaves may be used in a year, but not consecutively nor for the same period of absence. A short-term and long-term leave may be used consecutively.

MITCHELL SCHOOL DISTRICT NO. 17-2

BEREAVEMENT LEAVE (K-12 Certificated Employees) 715.95

Up to ten (10) days shall be allowed in each case of death in the teacher's close immediate family defined as spouse, parent, stepparent, child, stepchild, fiancee', or fiancé.

Up to a total of seven (7) days of leave per year shall be allowed in cases of death in the teacher's immediate family defined as parent-in-law, stepparent-in-law, daughter-in-law, son-in-law, brother, brother-in-law, sister, sister-in-law, grandchild, grandparent, step-grandparent, and step-grandchild.

The Superintendent may grant additional days if special circumstances warrant. The additional days will be deducted from the employee's sick leave. The Superintendent may waive this deduction from the employee's sick leave.

MITCHELL SCHOOL DISTRICT NO. 17-2

PROFESSIONAL LEAVE

725.1

Certified personnel shall be allowed compensation release time for attendance at conventions, institutes, workshops, or other professional opportunities if such leave is approved in advance by the Superintendent or designee.

Certified personnel may request professional leave to attend professional growth opportunities in the teacher's field including conventions, institutes, or workshops.

When inclement weather prohibits safe return from approved professional leave out of town and a day or days of teaching are missed, the days shall be treated as paid professional leave.

Certified personnel who are approved for professional leave shall retain any stipend.

MITCHELL SCHOOL DISTRICT NO. 17-2

PERSONAL LEAVE

715

Personal leave may be granted for the purpose of conducting personal activities.

Two (2) days shall be given per year. A stipend of \$60/day will be paid to certified employees who have unused leave available at the end of the school year. One day may be carried over to the following school year in lieu of the day's stipend.

Additional day of personal leave for certified employees who have signed their 16th contract. (3 personal days per year- 0 carryover)

The employee will request leave from the employee's supervisor. The supervisor has the authority to accept or deny the request based on the availability of substitutes or the necessity of hiring a substitute.

Personal leave days may not be accessed during the first week or last two weeks of the school year unless circumstances beyond the control of the employee arise.

No more than two (2) employees at each elementary building and three (3) at the middle school and four (4) at senior high shall be on district approved personal leave on the same day.

This leave is available to certificated employees with advance approval. Leave requests will be filed five (5) days prior to the requested day. The date and time of the request will be recorded on the request form at the time it is submitted to the employee's immediate supervisor. Employees will be granted requested personal leave based on the first date and time of the request when multiple requests for the same day are made. Notification of approval or denial of personal leave will be made to the certificated employee making the request within five (5) school days of submission of the request by the immediate supervisor.

The immediate supervisor may waive the five (5) day notification requirement or may approve personal leave retroactive, if a personal emergency (not covered by other policies) arises for an employee, if the other requirements of this policy can be met and the employee has personal leave available.

MITCHELL SCHOOL DISTRICT NO. 17-2

LEAVE OF ABSENCE (CERTIFICATED EMPLOYEES)

715.4

A leave of absence may be granted to an employee of the District at the discretion of the Board. Such leave may be for a period of time mutually agreeable to the Board and employee. This policy may be used for maternity or paternity, child adoption, long-term illness, or other medical reasons verified in writing by a physician's statement. It may also be used for personal reasons. The employee will receive no pay from the District during the leave and will receive no years of experience on the salary grid or seniority list for the time absent but may remain in the insurance groups of the District, with such premiums being paid by the employee. To be eligible for a leave of absence for personal reasons other than those covered by the Family Medical Leave Act, the employee shall have been employed full time in the district a minimum of two (2) years.

Application for such leave shall be submitted by April 1 and will be presented to the Board with a recommendation from the Superintendent. The time requested for said leave shall be specifically stated in the application. The employee shall be notified of the acceptance of the application within five (5) days after action at the next scheduled Board meeting.

An employee on leave of absence shall notify the Board of his/her intent to return for the following school year three working days before March 15th of the year prior to the return.

MITCHELL SCHOOL DISTRICT NO. 17-2

LEAVE WITHOUT PAY (CERTIFICATED EMPLOYEES)

715.91

Short-term leave without pay may be granted to an employee for personal reasons not covered by other leave policies. Such leave, if granted, shall require formal application five (5) school days in advance. Such leave may be granted at the option of the district.

Leave without pay can be requested even if an employee has unused personal days.

MITCHELL SCHOOL DISTRICT 17-2
EVALUATION OF TEACHER PERFORMANCE

725

1. The purpose of teacher evaluation is to improve the quality of education for the student of the school district. Prior to any formal evaluation, a teacher shall be so advised.
2. Evaluations are to be used by the administration and teachers to improve the quality of instruction and may be used in the determination of advancement, promotion, transfers, assignments and future employment.
3. *Probationary teachers*, those in the first three years of employment or re-employment with the district, will be evaluated with at least four walk-throughs no less than five minutes each and at least two formal observations no less than fifteen minutes each. *Teachers in their fourth year of employment* will be evaluated with three walk-throughs and at least one formal evaluation. At or before the conclusion of the school year, a formal written evaluation will be prepared using Appendix A (Certified Evaluation form) and reviewed with the teacher. A copy of this evaluation will be sent to the central office for placement in the employee's personnel file.
4. *Teachers with at least five years of employment* in the district and with administrative approval may use the Instructor Self-Evaluation Form (Appendix B) to reflect, set goals, and evaluate their teaching practices. This self-evaluation may be used two years of a three-year evaluation cycle with the formal evaluation and walk through as described above in #3 (with two walk throughs and one formal). At or before the conclusion of the school year, a formal written evaluation will be prepared using Appendix A (Certified Evaluation form) and reviewed with the teacher. A copy of this evaluation will be sent to the central office for placement in the employee's personnel file.
5. Pre observation forms (Appendix C) may be completed prior to observations. However, there is no requirement for a pre-observation meeting.
6. A post-observation conference will occur following the last formal observation and at the conclusion of the SLO as an opportunity for reflection and analysis.
7. Evaluation Tools: Components in domains two and three will be rated based on observations. Components in domains one and four will be evaluated based on artifacts submitted by the teacher and collected by the administrator. A list of possible artifacts is included in Appendix D. Teachers will also write a student growth objective and use both formative and summative assessments throughout the year to evaluate student learning. The SLO will be submitted by the teacher to the administrator by Oct. 1 unless otherwise agreed to by the teacher and administrator.

8. Professional practice rating: Component ratings in domains one through four will be combined to determine an overall professional practice rating by weighting the observable domains (two and three) at seventy-five percent and the unobservable domains (one and four) at twenty-five percent. The SLO will be combined with the performance rating. The scores will also be weighted at seventy-five percent performance and twenty-five percent SLO to determine the summative teacher effectiveness rating.
9. Professional practice ratings will include: Ineffective, Developing, Effective, and Highly Effective outlined in the SD Framework for Teaching. Ineffective: teacher does not appear to understand the underlying concepts represented by the SD Framework for Teaching. Performance at this level requires significant intervention and coaching to improve the teacher's performance. Developing: teacher 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. Effective: teacher clearly understands the concepts represented by the framework and implements them well. They have mastered the work of teaching while working to improve practice. Highly effective: teacher is a master and makes a contribution to the field, both inside and outside the classroom. While all teachers strive to attain this level, it is generally considered difficult to attain consistently.
10. The district evaluation policy will follow the SD Teacher Effectiveness Model Handbook published by the SD Dept. of Education dated August 26, 2013, and the SD Student Learning Objectives Guide Book dated October 2013. This handbook will supplement master contract language when the master contract is silent on an issue, but the master contract shall take precedent in all other cases, or when the two documents contradict one another.
11. When appropriate, principals shall complete a "Plan of Assistance" for employees. A plan of assistance must be completed for employees in or beyond their fourth full term of employment if termination of their contract is to occur, except in cases outlined in SDCL 13-43-6.1. The plan of assistance shall be created on the form included with this policy, and shall provide adequate time for the teacher to demonstrate satisfactory progress or lack of satisfactory progress. (Appendix H)
12. The district will use the first three years (2015-16 school year to 2018-19 school year) to focus on the Integrated Eight Components of Effective Teaching.
13. Additional resources: Certified Staff Evaluation Schedule (Appendix E) is a timeline for observations and completion of SLO Components. Walk-through Observation (Appendix F) will be used by the evaluator during the walk-through observations. Student Learning Objectives Process Guide – SLO Guide (Appendix G) will be used by the teacher to develop their SLO. The Artifacts List (Appendix D) is not an all-inclusive list but just ideas of what can be used. Additional artifacts may be used if agreed on by both the employee and the administrator.

Appendix H

PLAN OF ASSISTANCE

Teacher _____ Date _____

Supervisor _____ School _____

Assignment _____

1. Statement of Deficiency (Additional pages may be attached).

2. Actions to be taken by the teacher and supervisory assistance offered (Additional pages may be attached).

3. The supervisor must see significant progress by (date) _____. Failure to make satisfactory progress may result in a non-renewal.

The signature of the employee shall not imply that the employee agrees, but indicates this will be the plan of assistance to be followed.

Teacher _____

Supervisor _____

Copies to teacher, supervisor and superintendent

MITCHELL SCHOOL DISTRICT NO. 17-2

EXTRA CURRICULAR EVALUATION

725.01

All extracurricular activities will be evaluated within the four weeks following the activity's last formal event (i.e., last game, play, concert).

Procedure:

1. Supervisors will be responsible for submitting evaluation recommendations for any assistants that fall under their supervision. This recommendation will be submitted to the Activities Director. This recommendation will be submitted no more than two weeks following the last formal event of the activity. (Supervisors: head coach, band director, etc.)
2. The Activities Director will be responsible for the evaluation of any employee without an immediate supervisor.
3. The Activities Director will meet with the supervisor and discuss the evaluations of the assistants within the four week time period.
4. The final evaluation will be a summary of the meeting between the supervisor and the Activities Director.
5. When this summary is complete and recorded on the Extra Curricular Evaluation Form, the Activities Director will communicate the result to the employee in any manner the director deems appropriate (i.e. by mail or by meeting).
6. The evaluation instrument (attached) will be the same for all extra-curricular activities (unless mutually agreed upon by the employee and the Activities Director).
7. All evaluations are subject to a written rebuttal from the employee being evaluated. This rebuttal can occur at any time.

Participant Feedback

Each supervisor will solicit feedback from all participants in their particular activity. The Activities Director can provide forms for this feedback gathering, or the supervisor can create an original instrument. The supervisor must provide all assistants with a consistent form to be used for their activity. These evaluations are the sole property of the supervisor or assistants, will not be revealed to the Activities Director, and are solely for the purpose of self-evaluation and self-improvement. These evaluations should take place at the last formal meeting of any activity.

EXTRA-CURRICULAR EVALUATION

Name _____

Date _____

Supervisor _____ Activity _____

1. Working with people

2. Practice/Event Climate and Instructional Procedure:

3. Planning/Organization:

4. Care of Equipment and facilities:

5. Personal and Professional Qualities:

Additional comments:

(additional pages may be attached)

The signature of the employee evaluated shall not imply that the employee agrees with the evaluation, but merely indicates that the evaluation has been read and discussed.

Employee being evaluated Date Supervisor Date

Activities Director Date

MITCHELL SCHOOL DISTRICT NO. 17-2

PERSONNEL FILE

727

An employee shall have the right to examine his/her personnel file at any reasonable time and may be accompanied by a representative of his/her choice during this examination. Copies of any materials in the file shall be at the employee's expense.

No material which could lead to a disciplinary action or poor performance evaluation could be entered into the employee's file unless the employee had first received a copy of the material and has had the opportunity to respond.

If an employee believes materials in the file are erroneous, obsolete, or otherwise inappropriate, the employee may request that the superintendent remove such material. Any dispute over retention of material may be processed through the grievance procedure, beginning at level three.

MITCHELL SCHOOL DISTRICT NO. 17-2

MEETINGS, NOTICES AND GENERAL INFORMATION

724.3

Certified employee organizations or groups shall be granted the right to the following:

1. The use of school buildings for official meetings. Such meetings shall be subject to availability of the facilities requested and shall be scheduled through District officials designated by the Superintendent. Any special costs involved shall be subject to District policies.
2. The use of a designated bulletin board in each school building, located in an area normally inaccessible to students. Such bulletin board space will be used for posting official communication and other material relevant to the functioning of the organization.
3. Access to the mailboxes of personnel represented in negotiations or compensation discussion by the organization and the use of inter-school mail for the sole purpose of distributing relevant documents. Except for political materials and political purposes, the organization's president or their designee, shall determine the appropriateness of materials to be distributed in this manner. Distribution will be accomplished by organization representatives only.

MITCHELL SCHOOL DISTRICT NO. 17-2

PROFESSIONAL DEVELOPMENT OPPORTUNITY - TEACHER OF THE YEAR

729

The Board of Education of Mitchell School District 17-2 recognizes the South Dakota Teacher of the Year Award as a symbol of outstanding achievement by a professional educator.

In recognition of the initiative, effort, and quality of performance, and the contribution to education of recipients of the Teacher of the Year Award for the State of South Dakota it is the policy of Mitchell School District 17-2 to provide \$500 to be used to pay the costs of professional growth experiences for the individual. The plan for the professional growth experiences must be approved by the administration prior to any commitment of funds.

MITCHELL SCHOOL DISTRICT NO. 17-2

SCHOOL CALENDAR DEVELOPMENT

320

The Mitchell School District shall develop a school calendar with the following specifications:

Specifications for the calendar are:

Number of Student Contact Days, not to exceed 176

Number of In-Service Days for teachers new
to the district or those teachers with a break
in teaching service of 5 years or more:

Mandatory, not to exceed 9.5

Voluntary, not to exceed 2

Number of In-Service Days for all other teachers: not to exceed 6.5

Number of Parent-Teacher Conference Days: 2

Student Contact Day: 8:15 am – 3:15 pm

Due to a net increase in student contact days of two beginning with the 2009-10 school year, the first two school days cancelled each year due to weather conditions shall not be made up. School days cancelled beyond 2 each year shall, however, be made up.

MITCHELL SCHOOL DISTRICT NO. 17-2

GRIEVANCE PROCEDURES

713

The Board will encourage the administration to develop effective means for resolving differences that may arise between employees and administrators, reduce potential areas of legitimate grievances, and establish and maintain recognized channels of communication between the staff, administration, and the Board.

The grievance procedure presented in 713, and stated in SDCL 3-18-1.1 provide for prompt and equitable adjustment of differences at the lowest administrative level possible and to assure each employee the opportunity for an orderly presentation and review of grievances.

ARTICLE I

DEFINITIONS:

1. A "grievance" is a complaint by an employee or group of employees of the District based upon an alleged violation, misinterpretation, or inequitable application of any existing agreement, contract, policy, rule, or regulation of the District, as they apply to the conditions of employment. Negotiations for, or a disagreement over, a non-existing agreement, contract, policy, rule or regulation is not a "grievance" and is, therefore, not subject to this procedure.
2. An "employee" shall be an individual employee or a group of employees who are similarly affected by a grievance.
3. A "complainant" shall be an individual employee or group of employees making the complaint. In the case of a group of employees, who are not otherwise associated, all persons in the group shall be named co-complainants. In the case of an association of employees, their association shall be designated as the complainant.
4. The "Board" is the Board of Education of Mitchell School District 17-2.
5. A "representative" shall be a fellow employee, employee organization representative, or legal counsel. All representatives shall be duly authorized in writing prior to their involvement in the procedure.
6. In the grievance policy alone, "days" shall be calendar days, excluding Christmas break.
7. A "supervisor" is the principal, director, or other administrator directly responsible for the unit in which the employee is assigned.

ARTICLE II

PURPOSE:

The purpose of this procedure is to secure fair and equitable solutions to problems, which may arise between employees and the District. In order to facilitate this purpose, these proceedings will be kept as informal and confidential as may be appropriate at any level.

ARTICLE III

INFORMAL PROCEDURE:

An employee who has a grievance shall, within twenty (20) days of the alleged violation, discuss the matter with the appropriate administrator who is directly responsible for the matter involved in an effort to resolve the problem informally. If the employee is not satisfied with the disposition of the matter following the informal procedure, he/she shall have the right to submit the grievance under the formal procedures provided.

ARTICLE IV

FORMAL PROCEDURE:

A. Level One (Supervisor)

1. If a complainant is not satisfied with the disposition of his/her problem through the informal procedure, he/she may submit his/her grievance in writing to his/her supervisor, notwithstanding that such supervisor may not have been the person to whom the grievance was submitted under the informal procedure. The grievance must be filed within ten (10) days of the conference specified in the informal procedure in Article III. Copies of the grievance shall be submitted to the Superintendent and Board president by the complainant.
2. The supervisor may hold a hearing with the complainant if he/she was not involved in the informal procedure. Such hearing, if held, must be within the time requirement for a response to the grievance at Level One.
3. The supervisor shall render his/her decision in writing within ten (10) days after receipt thereof. Failure to render a decision within the time provided shall constitute a denial of the grievance.

B. Level Two (Superintendent of Schools)

1. If the complainant is not satisfied with the disposition of his/her grievance at Level One, he/she may file a written appeal to the Superintendent of Schools within ten (10) days of the decision or expiration of time at Level One. A copy must be provided to the Board president by the complainant.
2. The Superintendent, or his/her designee, may conduct a hearing regarding the grievance within ten (10) days after the receipt of the appeal.
3. The Superintendent, or designee, shall render his/her written decision within ten (10) days after the hearing. Failure to render a decision within the time provided shall constitute a denial of the grievance.

4. If the Superintendent, or his/her designee, denies a hearing within the ten (10) days after the receipt of the appeal, the complainant continues procedures at Level Three.

C. Level Three (Board of Education)

1. If the complainant is not satisfied with the disposition of his/her grievance at Level Two, the complainant may file a written appeal with the Board. The written appeal of the decision at Level Two must be filed with the Superintendent, Business Manager, and Board president within ten (10) days of the delivery of the decision or expiration of time at Level Two.

2. Upon receipt of a written appeal, the Board shall hold a hearing before the full body at its next regular meeting or a special meeting held for the purpose of considering the grievance. That portion of the meeting dealing with the grievance shall be held in executive session.

3. A decision shall be rendered by the Board within forty (40) days after the appeal was filed. Failure to render a decision within the time period shall constitute a denial of the grievance.

D. Level Four (Department of Labor)

If the complainant is not satisfied with the disposition of his/her grievance at Level Three, they may file an appeal with the Department of Labor, as provided in statute, within thirty (30) days after delivery of the board's decision or expiration of time at Level Three. The inclusion of this paragraph in this grievance procedure shall not constitute a waiver by either party of its rights to dispute the authority of the Department of Labor to hear the appeal and/or render any particular decision.

ARTICLE V

MISCELLANEOUS:

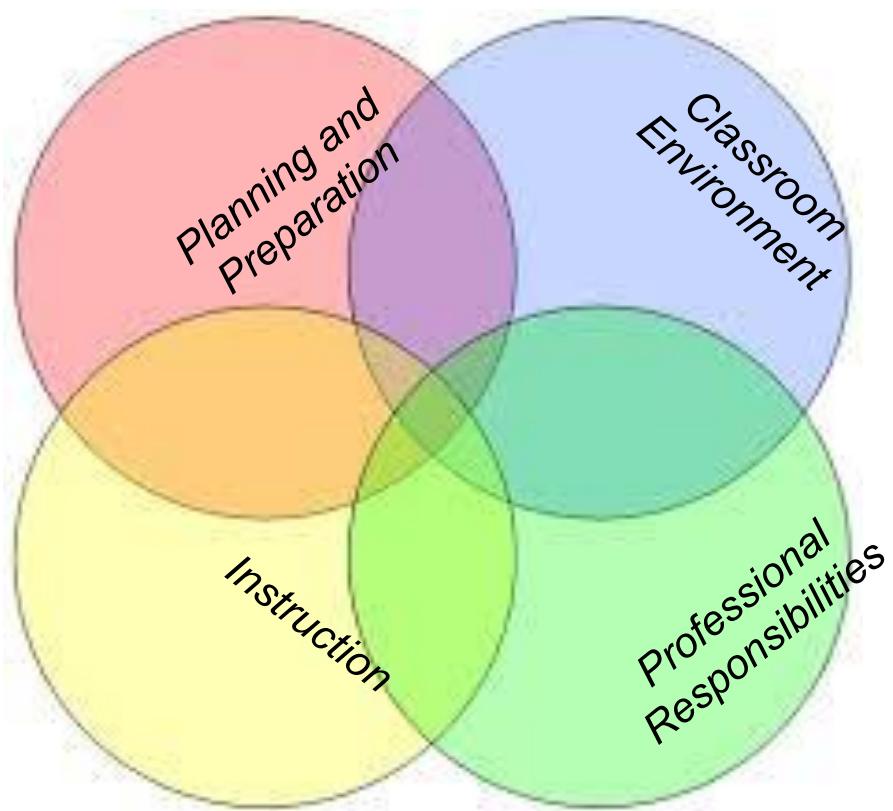
1. The grievance must cite the agreement, contract, ordinance, policy, rule, or regulation under which the alleged violation, misinterpretation, or inequitable application occurred; the nature of the problem; and the desired resolution.
2. The complainant may be represented at any level of the grievance procedure by no more than three representatives. Each representative must be duly authorized in writing, together with his/her address. Thereafter, formal written notice and decisions given such representative(s) shall be deemed notice of the same to the complainant.
3. Notwithstanding the time limitations stated above, extensions of time may be made by stipulations of both parties.
4. A statement of rationale for any position taken shall be required in the statement of any decision and in the appeal therefrom.

5. Forms for filing and processing grievances shall be prepared at the direction of the Board and made available to all employees through their supervisors or employee organizations.
6. Due to the nature of an alleged grievance or the number of persons affected thereby, the Superintendent may, at his/her sole discretion, accept the submission of a grievance in writing without the same having been submitted at Level One. In such a case, the processing of such a grievance shall begin at Level Two.
7. At all hearings conducted under this procedure, the complainant and the administrative representative may call witnesses and present evidence that is relevant to the matter under consideration. The Board may request that other witnesses be called for questioning by the parties. Both the Mitchell School District and the Mitchell Education Association shall attempt to schedule all hearings conducted under this procedure during non-student contact time. If after all attempts have been made, it is still impossible to schedule the hearing during non-student contact time any staff subpoenaed by the Mitchell Education Association will be released under association business. The Mitchell Education Association will be responsible for the cost of the substitute in such circumstances. In cases covered under this paragraph, days for which MEA reimburses sub costs will not count against the ten Association days available each year.
8. No reprisal shall be taken against an employee because of a grievance.

Mitchell School District 17-2

Certified Teacher Evaluation

***Adopted as of 2015-16 school year
and modified in 2016-17, 2019-20***



The teacher evaluation process is a growth model that continuously works to improve the quality and effectiveness of Mitchell School District teachers.

Introduction and Implementation

Charlotte Danielson's Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components clustered into four domains of teaching responsibility.

Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching. <http://danielsongroup.org/framework/>

South Dakota's Commission on Teaching and Learning has developed a model system for teacher evaluation that includes a focus on professional practices and a focus on student growth as measured by student learning objectives, or SLOs. The Professional Practice Rating and Student Growth Rating are combined to form the summative effectiveness rating using a summative rating matrix.

<http://doe.sd.gov/secretary/TE.aspx>

The Mitchell School District has adopted an evaluation system modeled after Charlotte Danielson's Framework and which adheres to the SD Department of Education's requirements. The district will spend the first three years focusing on the Integrated Eight Components of Effective Teaching in order to familiarize all administrators and teachers with these elements. In subsequent years, the intent is that this evaluation tool will become more individualized; evaluators will work with their teachers to determine which components are pertinent and relevant to them.

Evaluation Tool: As required by the state DOE, teachers will be rated on each of the eight components. Components in domains two and three will be rated based on observations. Components in domains one and four will be evaluated based on artifacts submitted by the teacher and collected by the administrator. These component ratings will be combined to determine an overall professional practice rating by weighting the observable domains (two and three) at seventy-five percent and the unobservable domains (one and four) at twenty-five percent. Teachers will also write a student growth objective and use both formative and summative assessments throughout the year to evaluate student learning. Furthermore, the student growth rating (SLO) will be combined with the performance rating. These scores will also be weighted at seventy-five percent (performance) and twenty-five (SLO) to determine the summative teacher effectiveness rating.

Schedule: Probationary teachers, those in the first three years of employment or re-employment with the district, will be evaluated with at least four walk-throughs no less than five minutes each and at least two formal observations no less than fifteen minutes each. Prior to any formal evaluation a teacher shall so be advised. Only the formal evaluations need to be announced. This does not mean evaluators need to give *advanced* notice simply that the teacher sees and acknowledges the evaluator is present. There is a pre-observation form that evaluators may choose to use to initiate a conversation with their teachers prior to the observation. However, there is no requirement for a pre-observation meeting.

Teachers in their fourth year of employment will be evaluated with three walk-throughs and at least one formal evaluation as described above.

Teachers in at least their fifth year of employment with the district and with administrative approval may use the Instructor Growth Self-evaluation form to reflect, set goals, rate themselves on chosen Charlotte Danielson domains and components, and evaluate their teaching practices. Any teacher may opt out of this, choosing instead to stay with a formal evaluation plan. This self-evaluation may be used two years of a three-year evaluation cycle. During the self-evaluation years, the building administrator is available for comments and assistance when asked. The formal evaluation plan for teachers in at least their fifth year includes one formal evaluation and two walk-throughs as described above.

The following areas may be evaluated with a different format: therapists, instructional coaches, and counselors.

When appropriate, principals shall complete a "Plan of Assistance" for employees. A plan of assistance must be completed for employees in or beyond their fourth full term of employment if termination of their

contract is to occur, except in cases outlined in SDCL 13-43-6.1. The plan of assistance shall be created on the form included with this policy, and shall provide adequate time for the teacher to demonstrate satisfactory progress or lack of satisfactory progress.

Mitchell School District
Certified Staff Evaluation Schedule

Probationary Teachers (years one through three)				
Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Administrator	Teacher
By early Sept.	Baseline testing to determine SLO	STAR, ALEKS, teacher created		X
by Oct. 1	SLO goal turned in for approval	SLO Goal setting form		X
by Oct. 30	SLO approved	SLO Goal setting form	X	
by Dec. 24	at least two of the four walk throughs completed	Walk-Through Observation form	X	
by Dec. 24	first formal evaluation completed	Certified Staff Eval form	X	
within 2 wks of observation	Post observation conference	Certified Staff Eval form with signatures	X	X
by Jan. 31	Modification made to SLO as necessary	SLO Goal setting form - revised	X	X
Before the last week of school	Post test given to evaluate SLO	STAR, ALEKS, teacher created		X
Before the last week of school	the final two walk-throughs complete	Walk-Through Observation form	X	
Before the last week of school	the second formal evaluation completed	Certified Staff Eval form	X	
Within 2 wks of observation	Post observation conference	Certified Staff Eval form with signatures	X	X

Fourth-Year Teachers				
Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Administrator	Teacher
By early Sept.	Baseline testing to determine SLO	STAR, ALEKS, teacher created		X
by Oct. 1	SLO goal turned in for approval	SLO Goal setting form		X
by Oct. 30	SLO approved	SLO Goal setting form	X	
by Dec. 24	at least two of the three walk throughs completed	Walk-Through Observation form	X	
by Jan. 31	Modification made to SLO as necessary	SLO Goal setting form - revised	X	X
Before the last week of school	Post test given to evaluate SLO	STAR, ALEKS, teacher created		X
Before the last week of school	the final walk-through complete	Walk-Through Observation form	X	
Before the last week of school	formal evaluation completed	Certified Staff Eval form	X	
Within 2 wks of observation	Post observation conference	Certified Staff Eval form with signatures	X	X

<p>Teachers with five years experience in Mitchell Public Schools (with administrators approval)</p> <p>Self Evaluation / Goal Setting rotating each year with Certified Evaluation</p>				
Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Administrator	Teacher
By early Sept.	Baseline testing to determine SLO	STAR, ALEKS, teacher created		X
by Oct. 1	SLO goal turned in for approval	SLO Goal setting form		X
by Oct. 30	SLO approved	SLO Goal setting form	X	
by Dec. 24	Self evaluation and Goals set	Instructor Growth Self Eval and Goal Sheet	X	
by Jan. 31	Modification made to SLO as necessary	SLO Goal setting form - revised	X	X
Before the last week of school	Post test given to evaluate SLO	STAR, ALEKS, teacher created		X
Before the last week of school	Reflection and Goal Evaluation	Self Eval Reflection Sheet and Goal Sheet		X

Mitchell School District

Walk-Through Observation

Teacher:

Time: Start: Stop:

Activity:

Date:

Subject:

Evaluator:

What I observed today included:

- Good classroom management/student centered
- Maximize time for learning
- Objective/expectations stated
- Active teaching (facilitations)
- Appropriately planned/delivered lesson
- Relevancy of lesson is stated
- Student participation
- Conducive learning environment
- Encourages multiple perspectives

- Demonstrates cultural sensitivity
- Students engaged/success experienced
- Motivation/Praise
- Critical-thinking/problem solving
- Questioning strategies/inquiry
- Addresses different learning styles
- Assessment/instruction aligned
- Pacing/sequencing
- Varied instructional strategies

Administrative comments:

Teacher comments:

Administrator signature / Date

Teacher signature / Date

Appendix C: Pre-Observation Form

Domain 1: Planning and Preparation	
Component 1C: Selecting Instructional Goals Values, sequence, alignment, clarity, balance and suitability for diverse learners	
What are the goals or objectives for this lesson? What do you intend for students to learn and be able to demonstrate?	
Why are these goals or objectives appropriate for these students at this time? (Consider how the goals or objectives address your content standards, how they build on previous lesson, and how they lead to future learning.)	
Component 1E: Designing Coherent Instruction Learning activities, instructional materials and resources, groups, lesson and unit	
How have you utilized grouping in your classroom? Are activities appropriate for diverse learners?	
Component 1F: Designing Student Assessments Congruence with instructional outcomes, criteria - standards, formative assessments and use for planning	
How will you assess student achievement of these goals or objectives? (Please attach your assessment instruments, rubrics etc)	
Why have you chosen the above approaches for assessment, and how will you make use of the results?	
Domain 2: Classroom Environment	
Component 2B: Establishing a Culture for Learning Importance of the content, expectations for learning and achievement; and student pride in work.	
Describe how you convey the importance of the content, your expectations for achievement and how students show pride in their work.	

Domain 3: Instruction

Component 3B: Using Questioning and Discussion Techniques

Quality of questions, discussion techniques and student participation

How do you ensure to engage students in extended discussion that reaches the higher order thinking and questioning?

Component 3C: Engaging Students in Learning

Activities and assignments, groups of students, instructional, materials and resources and structure and pacing

What opportunities do you provide students to go beyond paper pencil activities, engage in real-world issues, and reflect on their own progress?

Component 3D: Using Assessment in Instruction

Assessment criteria, monitoring of student learning, feedback to students and student self-assessment and monitoring of progress.

How do students know what criteria they will be assessed with? When can they expect to get feedback after turning in work?

Discuss how you manage obstacles that might negatively influence instruction.
(i.e. physical environment distractions, intercom, interruptions)

Domain 4: Professional Responsibilities

Component 4a: Reflect on Teaching

Highly accurate and perceptive reflection, cites specific examples that were not fully successful for at least some students and suggest alternate strategies

Discuss what you might do differently to continue to bring about further growth in this component.

(May explain how a lesson has evolved over time based on past experiences and reflections.)

Appendix G

SOUTH DAKOTA STUDENT LEARNING OBJECTIVE PROCESS

SLO DEVELOPMENT

<i>Identify content area and standards the SLO addresses:</i>	
<i>Identify the Student Population:</i>	
<i>Time frame for SLO growth measurement:</i>	
<i>*Attach summarized data in a chart:</i>	

Growth Goal: <i>Expectations for student growth.</i>	
--	--

The SLO must be reviewed and agreed upon by the teacher and evaluator.

ONGOING COMMUNICATION

<i>Progress Update:</i> <i>(Attach assessment results)</i>	
---	--

<i>If necessary, document changes to the SLO:</i>	
---	--

SUMMATIVE CONFERENCE

The student growth rating will be discussed during the end-of-year Summative Conference. (Attach posttest results in a chart). Scoring:

High Growth: <i>The growth goal was 86% to 100% attained.</i>	Expected Growth: <i>The growth goal was 65% to 85% attained.</i>	Low Growth: <i>The growth goal was less than 65% attained.</i>
---	--	--

Mitchell School District
Certified Evaluation Form

Educator: _____ **School:** _____

Grade Level(s) / Subject: _____ **Evaluator:** _____

Date: _____ **Start time:** _____ **End time:** _____

Component	Ineffective	Developing	Effective	Highly Effective			

Domain 2: Classroom Environment

2b Establishing a culture for learning	<input checked="" type="checkbox"/>				Notes / observations:		
---	-------------------------------------	--	--	--	-----------------------	--	--

Domain 3: Instruction

3b Using questioning and discussions techniques	<input checked="" type="checkbox"/>				Notes / observations:		
--	-------------------------------------	--	--	--	-----------------------	--	--

3c Engaging students in learning	<input checked="" type="checkbox"/>				Notes / observations:		
---	-------------------------------------	--	--	--	-----------------------	--	--

3d Using assessments in instruction	<input checked="" type="checkbox"/>				Notes / observations:		
--	-------------------------------------	--	--	--	-----------------------	--	--

Component	Ineffective	Developing	Effective	Highly Effective	
Domain 1: Planning and Preparation (2-3 artifacts in each component)					
1c Setting instructional outcomes		x			<p>Artifacts attached:</p> <p><input type="checkbox"/> Lesson Plans <input type="checkbox"/> Unit Plans</p> <p><input type="checkbox"/> Instructional outcomes posted <input type="checkbox"/> Activities that display a spectrum of outcomes</p> <p><input type="checkbox"/> Assessments show outcomes are being <input type="checkbox"/> Other</p> <p>Comments:</p>
1e Designing coherent instruction		x			<p>Artifacts attached:</p> <p><input type="checkbox"/> Unit Plans <input type="checkbox"/> Coherence of materials, methods, assessments</p> <p><input type="checkbox"/> Variety of instructional materials <input type="checkbox"/> Problem-based learning</p> <p><input type="checkbox"/> Student choice <input type="checkbox"/> H.O.T. activities <input type="checkbox"/> Other</p> <p>Comments:</p>
1f Designing student assessments		x			<p>Artifacts attached:</p> <p><input type="checkbox"/> Variety of formative / summative assessments connected to</p> <p><input type="checkbox"/> Rubrics used to evaluate student <input type="checkbox"/> Examples of student assessments with comments</p> <p><input type="checkbox"/> Other</p> <p>Comments:</p>
Domain 4: Professional Responsibilities					
4a Reflection on teaching		x			<p>Artifacts attached:</p> <p><input type="checkbox"/> Lesson Plans <input type="checkbox"/> Assignments <input type="checkbox"/> Unit Plans</p> <p><input type="checkbox"/> Plans from multiple years that show change / growth / adaptation</p> <p><input type="checkbox"/> Journal <input type="checkbox"/> Narrative <input type="checkbox"/> Other</p> <p>Comments:</p>

Student Growth Objective

SCORING:

Statement of Student Learning Objective

Data used to evaluate teacher progress on SLO

Explanation of achievement level and student growth

STUDENT GROWTH RATING:

Student Growth Rating

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

LOW

EXPECTED

HIGH

Professional Practice Rating

Observable

Non-observable

Total PP Rating

Student Growth Rating

Summative Teacher Effectiveness Rating

1

2

1.25

0

0.9375

This signature of the teacher shall not imply agreement, but rather indicates that the observation has occurred.

Signed

Date

Supervisor

Signed

Date

Teacher

67

Copies to Teacher and Supervisor

Mitchell School District 17-2
Instructor Growth Self-Evaluation Form

Teacher: _____

School: _____

Grade Level(s) _____

Subject(s): _____

Date: _____

Directions:

In each of the four domains below, use the following key to identify your strengths and needs in each area. Place an "X" in the box that identifies your level of expertise. You can use this reflection process to help determine what might be an appropriate professional goal on the next page.

Rating Scale Key:

1. I feel that I am sufficiently strong in this area.
2. Some attention is required in this area, but it is not a high priority.
3. This area requires my attention, but I can develop these skills on my own.
4. I urgently need help in this area from a peer or supervisor.

Domain 1: Planning and Preparation	1	2	3	4
I am adaptable. I always have a plan, but I can also go with the flow if it will improve student comprehension and achievement.				
I am a reflective teacher. I routinely use formative assessments, district testing data, and student needs to guide my instruction.				
Domain 2: Classroom Environment	1	2	3	4
Classes start on time and end on time. Class time is used effectively to promote learning of the subject matter.				
I make clear my expectations, verbally and in writing, at the beginning of the course and periodically during the course.				
Students perceive me as being helpful and available to discuss their concerns about their progress and difficulties with course content.				
Domain 3: Instruction	1	2	3	4
I use teaching strategies that help guide students to be independent learners requiring active participation and responses from students.				
I use real life examples to illuminate core learning concepts and increase subject matter relevance for students.				
I deliver material at the depth, breadth, and pace that are appropriate for the level of my student groups, differentiating when appropriate for my students.				
I regularly link new concepts back to old concepts or to content taught in other classes.				
Domain 4: Professional Responsibilities	1	2	3	4
I follow up with students who are not making adequate progress in class, and form learning contracts (or plans) to help them get back on track.				

I am responsible and reliable. I own my mistakes and model accountability. I routinely contact parents with both accolades and concerns for my students.				
I enjoy teaching; I enjoy the students; I enjoy the class content, and I share this enthusiasm with my students. I consistently strive to be a life-long learner.				

STUDENT GROWTH RATING:				
Student Growth Rating				
Based on final assessment data, the student growth rating is:				
LOW	EXPECTED	HIGH		
Professional Practice Rating			Student Growth Rating	Summative Teacher Effectiveness Rating
Observable (Domains 2 -3)	Non-observable (Domains 1 - 4)	Total PP Rating		
0	0	0	0	0

When calculating the professional Practice (PP) Rating, average your score for Domains 2 and 3 to find your Observable score and average domains 1 and 4 to find your non-observable score; then, average the Observable and non-observable scores (50/50) to find your PP Rating. To calculate your Summative Teacher Effectiveness Rating, Use the Student Growth ratings: Low = 1, Expected = 3, and High = 4. Average the PP Rating with the Student Growth Rating (50/50) to calculate your Summative Teacher Effectiveness Rating.

Individual Professional Development Plan						
S.M.A.R.T.-E.R Elements						
Specific	Measurable	Attainable	Relevant	Time-bound	Evaluate	Revise
As you set your goals for your Instructor Growth Self-Evaluation Plan, keep in mind the S.M.A.R.T. guidelines above. This should be a professional goal you are interested in addressing throughout the year not						

Based on your self-assessment, your administrator's input, and any school or district initiatives, what **goal** have you identified? What is an area of knowledge or skill that you would like to strengthen?

--

Describe the connection between this goal and your teaching assignment.

What would success on this goal look like? How will you know when you have achieved it? What would count as evidence of success?

Describe the activities as you do them to support your work toward your goal

These activities can include workshops, webinars, books, journal articles, conferences, courses, etc.

Date	Activity	Reflection

Reflection on the Individual Professional Development Plan

Write a reflection on the goal you have pursued this year. Be thorough as it is intended to bring insights into your work during the year.

1. To what extent did you achieve your goal?

2. Did you find it necessary to modify your goal or your Individual PD Plan as you learned more?

3. Which of the activities on your Independent PD Plan did you find most useful? Did you do some activities that you had not initially planned? If so, what were they?

4. In what ways were your colleagues and administration helpful to you in working toward your goal?

5. Do you intend to continue working on this goal next year? Why or why not?

Instructor's signature

Administrator's signature

Artifacts Lists

1c – Setting instructional outcomes

- Lesson plans (units) aligned to curriculum guides/CCSS
- Instructional outcomes are listed on the board prior to class instruction
- Examples of activities/units that display a spectrum of outcomes -basic understanding and comprehension, high-level thinking, communication -written/spoken; etc.
- Assessments that show outcomes are being achieved in your classroom

1e – Designing coherent instruction

- Unit plans that exhibit
- Coherence (methods, materials, assessments all work together)
- Variety of instructional activities and methods
- Problem-based learning
- Student choice
- Higher order thinking activities

1f – Designing student assessments

- A variety of formative/summative assessments connected to classroom instruction/outcomes
- Rubrics used to evaluate student work
- Examples of student assessments with teacher comments

4a – Reflecting on teaching

- Lesson plans/assignments/unit
- plans from multiple years that show change/growth/adaptation
- Journal
- Narrative

PLAN OF ASSISTANCE

Teacher _____ Date _____

Supervisor _____ School _____

Assignment _____

1. Statement of Deficiency (Additional pages may be attached)

2. Actions to be taken by the teacher and supervisory assistance offered (Additional pages may be attached).

3. The supervisor must see significant progress by (date) _____. Failure to make satisfactory progress may result in a non-renewal.

The signature of the employee shall not imply that the employee agrees, but indicates this will be the plan of assistance to be followed.

Teacher

Supervisor

Copies to teacher, supervisor and superintendent