

Agreement Between



**Warren Woods Board of Education
and
MEA-NEA, Local 1
Warren Woods Education Association**

September 9, 2024 – June 30, 2027

Table Of Contents

Contents

3.1	MASTER AGREEMENT BASIS	7
3.1.1	PREFACE.....	7
3.1.2	RECOGNITION.....	7
3.1.3	TERMS DEFINED	7
3.1.4	EXCLUSIVE RIGHTS.....	8
3.1.5	INDIVIDUAL CONTRACTS	8
3.1.6	AGREEMENT SUPERSEDES	8
3.1.7	CONTRACT PRINTING	8
3.1.8	MASTER AGREEMENT TOTAL COMMITMENT.....	8
3.1.9	SAVINGS CLAUSE.....	8
3.1.10	BOARD RIGHTS.....	9
3.1.11	EMERGENCY MANAGER.....	9
3.2	ASSOCIATION AND TEACHER RIGHTS.....	10
3.2.1	USE OF FACILITY.....	10
3.2.2	MEETINGS IN BUILDINGS.....	10
3.2.3	USE OF EQUIPMENT	10
3.2.4	BULLETIN BOARDS AND MAIL SERVICE	10
3.2.8	OTHER DEDUCTIONS ALLOWED	11
3.2.9	ASSOCIATION BUSINESS DAYS	11
3.2.10	CONTRACT ADMINISTRATION	12
3.2.11	NEGOTIATION PROCEDURES.....	12
3.2.12	PERSONAL FREEDOMS.....	12
3.2.13	NON DISCRIMINATION.....	12
3.2.14	DISTRICT INFORMATION.....	13
3.2.15	CURRICULUM AND INSTRUCTIONAL MATERIALS.....	13
3.2.16	COMMUNICABLE DISEASES POLICY	14
3.2.17	SITE BASED DECISION MAKING/SCHOOL IMPROVEMENT	14
3.2.18	REORGANIZATIONS AND CONSORTIUMS	15
3.3	SALARY PROVISION	15
3.3.1	BASE SALARY DEFINED	15
3.3.2	DAILY SALARY DEFINED	15
3.3.3	EMPLOYMENT DAYS DEFINED.....	15
3.3.4	PAY OPTION	16
3.3.5	ADDITIONAL REMUNERATION OF EXTRA-DUTY ASSIGNMENTS	16
3.3.7	OUTSIDE EXPERIENCE	17
3.3.8	MOVEMENT ON SCALE.....	17
3.3.9	LONGEVITY	18
3.3.10	REGULAR ADDITIONAL ASSIGNMENT	18
3.3.11	HOURLY RATE - SUBBING.....	18
3.3.12	PERSONAL CARS	19
3.4	CALENDAR AND SCHEDULE.....	19
3.4.1	CALENDAR DAYS	19
3.4.2	TEACHER DAY & RESPONSIBILITIES	20
3.4.3	LUNCH HOURS.....	23
3.4.4	STAFF MEETINGS.....	23
3.4.5	COMPENSATORY TIME.....	23
3.4.6	WORK YEAR EXTENSION.....	25

3.4.7	NEW TEACHER ORIENTATION	25
3.5	CONDITIONS OF EMPLOYMENT.....	25
3.5.1	PUPIL TEACHER RATIO.....	25
3.5.2	AVAILABLE EQUIPMENT FOR TEACHING MATERIAL	29
3.5.3	PROVISION OF FACILITY PER TEACHER.....	29
3.5.4	LUNCH ROOMS, LAVATORIES, LOUNGE	29
3.5.5	PARKING	29
3.5.6	WORK APPAREL	30
3.5.7	EMERGENCY CLOSING	30
3.5.8	TELEPHONE FACILITY	30
3.5.9	DAMAGES - PERSONAL PROPERTY.....	30
3.5.10	CALL SUBSTITUTES.....	31
3.5.11	COOPERATING TEACHERS	31
3.5.12	DISCIPLINE OF TEACHERS	32
3.5.13	SAFETY.....	32
3.6	ASSIGNMENT AND TRANSFER.....	33
3.6.1	CERTIFICATION REQUIRED	33
3.6.2	ASSIGNMENT TIMELINE.....	33
3.6.3	PLACEMENT/ASSIGNMENT PROCEDURE	33
3.6.4	EXTRA ASSIGNMENT	35
3.6.5	REASSIGNMENT	35
3.6.6	NOTICE AND FILLING OF VACANCIES	36
3.6.7	PROCEDURE FOR TRANSFER	37
3.6.8	LAYOFF AND RECALL.....	37
3.6.9	RECALL	39
3.6.10	LIMITING THE EFFECT OF TENURE IN POSITION	42
3.6.11	ASSIGNMENT: EXTRA DUTY	42
3.6.12	SENIORITY.....	43
3.6.13	PERMANENT SUBSTITUTE AGREEMENT	45
3.6.14	JOB SHARING AGREEMENT.....	46
3.7	EVALUATION.....	48
3.7.1	PHILOSOPHY AND PURPOSE OF PERFORMANCE EVALUATION SYSTEM.....	48
3.7.2	PROCESS	49
3.7.3	RIGHT OF TENURED TEACHERS	51
3.7.4	TRAINING ON EVALUATION SYSTEM, TOOLS, AND REPORTING FORMS	52
3.7.5	PERSONNEL FILE	52
3.7.6	REQUESTS FOR INFORMATION UNDER FREEDOM OF INFORMATION ACT	52
3.7.7	LIE DETECTOR USE	52
3.8	STUDENT CONDUCT AND TEACHER PROTECTION.....	53
3.8.1	BEHAVIOR MANAGEMENT IN THE LEARNING ENVIRONMENT	53
3.8.2	PUPIL EXCLUSION	53
3.8.3	STUDENT SUSPENSION	54
3.8.4	ASSAULT LANGUAGE.....	54
3.8.5	SPECIAL SERVICES REFERRAL	55
3.8.6	SPECIAL EDUCATION WAIVERS	55
3.8.7	MEDICAL PROCEDURES	56

3.9	PAID LEAVES	57
3.9.1	LEAVE DAYS	57
3.9.2	LEAVE OF ABSENCE	58
3.9.3	SICK LEAVE BANK	59
3.9.4	COMMUNICABLE DISEASE - WITH SENIORITY	60
3.9.5	NO CHARGE ABSENCES - WITH SENIORITY	60
3.9.6	WORKERS' COMPENSATION.....	61
3.9.7	SABBATICAL LEAVE - WITH SENIORITY	61
3.9.8	ATTENDANCE INCENTIVE	62
3.10	UNPAID LEAVE	63
3.10.1	PARENTAL LEAVE - MANDATORY - WITH SENIORITY - NO INCREMENT	63
3.10.2	FAMILY AND MEDICAL LEAVE ACT - SENIORITY	63
3.10.3	PERSONAL LEAVE - WITH SENIORITY - NO INCREMENT	64
3.10.4	LEAVE - MANDATORY - WITH SENIORITY AND INCREMENT	64
3.10.5	MILITARY LEAVE - WITH SENIORITY AND NO INCREMENT	65
3.10.6	UNPAID LEAVE - WITH SENIORITY - WITH BENEFITS.....	65
3.10.7	RETURN FROM LEAVE	65
3.11	FRINGE BENEFITS	66
3.11.1	INSURANCE PROTECTION PACKAGES	66
3.11.2	LONG TERM DISABILITY	69
3.11.3	PERIOD OF PAYMENT OF PREMIUMS	69
3.11.4	ENROLLMENT PERIOD	69
3.11.5	BENEFIT LEVEL GUARANTEE.....	70
3.11.6	OPTIONAL INSURANCE - DEPENDENTS	70
3.11.7	BIDDING CARRIER	70
3.12	TEACHER PROFESSIONAL ASSISTANCE.....	70
3.12.1	PREFACE.....	70
3.12.2	MENTOR AND PROBATIONARY TEACHER	70
3.12.3	PROFESSIONAL GROWTH ACTIVITIES (P.G.A. DAYS)	71
3.13	GRIEVANCE.....	72
3.13.1	DEFINITION	72
3.13.2	INFORMAL DISCUSSION	72
3.13.3	STEP 1	72
3.13.4	STEP 2	73
3.13.5	ARBITRATION STEP	73
3.13.6	ARBITRATION COST.....	74
3.13.7	TIME LIMITS	74
3.13.8	INDIVIDUAL COMPLAINT	74
3.13.9	CONTINUITY OF GRIEVANCE	74
3.14	DURATION OF AGREEMENT	74
3.15.1	SALARY SCHEDULE.....	76
3.15.2	SALARY SCHEDULE – NON-CERTIFIED, NON-DEGREED	79
3.16.1	2024-2027 SALARY SCHEDULE	79
3.16.2	COLA DEFERRED SALARY INCREASE	80
3.16.3	COLA IMPACT	80
3.16.4	PRORATION	80
3.16.5	ACCUMULATED LEAVE DAY REIMBURSEMENT.....	80
3.17.1A	ADDITIONAL STIPEND FOR POSTED EXTRA-DUTY ASSIGNMENTS	82
3.17.1B	ADDITIONAL STIPEND FOR POSTED EXTRA-DUTY ASSIGNMENTS	84
3.17.2	EXTRA ASSIGNMENTS	85

3.17.3	DEPARTMENT HEAD/AREA CHAIRPERSON/CURRICULUM FACILITATOR.....	86
3.17.4	ADDITIONAL COMPENSATION FOR LITERACY TRAINING.....	87
3.18	SCHOOL CALENDARS	88
APPENDIX II SAMPLE ELEMENTARY SCHEDULE--		97
APPENDIX III -- SAMPLE MIDDLE SCHOOL SCHEDULE		98
APPENDIX IV -- SAMPLE SENIOR HIGH SCHEDULE		99
APPENDIX V -- EVALUATION DOCUMENTS		100
3.19.1	GRIEVANCE REPORT FORM	141
3.19.2	GRIEVANCE DISPOSITION FORM	142
3.20	COMPENSATORY TIME RECORD.....	144
MEMO OF AGREEMENT - RECOGNITION.....		146
LETTER OF AGREEMENT- CURRICULUM AND INSTRUCTIONAL MATERIALS.....		147
LETTER OF AGREEMENT- STIPEND FOR POSTED EXTRA DUTY ASSIGNMENTS SMTEC STUDENT ADVOCATE.....		148
MEMO OF AGREEMENT – STUDENT ADVOCATE		149
MEMO OF AGREEMENT- ONE YEAR LEAVE OF ABSENCE FROM A STIPEND COACHING POSITION		150
MEMO OF AGREEMENT- STUDENT TEACHER GUIDELINES		151
LETTER OF UNDERSTANDING-SHORT TERM GRANT FUNDED POSITIONS.....		153
LETTER OF AGREEMENT RE ARTICLE 3.11.1		153

3.1 MASTER AGREEMENT BASIS

3.1.1 Preface

This agreement is entered into this ninth day of September, 2024, by and between the Board of Education, Warren Woods Public Schools, hereinafter called the “BOARD” and the MEA/ NEA Local 1, hereinafter called the “ASSOCIATION.”

WITNESSETH

WHEREAS, the BOARD has a statutory obligation, pursuant to the Public Employment Relations Act, Act 379 of the Michigan Public Acts of 1965 (hereinafter referred to as the PERA), to bargain with the ASSOCIATION as the representative of its teaching personnel with respect to hours, wages, terms and conditions of employment, and

WHEREAS the parties have reached certain understandings which they desire to confirm in this Agreement.

In consideration of the following mutual covenants, it is hereby agreed as follows:

3.1.2 Recognition

The BOARD hereby recognizes the ASSOCIATION as the exclusive bargaining representative for all certified professional personnel whose position with the district requires a valid certificate, including psychologists, social workers, and therapists employed or to be employed by the BOARD or on leave; and those non-certified personnel hired under state statute Public Act No. 25 of 1990, but excluding aides, administrative coordinators, supervisors, adult education director and instructors, assistant principals, assistant superintendent, business manager, director of special services and director of career technical education, principals, student teachers, substitutes, superintendent, and career technical teachers as defined in the 1974-75 Special Needs Program. Bargaining unit work shall not be performed by non-bargaining unit members unless the position is temporary or certified personnel are not available.

3.1.3 Terms Defined

The terms teacher and / or person employed when used hereinafter in this Agreement shall refer to all employees represented by the ASSOCIATION in the bargaining or negotiating unit as above defined.

3.1.4 Exclusive Rights

The BOARD agrees not to negotiate with any teachers' organization other than the ASSOCIATION for the duration of this agreement.

3.1.5 Individual Contracts

Any individual contract between the BOARD and an individual teacher, heretofore executed, shall be expressly subject to and consistent with the terms and conditions of this Agreement. If an individual contract contains any language inconsistent with this Agreement, this Agreement during its duration shall be controlling.

3.1.6 Agreement Supersedes

This Agreement shall supersede any rules, regulations, or practices of the BOARD, which shall be contrary to or inconsistent with its terms.

3.1.7 Contract Printing

Copies of this Agreement shall be available on the District's website within thirty (30) days after the Agreement is signed. BOARD policies relating to teachers, other than this Agreement, shall be made available to teachers on the District's website. Copies of the Board Policies and Administrative Guidelines shall be available on the District's website. Any changes in BOARD policies relating to teachers shall be given to the ASSOCIATION.

3.1.8 Master Agreement Total Commitment

This Agreement shall constitute the full and complete commitment between both parties and may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in written and signed amendment to this Agreement, but all other provisions or applications shall continue in full force and effect.

3.1.9 Savings Clause

If any provisions of this Agreement or any application of the Agreement to an employee or group of employees shall be found contrary to law, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law.

3.1.10 Board Rights

Section 1

The BOARD on its own behalf and on behalf of the electors of the district, hereby retains and reserves unto itself all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the laws and the Constitution of the State of Michigan, and of the United States, including, but without limiting the generality of the foregoing, the right:

- A. To the executive management and administrative control of the school system and its properties and facilities;
- B. To hire all employees and subject to the provisions of law and this Agreement to determine their qualifications and the conditions for their continued employment, or their dismissal or demotion, and to promote and transfer all such employees;
- C. To establish grades and courses of instruction, including special programs, and to provide for athletic, recreational and social events for students, all as deemed necessary or advisable by the BOARD;
- D. To decide upon the means and methods of instruction, the selection of textbooks and other teaching materials, and the use of teaching aids of every kind and nature.

Section 2

The exercise of the foregoing powers, rights, authority, duties and responsibilities by the BOARD, the adoption of policies, reasonable rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith shall be limited only by the terms of this Agreement.

3.1.11 Emergency Manager

An emergency manager appointed under the local government and school district fiscal accountability act may reject, modify or terminate the collective bargaining agreement as provided within the Local Financial Stability and Choice Act, PA 436 of 2013, MCL 141.1541 et seq.

3.2 ASSOCIATION AND TEACHER RIGHTS

3.2.1 Use of Facility

Upon written request to the Superintendent's Office, using the district building use application forms, the ASSOCIATION and its representatives shall have the right to use rooms in public schools of the district for official business meetings of the ASSOCIATION during the regular school year, provided such use shall not conflict with activities previously recorded as scheduled for the same specific area and further provided that when the expense of special custodian or technical service is required the BOARD may make the appropriate charge therefor.

The BOARD shall have the right to reassign school building facilities reserved by the ASSOCIATION for official business meetings if such ASSOCIATION reservation conflicts with an instructional program, official district business, or a public election requiring the reserved space, provided however, in each such instance or reassignment the BOARD shall be obligated to give the ASSOCIATION two weeks advance notice of the reassignment. The ASSOCIATION shall have the right to use rooms in public schools of the district for other ASSOCIATION meetings, by applying for such space in the same fashion as other users and shall be considered under the same policy provisions as all other applicants for its use.

3.2.2 Meetings in Buildings

Duly authorized representatives of the ASSOCIATION and their respective affiliates shall be permitted to transact official ASSOCIATION business on school property at all reasonable times provided that this shall not interfere with or interrupt normal school operations, and further provided that this provision shall not be interpreted to include the provision by the BOARD for space as an office.

3.2.3 Use of Equipment

The ASSOCIATION shall have the right to use school building copy equipment when not in use and other school equipment including audiovisual equipment at other than school hours when such equipment is not otherwise in use.

3.2.4 Bulletin Boards and Mail Service

The ASSOCIATION shall have the right to post notices of activities and matters of ASSOCIATION concern on teacher bulletin boards, at least one of which shall be provided in each school building. The ASSOCIATION may use the teacher mailboxes for communications to teachers. However, the

BOARD shall not be held responsible or accountable for any items placed for delivery through the district internal mail services.

3.2.8 Other Deductions Allowed

The BOARD shall also make payroll deduction upon written authorization from teachers for annuities, credit union, United Foundation, or any other plan or programs jointly approved by the ASSOCIATION and the BOARD.

3.2.9 Association Business Days

The ASSOCIATION may authorize the use of ASSOCIATION business days by its membership by submitting a written notice of such leave to the Personnel Office at least by 1:30 p.m. prior to the day of absence and by reimbursing monthly to the BOARD the daily substitute rate for each substitute teacher assigned.

The ASSOCIATION president shall approve the use of each ASSOCIATION business day and so indicate with his/her signature. There will not be more than five (5) days absence for any one teacher annually and there will not be more than eight (8) teachers absent on ASSOCIATION business on any one day.

The use of ASSOCIATION business days shall be directly related to the business of the WWEA/Local 1. The ASSOCIATION president may authorize more than five (5) days absence for officers, negotiators, and the grievance chairperson, as needed for Warren Woods arbitration, fact-finding, or unfair labor practice hearings. The ASSOCIATION president shall not utilize more than twenty (20) days for ASSOCIATION business days annually.

The BOARD shall provide the ASSOCIATION President released time with pay and full benefits. Consistent with Section 71(5) of the Michigan Public School Employees Retirement Act, the ASSOCIATION will reimburse the District on a current basis the amounts paid to the Office of Retirement Services for ASSOCIATION release time. If the ASSOCIATION President is a secondary teacher, the released time shall be one teaching period per day. If the ASSOCIATION President is an elementary teacher, the weekly released time shall be the equivalent of one day per week. A second released hour will be made available to the ASSOCIATION President with the understanding that the ASSOCIATION will reimburse the District for the second released hour at the rate of 1/5 of the current average annual teacher salary. Notification of the ASSOCIATION'S intent to use the second hour must be made to the District by the first week in May.

3.2.10 Contract Administration

Periodically throughout the school year, time shall be set aside for meetings of representatives of the BOARD and the ASSOCIATION to discuss matters of mutual concern, including administration of the contract. These meetings will be held at mutually satisfactory times when the teachers involved are free from assigned instructional responsibilities. A mutually agreed upon agenda will be established by both parties 48 hours in advance. These meetings are not intended to by-pass the grievance procedure.

The administration shall keep the ASSOCIATION informed of anticipated changes, in areas of educational programs, construction or fiscal affairs.

3.2.11 Negotiation Procedures

Neither party in any negotiations shall have any control over the selection of the negotiating or bargaining representative of the other party. The parties mutually pledge that their representative will be clothed with all necessary power and authority to make proposals, consider proposals, and make concessions in the course of negotiations. The parties agree that no final agreement shall be effective until ratified by the Board of Education and by the Association.

3.2.12 Personal Freedoms

The personal life of any teacher is not within the appropriate concern of the BOARD, except if it is detrimental to the school program. Any BOARD or administration-initiated action in this regard shall be brought first to the attention of the ASSOCIATION, except in instances where the nature of the offense requires an immediate response. Teachers shall take adequate precautions to distinguish between their personal political views and those of the district and shall not use instructional privileges for private gain or to promote personal, political or religious activities.

3.2.13 Non-Discrimination

The provisions of this Agreement and the wages, hours, terms and conditions of employment shall be applied without regard to race, color, religion, national origin or ancestry, gender/sex, sexual orientation, age, disability, height, weight, genetics, marital status or membership in or association with the activities of any employee organization.

The BOARD also agrees not discriminate against any teacher because of the institution of any grievance or complaint under this Agreement.

3.2.14 District Information

The BOARD agrees to make available to the ASSOCIATION in response to its reasonable request, information concerning financial resources of the district including but not limited to annual financial reports and audits, county allocation board budgets, agendas and minutes of all BOARD meetings, treasurer's reports, census and membership data, as described below necessary to develop legitimate negotiation proposals and as necessary for the ASSOCIATION to process a grievance.

Census and Membership Data:

- A. By August 15th of each year, designated ASSOCIATION representatives will be given, via e-mail and attached excel document, a complete listing of bargaining unit staff that includes the following:
 - a. First and Last Name
 - b. Start date of employment
 - c. FTE, Step and Lane Placement
 - d. Building/Position
 - e. School e-mail address
 - f. Home/mailing address
- B. Within five (5) business days of Board action or any new hires starting employment, terminations, layoffs or leaves of absences, designated ASSOCIATION representatives shall be notified via e-mail.
- C. The ASSOCIATION agrees to provide the BOARD a list of designated ASSOCIATION representatives by August 15th of each year.

3.2.15 Curriculum and Instructional Materials

The BOARD shall continue its efforts to obtain updated textbooks and other teaching materials for classroom instructional use. The administration shall continue to involve teachers in the development of educational programs including the District assessment program and in the selection of educational materials through the District School Achievement Team (D-SAT) and its sub-committees.

The District School Achievement Team (D-SAT) and sub-committee members shall be mutually selected by the Administration and ASSOCIATION. All curriculum recommendations of the committee will be submitted to the Superintendent.

The BOARD agrees to advise and consult with the ASSOCIATION about significant revisions of the educational structure, which are proposed by the state or under serious consideration by the Warren Woods Board of Education. Both parties agree that the intent of the District School Achievement Team (D-SAT) or any sub-committees, dealing with the Curriculum, shall not be to circumvent the Master Agreement.

3.2.16 Communicable Diseases Policy

In the event the BOARD authorized the development or subsequent revision of BOARD communicable disease policies which affect bargaining unit members, the BOARD will provide the ASSOCIATION, prior to adoption or implementation, notice and opportunity to bargain on said policies as they impact on the terms and conditions of employment of bargaining unit members.

3.2.17 Site Based Decision Making/School Improvement

The BOARD and ASSOCIATION recognize the importance of site based decision making/school improvement. The parties agree that either or all processes shall contain adequate teacher representation.

All processes shall be voluntary.

Both parties agree that the intent of site-based decision making/school improvement is to improve the delivery of quality education through joint planning and problem solving. However, both parties also agree that the intent of site-based decision making/school improvement is not to circumvent the terms and provision of the Master Agreement.

After implementation of Site Based Decision Making/School Improvement programs, the BOARD agrees to provide information to the ASSOCIATION concerning said programs, and to meet periodically to discuss such.

3.2.17a Summer Professional Development Advisory Committee

Should professional development need to be planned during the summer, the Board will appoint a summer Professional Development Advisory Committee consisting of four (4) bargaining unit members from Elementary, three (3) bargaining unit members from Middle School and

five (5) bargaining unit members from High School, as mutually agreed upon by the Superintendent or her/his designee and the WWEA President. Ten additional members, including but not limited to administrators, Board members, parents and support staff will be chosen by the Superintendent.

The purpose of this Committee is to provide input on in-service work, professional growth opportunities, and speakers for the following school years' professional development days. Bargaining unit members serving on the Committee shall annually receive a stipend in the amount of \$200.00. Payment shall be paid in the first payroll in September.

3.2.18 Reorganizations and Consortiums

To the extent of the law, this agreement shall be binding upon the employer's successor, assignees, or transferees. Whether such successor, assignment, or transfer be effected voluntarily or by the operation of the law; and in the event of the employer's merger or consolidation with another employer, this agreement shall be binding upon the merged or consolidated employer.

3.3 SALARY PROVISION

3.3.1 Base Salary Defined

The basic salary schedules for teachers covered by this Agreement are set forth in 3.16.1. Such salary schedules shall remain in effect during the period of this Agreement.

3.3.2 Daily Salary Defined

Teachers who are employed for other than a full contract year as defined in paragraph 3.4, shall receive 1/183 of their current annual salary on the salary schedule for each employment day as defined in paragraph 3.4. For the purpose of computing compensation, base salary is defined as the salary the teacher would receive according to the proper position on the salary schedule as set forth in 3.16.1.

3.3.3 Employment Days Defined

Regular teacher employment days shall include all working days specifically set forth on the school calendar (3.18). Regular employment days total 183. For the purpose of Agreement, a teacher's hourly rate shall be defined as salary/183 days/7.25 hours per day.

3.3.4 Pay Option

Teachers shall provide, before the start of school each year, written notice to the payroll department that they would like to have their compensation spread over a 12-month period, twenty-six (26) equal pays or twenty-seven (27) equal pays (in 27 pay years) instead of twenty-two (22) pays. The election must be made before the first day teachers report to work for the school year. The election cannot be changed during the school year for which it is effective. If a teacher does not make an election before the first day of work, by default, their pay will be spread over 12 months, or twenty-six (26) pays; however, in years when the calendar adjusts for twenty-seven (27) equal pays, twenty-seven (27) equal pays will be the default.

3.3.5 Additional Remuneration of Extra-Duty Assignments

Teachers involved in the extra-duty assignments set forth in Schedule 3.17.1a, 3.17b, 3.17.2, and 3.17.3 which are attached to and incorporated in the Agreement, are required to expend additional time beyond the normal teacher load and, therefore, the BOARD shall pay each such teacher as follows:

1. For Schedule 3.17a, the appropriate percentage of the previous years Bachelor base salary corresponding to the number of years experience in extra-duty assignment, which percentage appears in the column next to the respective extra-duty assignment based on date of hire in the assignment.

Stipend Schedule 3.17.1a will be based upon the previous year's BA step 0-4 salary schedule except as otherwise provided in 3.17.1a

2. For Schedule 3.17.1b, see the schedule for the appropriate scale.
3. For Schedule 3.17.2, see the schedule for the appropriate scale.
4. For Schedule 3.17.3, see the schedule for the appropriate scale.

Up to six (6) years outside experience may be so recognized at the discretion of the Superintendent.

The BOARD shall keep accurate and up-to-date written job descriptions of all extra-duty assignments set forth in Schedule 3.17. Such job descriptions shall include all of the minimum requirements necessary to be eligible for each assignment. The job assignments description will be available in each administrator's office.

3.3.7 Outside Experience

The BOARD recognizes the advantage of having experienced teachers fill teaching vacancies that occur in the district. To that end, the BOARD agrees to post all vacancies with the MEA/NEA Local 1 office. The BOARD further agrees to give careful consideration to the applicants from MEA/NEA Local 1. A teacher who is hired with prior experience will be placed on a recognized step of the teachers' salary schedule at the discretion of the Superintendent.

3.3.8 Movement on Scale

Teachers who earn additional credits entitling them to advancement on the salary schedule must present evidence thereof to the Human Resource/Personnel office. Salary adjustments will be made effective the date the evidence is received in the Human Resources/Personnel office. Salary adjustments will not be made after March 1. Evidence received after March 1 will be processed as movement on scale effective the beginning of the next school year.

Evidence of additional credits shall include either a transcript with the embossed official seal from the university or institution granting the credit, OR a letter with the embossed official seal from the university or institution granting the credit.

All credits so recognized must have been earned subsequent to the issue date of the Michigan Provisional Certificate. Credits so recognized must be graduate credits. The credits earned must be related to the teacher's current or potential assignment in the field of education; therefore, said credits would be from graduate education classes, from an approved graduate program in a particular discipline, or from an approved graduate program which reflects training for a specialty in education, i.e., counseling, reading, elementary administration, etc. Credits/degrees must be earned at a college or university on the approved teacher institution list from the state in which the college/university resides. [Example: Michigan Department of Education's approved teacher institution list, i.e., Michigan Educator Preparation Institution (EPI)]

Beginning with the 2024/2025 school year, recognition of a Master's Degree in Speech Language Pathology (also referred to as Speech Therapist), is granted with placement on the MA+30 salary lane, provided that program includes a minimum of 60 semester hours to obtain a Master's Degree. This provision shall apply to all current bargaining unit members and newly hired bargaining unit members.

3.3.9 Longevity

Longevity will be added to a teacher's base salary at the following amounts for experience in Warren Woods Public Schools, said amounts are to be non-cumulative:

15 years: \$1,500
20 years: \$2,000
25 years: \$2,500
30 years: \$3,000

Any unpaid leave of absence during which seniority is accumulated will not be counted toward longevity service credit.

3.3.10 Regular Additional Assignment

If a secondary teacher shall accept assignment of a regularly scheduled class period in excess of the normal teaching load as set forth in paragraph 3.4.2 s/he shall receive additional remuneration at the rate of 1/6 of the annual base salary if teaching at the high school or 1/7 of the annual base salary if teaching at the middle school. For purposes of this paragraph, a teacher's annual base shall be the appropriate salary on the salary schedule exclusive of remuneration for extra-duty assignments.

If an elementary teacher shall accept an assignment of a regularly scheduled class period in excess of the normal teaching load as set forth in paragraph 3.4.2 or in the event that an elementary teacher's assigned prep time is reduced below the contractual 275 minutes per week, said teachers will be compensated for their missed prep time on a pro-rated basis s/he shall receive additional remuneration at the rate of 1/7 of the annual base salary. For the purpose of this paragraph, a teacher's annual base shall be the appropriate salary on the salary schedule exclusive of remuneration for extra-duty assignments. This is different than a teacher subbing during their assigned preparation period per article 3.3.11.

This article shall apply to Cosmetology teachers if they have regularly scheduled class periods in excess of the normal teacher load after the conclusion of the regular school year.

3.3.11 Hourly Rate - Subbing

For purposes of this Agreement, teachers' hourly rate shall be defined as the base salary divided by the number of teacher work hours per employment year. If a teacher fills in on a substitute basis for more than the normal teaching load as set forth in this Agreement, then they may choose to receive additional compensation at the rate of thirty-five dollars (\$35.00)

per hour or elect to accrue this time to their individual leave day bank. Leave time will be added to a teacher's bank in increments of 0.5 days (3.5 hours) up to a limit of five (5) days per school year. Any leave days accrued under this section shall be subject to the same usage requirements as outlined in article 3.9.1.

In emergency situations, bargaining unit members who are not assigned to regular teacher duties (i.e., librarians, counselors, etc.) and who are required to perform substitute functions shall be compensated at the same hourly rate or elect to accrue this time to their individual leave day bank.

3.3.12 Personal Cars

Teachers required in the course of their work to drive personal automobiles from one school building to another, excluding trips either to or from WWMS to Enterprise High School, shall receive a car allowance equal to the IRS rate as of appropriate school year. The same allowance shall be given for approved use of personal cars for other business in the district.

Teachers will receive fifteen (15) minutes of travel time between buildings, occurring during the instructional day. Such time will be separate from planning or lunchtime.

3.4 CALENDAR AND SCHEDULE

3.4.1 Calendar Days

For the term of this Agreement, the School Calendar shall be set forth in Section 3.18, which is attached hereto and incorporated in this Agreement. There shall be no deviation from or change in the School Calendar or hours of instruction except by mutual agreement of the BOARD and the ASSOCIATION. The BOARD will publish a master calendar for the district by September 1 of each year. For the term of the Agreement there shall be 183 teacher days each year. Three (3) of the teacher days shall be for records and organization, professional development, school improvement and/or in-service. Students will not be in attendance on three (3) of these days. In addition, 18 hours of this time will come in the form of Professional Learning Communities on 12 (twelve) early release days. The District will dismiss students one and a half hours early at the High School and Elementary levels to provide one and a half hours of professional development. The District will dismiss students two and half hours early at the Middle School level to provide one and a half hours of professional development and one hour of team time. One day may vary from building to building or from level to level, but must be set by mutual agreement of the BOARD and the ASSOCIATION. Beginning with 2025/2026 a minimum

of 5 hours of the 30 hour legally mandated teacher professional development shall be held virtually. Bargaining unit members may attend virtual professional development off-site. All hours where professional development is provided will be recorded in KALPA

Each year after the teacher calendar has been negotiated, a separate calendar will be calculated for the Warren Woods Cosmetology teachers based on the required number of student hours needed for licensure. Both parties agree to bargain a calendar that is consistent with state law and CTE guidelines.

In the event school is closed for students due to inclement weather or other emergency causes, teachers shall not be required to report for duty, and the day of instruction shall be rescheduled in accordance with this provision, except as otherwise provided herein. Teachers shall not receive additional compensation for the rescheduled days of instruction.

Any days that schools are closed for students due to inclement weather or other emergency causes, which are not required to be rescheduled by statute or appropriate governmental agency, and which do not result in a loss of state aid funding to the school district, shall not be made up or rescheduled. Should an instructional day be rescheduled, and insufficient number of students attend to count it as a day of instruction, teachers will be compensated at their daily rate to attend a subsequent rescheduling of the instructional day.

In the event that calendar rescheduling is caused by an emergency situation, the teachers will continue to receive their normal salary during the disruption.

Makeup days will be scheduled at the end of the school year. Such days shall start by replacing the June records half day with instructional time and continue into the following week. The purpose of this language is not to delete the June Records Day.

3.4.2 Teacher Day & Responsibilities

Elementary school and ECSE teachers shall assume their professional responsibilities in the assigned building at least fifteen (15) minutes before the opening of the pupils' regular school (first bell) day and shall remain for at least five (5) minutes after the end of the pupil day. Middle school teachers shall assume their professional responsibilities in the assigned building at least ten (10) minutes before the opening of the pupils' regular school (second bell) day and shall remain for at least five (5) minutes after the end of the pupil day. High school teachers shall assume their professional responsibilities in their assigned building at least fifteen (15) minutes before the opening of the pupils' regular day (first bell) and shall

remain for at least five (5) minutes after the end of the pupil day. Alternative high school teachers shall assume their professional responsibilities in their assigned building at least fifteen (15) minutes before the opening of the pupil day and shall remain for at least five (5) minutes after the end of the pupil day.

The normal high school teacher day (includes before & after school teacher time) and the daily teaching load in the senior high school shall be two (2) fifty-five minute teacher periods, three (3) sixty minute teacher periods, and one (1) sixty-five minute teacher period, and one (1) of these periods shall be an unassigned preparation period which in no case shall be less than fifty-five minutes. The Administration reserves the right to call homeroom at any time and to change the class hours without, however, lengthening the teacher workday.

The normal middle school teacher day (includes before & after school teacher time) and the daily teaching load in the middle school shall be six (6) fifty-six minute teaching periods, one (1) advisory period of thirty-two minutes, and one (1) of these periods shall be an unassigned individual preparation period which in no case shall be less than fifty-six minutes. Full-time special area teachers (physical education, technology, art, vocal music, instrumental music, foreign language, media, and POHI) may also be required to supervise an advisory.

The normal elementary and ECSE teacher day (includes before & after school teacher time) and the daily teaching load in the elementary shall be six (6) hours and twenty (20) minutes or less in the course of each week, two hundred seventy-five (275) minutes of unassigned preparation time for each teacher in grades K through five. Less than full-time teachers will receive a proration of the allotted unassigned preparation time. Unassigned preparation time for elementary classroom and ECSE teachers will be given in no less than fifty-five minute periods of time. Unassigned preparation time for elementary specials teachers will be given in no less than thirty-five minute periods of time with the exception of the time given at the beginning and end of the day. On half days, teachers will follow a reduced schedule to ensure equitable preparation time is received.

The normal alternative high school day (includes before and after school teacher time) and the daily schedule in the alternative high school shall be six (6) fifty minute periods and one (1) fifty-five minute period (7-period day). Full-time teachers will teach six (6) periods per regular school day. One (1) period will be a scheduled prep period.

For persons in positions such as TC's, counselors, social workers, and Elementary Math Coach, K-12 Instructional Technology Coach and Secondary Instructional Coach may use planning time in a flexible manner,

since the schedules of these teachers are not fixed from week to week. Planning time is taken at the teacher's discretion and in the least disruptive manner to his/her professional responsibilities.

Appendix II-IV, which is attached to this agreement, provides a sample day for high school, middle school, and elementary teachers.

The unassigned preparation period is a part of the regular in-school teaching load and shall be utilized in lesson preparation, counseling students, correcting papers and other professional responsibilities. For building security purposes, if teachers leave the building during their preparation period, they will sign-out/sign-in on a district provided form.

Teachers shall be required to participate in not more than three (3) district related functions. The annual fall open house/curriculum night, kindergarten round-up, and 6th or 9th grade orientation shall count towards meeting this requirement. Teachers are encouraged to participate in their building Parent Teacher Organization activities and chaperoning student events. Teachers involved in the planning and/or presenting at kindergarten round-up and 6th or 9th grade orientation will be compensated for up to 2 hours at curriculum rate for work done outside of the contractual day.

Upon the request of a parent, a teacher shall arrange an appointment and be available for a conference for up to fifteen (15) minutes following the teacher's normal day.

The Board reserves the right to schedule in-service programs during the school year without, however, adding to the teacher day or the school year. The administration will involve teachers in the development of in-service programs, but the final responsibility rests with administration.

3.4.3 Lunch Hours

All elementary, middle school, and high school teachers shall be entitled to a duty-free, uninterrupted lunch period of not less than thirty (30) minutes. For building security purposes, when teachers leave the building during their lunch period, they will sign-out/sign-in on a district provided form.

Alternative high school administration and staff will ensure that there is adequate staff coverage during the common school lunch. Alternative High School staff will all receive a \$500 stipend annually as compensation for providing lunch coverage. With prior notification, staff may leave the building during the lunch period providing adequate coverage is maintained.

Cosmetology teachers will receive a \$850 stipend annually as compensation for providing lunch coverage during the regular school year. Administration will provide lunch coverage during the summer cosmetology program.

3.4.4 Staff Meetings

Each building may utilize up to one hundred and twenty (120) minutes each month for staff meetings, in-service training, or school improvement. Each building can have two (2) staff meetings per month not to exceed sixty (60) minutes. The building administrator may call a third meeting, not to exceed two (2) per semester. Third meetings are not to exceed thirty (30) minutes in length and an agenda will be posted at least two (2) school days prior to the occurrence. In all cases, there will be no more than one (1) staff meeting per week and three (3) per month. When staff meetings are connected to PLC sessions, the PLC time will precede the staff meeting. PLC's may occur after the staff meeting with a minimum of one-week prior notice to allow different levels to meet for professional development purposes including by not limited to meetings, training and speakers. Staff meetings and IEP meetings may be held virtually and/or in person. PLC meetings may be held virtually and/or in person as determined by the building administrator.

For meetings of up to sixty (60) minutes in duration, a time shall be mutually established as to the date and whether the meeting shall be before or after the school day. Notification to employees shall be no later than the day before the meeting.

3.4.5 Compensatory Time

All teachers shall be given equal time off from school for parent-teacher conferences (PTC) that are scheduled after regular school hours. Teachers

who job-share shall be governed by the provisions of the job-sharing agreement. All teachers will have PTC compensatory time as identified in the school calendar. Parent-teacher conferences will not occur more than two (2) evenings in any one week. Fall and Spring PTC's may be held virtually and/or in person, but not simultaneously, as determined by the building administrator.

During the normal work year for bargaining unit employees, special circumstances arise from time to time when it appears that the best interest of the school district may require a member to work beyond normal contract requirements.

With prior administrative approval, in writing, a bargaining unit member may work beyond normal contractual requirements and accumulate compensatory time to be used at a future date. Compensatory time will be governed by the following guidelines:

1. Prior administrative approval is required before compensatory time can be accumulated.
2. For any compensatory time accumulated, the teacher will have the options of:
 - a. Using the accumulated time within a period of twenty (20) work days from the time the compensatory time was earned; or
 - b. Converting the accumulated time into a personal leave day time.
 - c. Pay out at the curriculum rate set forth in section 3.17.2.

Any compensatory time earned after May first in a given year may be carried over to the next school year and used within the options stated above. Any compensatory time earned prior to May first that is not used before the end of the school year will be converted to personal leave time.

3. Accumulated compensatory time may be used at a time that will be mutually agreed by the appropriate administrator and bargaining unit member. Should the two parties be unable to mutually agree on the dates to use compensatory time, the matter will be referred to the superintendent for resolution.
4. A form will be used to maintain an accurate record of compensatory time earned. This compensatory record form will be signed by the building principal (and Director if applicable, e.g., Special Ed., CTE, etc.) and bargaining unit member prior to the earning of the compensatory time (approval) and within five (5) work days of the

date the compensatory qualifying work is completed, with a copy forwarded to the personnel office. Compensatory time is not approved and not earned if this process is not followed.

3.4.6 Work Year Extension

The work year for secondary school counselors shall be extended by 10 work days. These additional days will be scheduled by mutual agreement in any combination of days before the regular school year and/or days after the regular school year. Two (2) additional days may be approved during the school year with approval of their supervisor during the school year. All teachers employed in these positions shall receive additional compensation at their daily rate. The work year for the alternative high school counselor may be extended by five (5) days. These additional days will be scheduled by mutual agreement in any combination of two days before the school year, two days after the regular school year, or one additional day during the school year.

School psychologists, social workers, and teacher consultants may be expected to work up to the equivalent of six (6) additional work days. Prior approval of their supervisor is required to use the full allotment of days. All teachers employed in these positions shall receive additional compensation at their daily rate.

3.4.7 New Teacher Orientation

Prior to the start of school, up to three (3) days of new teacher orientation will be scheduled by mutual agreement of the Association and the Board. Such days will be scheduled by June 1 for the ensuing school year.

3.5 CONDITIONS OF EMPLOYMENT

3.5.1 Pupil Teacher Ratio

The parties mutually recognize the importance of limiting class size.

It is understood that class size may fluctuate at the beginning of the school year, therefore, a teacher's maximum pupil load shall be effective as of the eighteenth (18) day of student attendance and until the last student attendance day of each school year. (At the secondary, the teacher's maximum pupil load for second semester shall be effective on the tenth (10th) school day of that semester.)

The teacher's pupil load per section at the elementary school shall not exceed twenty-five (25) pupils in the kindergarten, twenty-six (26) pupils in

the first grade and twenty-seven (27) pupils in second grade, and shall not exceed 30 students in grades three through five (see allowable deviations below). Special Education pupils shall be used to compute the elementary school's grade distribution. The pupil load for any split classes shall be five (5) students less than the pupil load for the lowest grade level in the split. Less than full-time students will be prorated at 1/6 per hour.

The Board, to the extent possible, shall equalize the distribution of special education classes among the elementary buildings. To the extent possible, the BOARD shall equalize the distribution of special education students in any one grade level within a building, except where teachers mutually agree to co-teach, then distribution may deviate from this language. When the Macomb Intermediate School District Plan for the Delivery of Special Education Services and Support is updated/granted with some aspects different than that of the Michigan Administrative Rules for Special Education (MARSE), the Association shall be notified.

The teacher-pupil load per section in the special education division shall not exceed the limits set by state and federal law.

The receiving general education teacher shall receive notice of any incoming student with a section 504/IEP via the District's student information system within 30 school days of the student enrolling in the District. Teachers with an educational interest in a student have the right to access section 504/IEP information in the students CA-60. Monthly MTSS and Special Education Child Study meetings will be held in each building for questions or concerns. Any general education teachers who have additional concerns should reach out to the student's provider, teacher consultant, and/or building administrator.

The teacher's pupil load at the middle school level shall not exceed a total of twenty-nine (29) times the number of class assignments held by a teacher, except that a deviation of up to a total of fourteen (14) additional students per day shall be allowed when the class distribution of a building requires the exception, provided that no section shall exceed thirty-five (35) pupils.

The teacher's pupil load at the high school level shall not exceed a total of twenty-nine (29) times the number of class assignments held by a teacher, except that a deviation of up to a total of twenty (20) additional students per day shall be allowed when the class distribution of a building requires the exception, provided that no section shall exceed thirty-five (35) pupils.

The teacher's class size at the alternative high school level shall not exceed twenty-six (26) per class period.

The class size of co-taught classes will not exceed the maximum number of students for the regular education class. Co-teaching will require that two certified teachers be present in the same classroom at the same time. The number of certified special education students in a co-taught classroom shall not exceed 12.

At all levels, traditionally large classes including Physical Education, Band, Chorus, and Drama shall be excepted from the above ratios.

Additional Allowable Deviations:

In general education, an additional deviation to the above pupil-teacher load maximums will be permitted according to the following guideline.

In grades 1, up to two (2) additional students per class will be permitted. In no instance shall any teacher's total daily maximum pupil load exceed 28.

In grades 2, up to two (2) additional students per class will be permitted. In no instance shall any teacher's total daily maximum pupil load exceed 29.

In grades 3-5, up to two (2) additional students per class will be permitted. In no instance shall any teacher's total daily maximum pupil load exceed 32.

In grades 6-8, up to two (2) additional students per section will be permitted. In no instance shall any teacher's total daily maximum pupil load exceed 188.

In grades 9-12, up to two (2) additional students per section will be permitted. In no instance shall any teacher's total daily maximum pupil load exceed 165.

Building administration will work cooperatively with teaching staff to best accommodate students in overage situations. When students are placed in classrooms resulting in overage, administration will first offer to place the student based on teacher seniority. At the secondary level, it is understood that master schedules will not be changed to accommodate seniority. Any teacher who receives additional students under this deviation shall receive payment for same in a separate, lump sum check at the end of each semester and according to the following formula:

Elementary:

Grades 1-2: (see example @ end of Article 3.5.1)

For the 1st student over, that teacher's daily rate of salary (excluding stipends) or BA Step 5.5, whichever is more x number of days additional student is enrolled in that teacher's class x 1 x 1/25

For the 2nd student over, 1.5 x that teacher's daily rate of salary (excluding stipends) or BA Step 5.5, whichever is more x number of days additional student is enrolled in that teacher's class x 1 x 1/25

At the time a second additional student is added, the payment will be recomputed for both students at the higher rate (not retroactive).

Grades 3-5:

For the 1st student over, that teacher's daily rate of salary (excluding stipends) or BA Step 5.5, whichever is more x number of days additional student is enrolled in that teacher's class x 1 x 1/27

For the 2nd or more student over, 1.5 x that teacher's daily rate of salary (excluding stipends) or BA Step 5.5, whichever is more x number of days additional student is enrolled in that teacher's class x number of additional students x 1 x 1/27

At the time a second additional student is added, the payment will be recomputed for both students at the higher rate not retroactive).

Middle School & High School:

1/29 x 1/7 -grades 6-8

1/29 x 1/6 - grades 9-12

Example:

A first grade teacher on BA Step 5.5 has a class of 27 for 175 days, and 28 students for 75 days of the school year.

1st Student Over Calculation

2024-2025 BA Step 5.5 = \$62,029 (\$62,029 / 183 = Daily Rate of \$338.96)

$\$338.96 \times 100 \text{ Days} \times 1 \times 1/25^{\text{th}} = \$1,355.84$

Daily Rate of \$338.96 X 1.5 = Adjusted Daily Rate of \$508.43

$\$508.43 \times 75 \text{ Days} \times 1 \times 1/25^{\text{th}} = \$1,525.30$

Total Extra Compensation for Student 1 = \$2,881.14

2nd Student Over Calculation

Daily Rate of \$338.96 X 1.5 = Adjusted Daily Rate of \$508.43

$\$508.43 \times 75 \text{ Days} \times 1 \times 1/25^{\text{th}} = \$1,525.30$

Total Extra Compensation for Student 2 = \$1,525.30

Total Extra Compensation for year = \$4,406.45

In the event that an existing class size deviation does not eliminate critical attendance problems related to class size in a given building, then representatives of the ASSOCIATION and the BOARD shall meet and mutually agree to solutions. The parties will explore additions to the allowable deviations in Section 3.5.1. The parties will also explore additional methods to accommodate mainstreaming in the elementary.

3.5.2 Available Equipment for Teaching Material

The BOARD agrees to make available in each school appropriate equipment and materials for teachers to use in preparation of instructional materials.

3.5.3 Provision of Facility per Teacher

The BOARD shall provide:

- 1) A separate desk with drawer space for each teacher
- 2) Closet space for each teacher
- 3) White/Chalkboard space in every classroom
- 4) Copies, exclusively for each teacher's use, of all textbooks used by her/his classes in the courses she/he is to teach
- 5) Space in each classroom for the storage of instructional materials.
- 6) Within the budget limitations, materials necessary in the daily teaching responsibility as reflected by the curriculum and teacher lesson plans.

3.5.4 Lunch Rooms, Lavatories, Lounge

The BOARD shall make available lunch room and lavatory facilities in each school exclusively for adult use during the school day. Staff at the alternative high school will share a common lunch room with students (see 3.4.3).

3.5.5 Parking

Adequate off-street paved parking facilities shall be provided, identified and properly maintained (including snow and ice removal) for teacher use.

3.5.6 Work Apparel

The following garments will be provided for the teachers listed:

- smocks for art and home economics teachers
- laboratory coats for secondary laboratory science teachers
- shop coats for secondary career technical education and industrial education teachers
- Other Personal Protective Equipment (PPE) that may be necessary for the protection of teachers shall be provided.

The garments must be worn when the appropriate activity is in progress. The above items shall be periodically repaired or replaced as wear warrants.

3.5.7 Emergency Closing

In cases of emergency school closing the BOARD will endeavor to notify staff within one (1) hour of the time the first teachers are due to report for work.

3.5.8 Telephone Facility

Upon request, access to a private telephone facility in each school building shall be made available to teachers without charge for school purposes.

3.5.9 Damages - Personal Property

The BOARD shall reimburse any teacher up to one hundred (\$100) dollars for the damage or destruction of clothing or personal property having a value of five (\$5.00) dollars or more. Such damage must occur within a school building or be directly related with the execution of the teacher's assigned responsibilities. Such damage or destruction must not be occasioned by carelessness or negligence on the part of the teacher. The BOARD shall not pay for damage or destruction of a teacher's personal property if said property is reimbursable under the provisions of some policy of insurance other than that naming the school district as assured. Automobile claims will only be considered and honored upon submission of an official written rejection of a claim by the teacher's insurance carrier.

A teacher must file a claim for damaged or destroyed personal property in writing no later than the end of the workday such damage or destruction occurred. If the damage or destruction occurs after the teacher's normal workday while she/he is working in the assigned stipend position, such reporting will occur at the beginning of the next workday. The written claims will include what was damaged, the amount of damage, how it was damaged, the location of the teacher's activity at the time, names of parties involved, and any other pertinent facts which will help expedite the claim.

3.5.10 Call Substitutes

The BOARD shall be responsible for arranging for a substitute teacher when a teacher is absent. Teachers shall be informed of a website login and/or a telephone number they may call to advise of their unavailability for work. High School, Alternative High School and Middle School staff must report their absence prior to 6 AM and Elementary staff must report their absence prior to 7 AM. Any teacher failing to call by these call times to advise of her/his unavailability for work, except in case of emergency, shall have deducted one day's pay for each such instance.

Any teacher who fails to make notification and arrives late shall be deducted one day's pay for each such instance if a substitute teacher has been secured for that day. If the tardiness has been covered by a present staff member for a portion of the day, the teacher shall have deducted that proportion of one day's pay for each such instance.

3.5.11 Cooperating Teachers

Teachers assigned to supervise student teachers and who voluntarily accept the assignment shall be known as "cooperating teachers." The parties recognize that "cooperating teachers" are not supervisory teachers under the PERA.

3.5.12 Discipline

- A. A teacher shall upon their request be entitled to have representation from the ASSOCIATION in attendance when being warned, reprimanded, suspended, or disciplined in writing. A teacher shall upon their request be entitled to have representation when being questioned as part of an investigation, when such investigation may lead to any form of discipline of the teacher including warning, reprimand, suspension or other discipline. If a teacher declines representation the teacher must sign a waiver of that right and said waiver shall be provided to the Association within 10 school days. The teacher may revoke the waiver and insist on representation at any time.
- B. Bargaining unit members shall not be disciplined, warned, reprimanded, or suspended without just cause and any written warning, reprimand, or suspension shall include the reason(s) for the discipline and shall be preceded by a conference with the teacher. The BOARD recognizes the process of progressive discipline for teachers. Disciplinary measures may include but are not limited to: oral warning, written warning, written reprimand, paid or unpaid suspension, and discharge. The parties recognize that the severity of an offense may provide for acceleration of the progression of discipline.

For bargaining unit members whose employment is governed by the Teachers' Tenure Act (TTA) MCL 38.71 et seq, the standard for demotion (demotion, for purposes of the TTA, is defined as suspension without pay for 15 or more consecutive days or reduction in compensation for a particular school year by more than an amount equivalent to 30 days' compensation or to transfer to a position carrying a lower salary) or discharge shall be made only for a reason that is not arbitrary or capricious. In the event the TTA is amended to provide a standard other than arbitrary and capricious, then that standard shall be utilized.

- C. Discipline of any sort shall not be specifically mentioned in the summary of the year-end teacher performance evaluation but can be reflected when assigning a label to the corresponding domain/component related to teacher performance.
- D. The Superintendent (or designee) is authorized to place a teacher on paid administrative leave, pending the completion of a disciplinary investigation of the alleged or suspected offense, infraction or misconduct. Administrative leave under this provision shall not be regarded as a disciplinary measure or penalty.

3.5.13 Safety

The BOARD recognizes the importance of safe working conditions. To that end the BOARD agrees to establish a district-wide Safety Committee.

This committee will be comprised of administrators, teachers, paraprofessionals, administrative professional assistants, custodial/maintenance staff, bus drivers, food service staff and any other group deemed necessary by the Superintendent.

The Association President may appoint one bargaining unit member from each building to sit on the committee. The committee shall meet once per semester. A list of appointed committee members will be provided to the Superintendent by the Association President no later than September 15 of each year.

The agenda for the meeting will be created by the Superintendent. The Association may request to have items added to the agenda by emailing the Superintendent at least one week prior to the scheduled meeting.

The committee shall make recommendations to the Superintendent.

The District shall use the EPA Tools for Schools Action Kit or similar product as a guide for monitoring indoor air quality. A kit for the use of staff will be placed in each building.

3.6 ASSIGNMENT AND TRANSFER

3.6.1 Certification Required

All teachers employed by the BOARD of Education shall be employed based on certification, or annual authorizations, in accordance with the State Board of Education and/or in accordance with federal and state regulations, and not in conflict with or violation of the Master Agreement.

Additional endorsements that may impact teacher/staff placement for the following school year must be received in the Human Resources/Personnel Office by April 1. Evidence of additional endorsements or credits shall include either the Michigan Certificate or a transcript with the embossed official seal from the university or institution granting the credit, or an official letter from the university or institution granting the credit to be followed by an official transcript. (see Article 3.3.8).

3.6.2 Assignment Timeline

No later *than* June 15, every teacher shall be given written notice of his/her assignment for the forthcoming school year, such notice shall designate building, grade level and/or department(s) where applicable. For secondary bargaining unit members, such notice may also include a listing of probable courses to be taught. For elementary bargaining unit members, such notice shall include building(s), grade(s), and/or courses to be taught. Final determination rests with the BOARD.

3.6.3 Placement/Assignment Procedure

Decisions regarding the placement and/or assignment of teachers shall be made on the basis of the best interest of the District, as well as the certification, qualifications, and overall effectiveness rating (effective, developing, needing support) of each respective teacher.

- a. Length of service or tenure shall not be used as the sole factor for decisions regarding placement and/or assignment of teachers. Length of service or tenure shall be used as a tiebreaker if a decision regarding placement and/or assignment of teachers involves 2 or more employees and all other factors distinguishing those employees from each other are equal.

- b. Qualifications shall be defined to include, an individual's: areas of certification, type of degree attained (major, minor, or area(s) of focus), relevant previous experience, relevant classes or training, or any further factors stated in this agreement which places conditions upon the placement and/or assignment of teachers.
- c. Assignment of teachers is within the discretion of the superintendent or administrative designee to place teachers in what it deems is in the best interests of students. Assignments shall be made by the superintendent on the basis of the following factors:
 - i. The teachers' prior year evaluation. Bargaining unit members within an overall evaluation rating shall be considered equal.
 - ii. The bargaining unit member's number of years teaching in the grade level or subject area within the district, in addition to, the recency by which a bargaining unit member taught the subject area or grade level.
 - iii. Whether the teacher was on an individualized development plan ("IDP") the last time the teacher taught the subject area or grade level.
 - iv. The teacher's discipline history.
 - v. The teacher's attendance history, excluding absences allowed pursuant to state or federal law and up to a maximum of the annually allotted leave days provided by Section 3.9.1
 - vi. Relevant and specialized training
 - vii. The bargaining unit member's position as a School Improvement Team Member, Department Head/Area Chairperson/Curriculum Facilitator, or bargaining unit members in extra duty assignments in section 3.17.1b.
- d. Since pupils are entitled to be taught by teachers who are working within their area of competence, teachers shall only be assigned in accordance with all state and federal laws and regulations regarding certification and qualification requirements.
- e. The BOARD may amend, revise, or set additional qualifications, certifications, or endorsements for open/vacant positions as they become open/vacant.
- f. It is the teacher's sole responsibility to maintain his/her certification and to promptly provide written documentation of the certification, endorsement, and/or qualification status to the Human Resources Department (see Article 3.6.1).
- g. All teachers shall be given written notice of their tentative schedule for the forthcoming year as soon as practicable and under normal circumstances

no later than June 15. Teachers affected by assignment changes after June 15 shall be notified as soon as practicable.

- i. The School District shall determine the number of positions needed for each school year.
- ii. The School District shall determine the qualifications/certifications for each position, in compliance with relevant law. Requests for assignment for the upcoming school year must be made in writing to the Human Resources prior to May 31 via the Assignment Request Form.
- iii. A classroom teacher may apply for assignment to another classroom position for which he/she is properly certificated and qualified.
- iv. Assignment requests shall only remain on file for a period of one year

3.6.4 Extra Assignment

Applicants for Summer School and Adult Education credit course teaching assignments will be considered on the basis of: 1) certified to teach the subject 2) being a member of the department and/or grade level under which the class title falls; 3) number of summer school or adult education classes, in the department, previously taught in the district; and 4) length of service in the district, in that order of priority.

3.6.5 Reassignment

Reassignment shall be defined as:

1. Reassignment to a different building;
2. In the elementary, reassignment to a different grade;
3. In the secondary, reassignment of the majority of subject matters taught;
4. In the secondary, reassignment to another department.

After the notice of assignment given by June 15, until the succeeding last day of school assignments, no reassignments as defined above shall be made without the consent of the teacher, except in cases of emergency, or to prevent undue disruption of the instructional programs, or for changes in staff requirements due to shifts in student distribution. The Superintendent shall notify the affected teacher and the Association, in writing, for reasons for such reassignment. If the teacher objects to such reassignment, s/he may submit the dispute for resolution through the grievance procedure but only on the question of the reasons for such reassignment, or s/he may

resign his/her position, in good standing, within ten (10) days of the notification of reassignment. Any resignation under the foregoing provision shall be deemed to be for good cause for purposes of the Tenure Act.

3.6.6 Notice and Filling of Vacancies

Definition: A vacancy shall be defined, for purposes of this Agreement, as newly created positions and positions within the bargaining unit presently unfilled that the district intends to permanently fill, excluding positions that are held by bargaining unit members who are on paid contractual leave. Positions that are filled by bargaining unit members who are on unpaid leave (defined as not receiving compensation directly through the District) for a period in excess of one semester shall be considered vacancies; the parties recognize that such bargaining unit members may otherwise have a right of return to a position within the District as provided in this Agreement or by law.

The BOARD has the sole discretion, consistent with other terms and conditions of this contract, to eliminate bargaining unit positions

A. Notification of Vacancies and Application

- i. Whenever any bargaining unit position is permanently vacated or when a new bargaining unit position is established, the BOARD shall post the vacancy on the District's website and send the posting, by email, to all bargaining unit employees. Vacancies shall remain posted at least two (2) days before being filled.
- ii. If the posting is for a job that is new to the District, then a description of the job content shall be included in the posting.
- iii. Bargaining unit members may apply for such positions by submitting an e-mail of interest to the Human Resources Office.

- B. Vacancies may be filled by a certified and qualified internal or external candidate, subject to Section 3.6.8 Layoff and Recall and 3.6.11 Recall.

3.6.7 Procedure for Transfer

Any teacher may notify the Human Resources Office of an interest in a transfer to any bargaining unit position. A list of available positions for the following school year will be provided to all bargaining unit members by May 24. Notice of interest for the following school year must be submitted on the Assignment Request Form by May 31.

A request for assignment shall be continuous until the first reporting day in the forthcoming school year only.

The BOARD shall consider transfer requests based on the criteria set forth in Section 3.6.3b and 3.6.3c.i-vii.

3.6.8 Layoff and Recall

The following provision applies to personnel decisions for educators involving 1) a staffing or program reduction or any other personnel determination resulting in the elimination of a position, 2) a recall from a staffing or program reduction resulting from the elimination of a position, or 3) hiring after a staffing or program reduction determination resulting in the elimination of a position. In the event that there is an elimination or reduction of positions, the following procedure will be followed:

- A. When it is determined by the Board of Education that it is necessary to conduct a staffing and/or program reduction or any other personnel determination that results in the elimination of a position, said staffing decisions shall be based on retaining effective teachers.
 - 1. Educator effectiveness shall be based upon the most recent year-end performance evaluation. Bargaining unit members within an evaluation rating (effective, developing, needing support) shall be considered equal.
 - 2. Reductions in staff or programs shall be processed after reviewing staff reassignments, both voluntary and involuntary, as well as returns from leave.
 - 3. Notice of discontinuance of service shall be given to teachers affected by reductions in personnel and/or programs before June 15 of the school year preceding the year in which such discontinuance of service shall become effective.
 - 4. Nothing in this agreement precludes the BOARD from making reductions in personnel or programs at any time provided however,

the BOARD must provide 30 calendar day notice prior to the effective date of the layoff if the layoff occurs midyear. The BOARD shall make all efforts to avoid layoffs mid-year.

5. The BOARD shall provide 5 calendar day notice to the Association President or designee of any layoff prior to notification to the bargaining unit member of layoff.
- B. Personnel decisions under these provisions, including layoff and recall, shall be made on the basis of the best interest of the District as well as the Certification, and Qualifications, effectiveness of each respective educator, and length of service as a tie breaker as defined in section 3.6.3c.i-vii.
- C. Reductions in staff will occur in the following order ("Layoff Order"):
 1. Educators rated Ineffective (or Needing Support after July 1, 2024) on their most recent Year-End Performance Evaluation.
 - a. The qualifications and factors (as defined in 3.6.3).
 - b. If one or more educators are still tied, the least senior educator (as defined by district seniority) shall be chosen for layoff.
 2. Educators rated Minimally Effective (or Developing after July 1, 2024) on their most recent Year-End Performance Evaluation, provided there are qualified educators rated Effective to assume the remaining positions/assignments.
 - a. Tiebreakers at this evaluation level shall follow the procedure as described in 1. above.
 3. Educators rated Effective on their most recent Year-End Performance Evaluation, provided there are qualified educators rated Effective to assume the remaining positions/assignments.
 - a. Tiebreakers at this evaluation level shall follow the procedure as described in 1. above. Bargaining unit members within an overall evaluation rating (effective, developing, needing support) shall be considered equal.
- D. The BOARD shall give written notice of layoff or recall from layoff by sending a letter via school email and a letter at their last known address. A copy of this letter shall be emailed to the Association president.
 1. It shall be the responsibility of the teacher to notify the Board of any change in address.
 2. It is the teacher's sole responsibility to maintain his/her certification and to promptly provide written documentation of the certification, endorsement, and/or qualification status to the Human Resources Department.

- E. A teacher on lay-off is precluded from applying for any leave of absence except the following:
 - 1. a parental leave of absence, not to exceed the remainder of the semester, provided the teacher applies 30 days prior to the commencement of the leave or acquisition of custody of child. This leave can be extended one (1) year per Article 3.10. at the request of the employee, and subject to the decision of the Board.
 - 2. a military leave per Article 3.10.5
- F. In no event shall this article be applied in such a manner that an educator who has been rated as Ineffective (or Needing Support after July 1, 2024) on his/her most recent Year-End Performance Evaluation is retained over an educator who is evaluated as Minimally Effective (or Developing after July 1, 2024), Effective, or Highly Effective.
- G. Bargaining unit members enrolled in Board provided insurance at the time of layoff shall have continuation of Board provided insurance through the summer recess (August 31) to be paid by the Board for layoffs that occur at the end of the school year. For layoffs that occur during the school year, bargaining unit members shall have continuation of Board provided insurance through the end of the month that follows the date of the layoff. The Board and the bargaining unit member's contribution to the cost of insurance shall be the same as prior to the notice of layoff.

3.6.9 Recall

When it is determined by the Board of Education that it is necessary to conduct a recall from a staffing or program reduction that resulted in the elimination of a position, or in hiring after a staffing or program reduction resulting from the following procedures shall be followed:

- A. Recall of all educators shall be in the reverse order of lay-off: i.e., those laid off last will be recalled first, provided, however, that an educator in order to be recalled, shall be certified and qualified as herein set forth to teach the specific area for which she/he is being recalled.
- B. Notice of recall shall be sent by certified mail to the employee's last known address on file with the Human Resources Department, in addition to an e-mail to the educator's personal accounts. A copy of this e-mail shall be sent to the Association President.
- C. In order to be eligible for recall the educator must:

1. Have maintained a current address, personal e-mail, and telephone number with the Human Resources Department.
 2. Have notified the Human Resources Department in writing or by electronic mail of any changes, lapses, or expirations, or anticipated changes in certification, endorsements, majors, minors, and/or licenses. Such notice must be given prior to April 1 if the information is to be used in determining recall or return rights for the following school year.
 3. Have the current necessary certification and qualifications, to assume the position/assignment at time the recall offer is made. Educators will possess the physical ability to assume a vacant position/assignment on the effective date of the recall. Educators who do not possess the physical ability to assume the position/assignment shall continue to remain on lay-off subject to the conditions contained herein.
 4. Have notified the Human Resources Department in writing or by email within 10 calendar days of receipt of a written offer of a recall by the BOARD that they accept the recall or resign in good standing.
 5. If there are bargaining unit positions that are newly created and/or vacant, laid off bargaining unit members who are certified and qualified or licensed for the position(s) will be given the first opportunity to fill such positions except for bargaining unit members who received an evaluation rating of needing support on their most recent evaluation prior to lay off. Notification shall be given to all laid off bargaining unit members and to the Association President. The vacancy(ies) shall be filled according to 3.6.3 Placement/Assignment Procedure.
- D. The District, as it reinstates programs, shall post the positions as they are established, listing the necessary certifications and qualifications. Building, program, and schedule shall also be provided if known at the time of posting.
- E. In no event shall these provisions be applied in such a manner that an educator who has been rated Ineffective (or Needing Support after July 1, 2024) or Minimally Effective (or Developing after July 1, 2024) on his/her most recent Year-End Performance Evaluation shall be recalled before an appropriately certified educator who is rated as Effective or Highly Effective on his/her most recent Year-End Performance Evaluation.

- F. Educators shall possess district seniority and recall rights for up to three (3) years from the date of lay-off or for a period of time equal to the time they were employed in the bargaining unit, whichever is less.
- G. Educators on leaves of absence will be given notice of lay-off if they were scheduled to return to work but no position exists because of a lay-off. Such educators shall be placed on the recall list and given notice of recall consistent with these provisions.
- H. Nothing contained in this article shall obligate the Board to alter schedules to facilitate the recall of teachers after the first day of student classes.
- I. For laid-off teachers who apply within the first three (3) years of being placed on lay-off status, the BOARD shall maintain five (5) permanent substitute positions at the WWPS Board approved daily rate of Building Subs plus \$25.00. This daily salary shall not include any fringe benefits. The highest senior teachers, certified and qualified, who apply by August 15 will fill these positions.
 - 1. Permanent substitutes may elect to purchase MESSA health insurance by signing the appropriate form during the regular enrollment period or upon employment as a permanent substitute. The BOARD shall pay the premium and the member shall then reimburse the premium cost to the BOARD (the first of the month for that month's coverage).
 - 2. For laid-off teachers filling the above permanent substitute positions, work will be available every student day except the first five (5) and the last five (5) of the year. A teacher must be available for work every day to be assigned a permanent substitute position.
 - 3. The highest senior teachers will be given the opportunity to fill vacancies in these permanent substitute positions after the start of the school year. Positions of permanent substitute filled by laid-off teachers will be part of the bargaining unit and will receive daily seniority credit but not experience credit.
 - 4. Other laid-off teachers shall, upon application, be granted priority status on the district substitute list and will receive the compensation paid to the substitute teachers for such assignment, such priority to be determined according to seniority and qualifications. Such laid-off teachers shall have the status of substitute teachers and shall not

be considered members of the bargaining unit. If it is known that a vacancy will be for at least twenty (20) school days, then the appropriate recall of a laid-off teacher will be made. The teacher will be recalled for the duration of the assignment and shall not be subject to the 30-day layoff notice.

The ASSOCIATION shall be notified before the recall is made. To remain on the seniority list, a teacher on layoff status must notify the personnel office in writing by April 1st of each year, of his/her desire to remain on the seniority list and must provide the personnel office with a current mailing address.

A laid-off teacher shall be considered on layoff unless recalled by the BOARD, or unless the teacher resigns or fails to respond in writing within ten (10) calendar days of the receipt of a written offer of a recall by the BOARD except where there is an offer of a position of less than a full year or less FTE than the position from which they were laid off. In such case, the teacher may refuse recall without loss of future recall rights. Such written offer by the BOARD shall be by certified or registered mail, return receipt requested, to the teacher's last known address as it appears on the BOARD'S records.

3.6.10 Limiting the Effect of Tenure in Position

The BOARD and the ASSOCIATION recognize that tenure in position other than as a classroom teacher under Article III, Section I of the Michigan Teacher Tenure Act is subject to provisions of this Agreement, specifically as set forth in the Warren Woods Public Schools Employment Contract, Paragraph 5. "No teacher employed other than as a classroom teacher shall be granted continuing tenure in such capacity, but shall be granted continuing tenure only as a classroom teacher. Failure of the BOARD to re-employ such teacher in a capacity other than as a classroom teacher shall not be deemed a demotion within the provision of Act 4, Michigan Public Acts of 1937, extra session, as amended."

3.6.11 Assignment: Extra Duty

Assignment and reassignment to Extra Duty Assignments shall be made annually. Continuing Tenure shall not apply to these assignments. The additional stipends to be paid for extra duty assignments are detailed in section 3.17.1a, 3.17.1b, and 3.17.2.

A teacher, once given an assignment, will be automatically reappointed to the assignment for the forthcoming school year, unless written notification of removal is given the teacher at least thirty (30) calendar days before the last day of school, except coaches of spring sports have to be notified at least fifteen (15) calendar days before the last day of school. Such notification will include the reason(s) for the removal. Failure to notify the teacher will be conclusive evidence of reappointment for the next school year.

No vacancy shall be filled by an applicant from outside the bargaining unit unless no teacher in the bargaining unit with adequate qualifications has applied. Whenever a vacancy occurs, the BOARD will give preference to bargaining unit members when the qualifications of the candidates are relatively equal. The BOARD shall not be required to repost positions should such a position be occupied by a non-bargaining unit member.

If a vacancy occurs in the course of the year, the position will be posted in accordance with 3.6.6.

Applicants will be recommended to the BOARD for appointment on the basis of the following criteria:

1. Years of experience in the field of assignment.
2. Quality of experience in the field of assignment.
3. Professional background and qualification in the field of assignment.
4. Estimation of applicant's enthusiasm, initiative, consistency of performance, cooperation, rapport with students, and success in handling such assignments.

3.6.12 Seniority

The seniority list shall be updated by April 15 of each school year. A person's ranking on the seniority list shall reflect time employed in the bargaining unit. In the event a person shall be placed on layoff status, they shall remain on the seniority list for three years or for a period of time equal to the time they were employed in the bargaining unit, whichever is lesser. New hires will be ranked on the seniority list in the order of their first employment date; the date and time that signed individual contracts are received by the personnel office shall determine ranking for those who have the same employment date.

Seniority will continue to accumulate when teachers are on absence while utilizing Leave Days (3.9.1), Illness / disability (3.9.2), Sick Leave Bank (3.9.3), Communicable Disease (3.9.4), No Charge Absences (3.9.5), Workers Compensation (3.9.6), Sabbatical leave (3.9.7), Parental Leave (3.10.1), Family and Medical leave (3.10.2), Unpaid Leaves of up to one (1) year (3.10.3), Mandatory Leave (3.10.4), Military Leave (3.10.5), Unpaid Leave (3.10.6), or on temporary assignment by the BOARD to another educational institution. Seniority will continue to accumulate for up to one (1) year when teachers are on disability / medical leave. Any unpaid leave of absence during which seniority is accumulated will not be counted toward longevity service credit. Upon return of a teacher from leave during which seniority is not accumulated, the teacher shall be placed at the top of the list of all teachers whose seniority date is the same as the new seniority date of the returning teacher. All seniority is lost if there is severance of employment.

3.6.13 Permanent Substitute Agreement

By the acceptance of a position as a permanent substitute, I understand and agree to the following contractual benefits:

- 1. I must be available for work every day except the first five (5) days and the last five (5) days of the school year. This guarantees 173 days of employment during the school year. I will gain one (1) day of seniority for each day worked.*
- 2. If I begin as a permanent substitute at the beginning of the school year, I will get seniority credit for the first five (5) days even if I am not called for substituting. If I am a permanent substitute at the end of the year, I will get seniority credit for the last five (5) days even if I am not called for substituting.*
- 3. The rate of pay per WWPS Board approved daily rate for Building Subs plus \$25.00.*
- 4. If I choose to purchase MESSA group health insurance, I will reimburse the premium cost to the BOARD (the first of each month for that month's coverage).*
___ I want to purchase this coverage.
___ I do not want to purchase this coverage
- 5. Retirement credit is gained for each day worked. The BOARD will pay the appropriate contribution for my salary to the Michigan Teachers Retirement System.*
- 6. As a permanent substitute I may use up to five (5) days of any accumulated sick days to prevent a loss of seniority due to illness. No pay will be granted for these days.*
- 7. By accepting a permanent substitute position, I understand that any future unemployment compensation may be based on the above wages.*

<i>Teacher</i>	<i>Date</i>
----------------	-------------

<i>Personnel Administrator</i>	<i>Date</i>
--------------------------------	-------------

<i>WWEA/Local 1 President</i>	<i>Date</i>
-------------------------------	-------------

3.6.14

Job Sharing Agreement

The BOARD and the ASSOCIATION agree that the sharing of assignments will be done under the conditions listed below. A job-share will only be considered between bargaining unit members rated effective on their two most recent annual evaluations. The administration will fully apprise the ASSOCIATION of all such job-share agreements. These bargaining unit members agree to these conditions by their signatures.

1. Two teachers agreeing to share a position will submit a written request for job sharing to the Superintendent by April 15. The request will include the proposed teaching schedule, proposed curriculum outline, and a proposed joint planning time schedule. A job may be shared by semester or by days.

Also included in the job share proposal, the principal and the teachers will have worked out the arrangements for division of teaching and other responsibilities, including but not limited to conferences, report cards, staff meetings, field trips, in-service, orientation, record days, and other before and after school activities covered in the Master Agreement. Compensatory time will not be granted to job share teachers for conferences.

2. The two teachers, the principal involved, the Superintendent and the ASSOCIATION recognize the importance of compatibility in a successful partnership.
3. Salary will be at the appropriate step and degree scale for each teacher as listed in the Master Agreement.
4. The BOARD will pay no more than \$550 per month towards health insurance benefits for each member of the job share. Each teacher involved may select a health insurance plan from those available to teachers or Pak B benefits. Job share teachers selecting Pak B benefits will be entitled to a cash in lieu of coverage benefit pro-rated by their FTE equivalency.
5. The sharing teachers understand that the Michigan Office of Retirement Services grants partial-year credit for less than full-time work. It is the teachers' responsibility to be informed of the impact this arrangement may have on retirement and unemployment benefits, when applicable.
6. Each of the sharing teachers shall be granted full district seniority credit during this assignment.
7. When the job share is dissolved, any future assignment will be made

through the district's teacher placement policy.

8. Whenever possible, the job share teachers will provide substitute coverage for each other in the event one needs to be absent (before calling for an outside substitute). In the case of a long-term leave, the remaining job share teacher will assume full-time classroom responsibility. Should one job share teacher become unable to complete all or part of the job share during the school year, the remaining job share teacher will assume all assignment responsibilities on a full-time basis.

By their signatures, the following teachers indicate an understanding and acceptance of the above-listed conditions as they enter into a sharing of the _____ assignment
_____ for the school year.

_____ Teacher	_____ Date
_____ Teacher	_____ Date
_____ Superintendent	_____ Date
_____ WWEA President	_____ Date

3.7 EVALUATION

3.7.1 Philosophy and Purpose of Performance Evaluation System

The Performance Evaluation System shall focus on the aspects of professional development and improvement.

Beginning with the 2024-25 school year the negotiated performance evaluation system shall include a rigorous, transparent, and fair performance evaluation system that meets all of the following:

1. specific performance goals identified by the teacher and approved by the evaluator to improve their effectiveness in the upcoming school year.
2. an evaluation of the teacher's job performance while providing timely and constructive feedback.
3. clear approaches to measuring student growth and provides teachers with relevant data on student growth.
4. multiple rating categories that take into account student growth and assessment data or student learning objectives (SLO) that have been agreed upon through collective bargaining.
5. the use of student growth and assessment data or student learning objectives (SLO) as 20% of the year-end evaluation determination. The student growth and assessment data, proposed by the teacher and/or grade level leader/department head and approved by the evaluator, shall consist of measurable, long-term academic goals set for all or some portion of students that utilize available data as determined annually by the teacher and/or their grade-level/department level teacher colleagues and approved by the evaluator.

Students in attendance less than 60 days per school year at the elementary or less than 30 days per semester at the secondary shall not be included in data calculations. Additionally, the teacher may request to eliminate data attributable to students who are partial year transfers into/out of the teacher's classroom, or who have other anomalous circumstances that warrant eliminating that data. The request and rationale should be made in writing to the Superintendent (or designee) prior to May 1 each school year.

That data used in this section must be attributable to the actual teaching responsibilities of the individual teacher.

6. a negotiated year-end evaluation system that utilizes other objective criteria for 80% of the year-end evaluation determination.
7. Beginning July 1, 2024, the annual performance evaluation system will assign a year-end performance evaluation rating ("Year-End Evaluation") of one of the following:
 - a. Effective,
 - b. Developing, or
 - c. Needing Support

The year end evaluation rating and summative performance evaluation shall be available at a meeting with the evaluating Administrator and the teacher no later than the last five (5) student days. In the event there is no year-end evaluation as described above, the teacher shall be rated effective.

3.7.2. Process

- A. The negotiated Year-End Evaluation system shall be completed using the Charlotte Danielson Framework for Teaching (Frameworks Available: Teachers, Instructional Specialists, Library or Media Specialists, School Nurses, School Counselors, School Psychologists and Therapeutic Specialists). This tool including "Post-observation Feedback Form", "Summative Performance Evaluation" and "Individual Development Plan (IDP) Form" are attached/linked and included in this Agreement as Appendix V.
- B. The Year-End Summative Performance Evaluation shall include classroom observations, and will be conducted as follows:
 1. Teachers who are scheduled to be evaluated during a specific year will be notified within the first thirty (30) school days of the year (or within twenty (20) school days of hire) that they are scheduled to be evaluated and observed and they will be notified who their evaluator will be.
 2. Bargaining unit employees shall not evaluate other bargaining unit employees.
 3. Observations shall be done in person unless the teacher and Evaluator agree on a different format.
 4. Observations shall include a review of the teacher's lesson plan and the state curriculum standard being used in the lesson and a review of pupil engagement in the lesson.
 5. There shall be two (2) observations for each teacher being evaluated. One (1) observation shall be scheduled at a mutually agreed upon time between the teacher and Evaluator. One (1) observation may be unscheduled. Observations shall be at least fifteen (15) minutes. The observation shall

require written feedback from the evaluator be released to the teacher within 30 calendar days of an observation.

6. The two observations shall be conducted at least 45 calendar days apart. The first observation shall occur no later than December 15 of each school year and the final observation shall occur no later than May 15 of each school year. No teacher shall be observed the week prior to or following Winter Recess or Spring Recess unless requested by the teacher.
 7. The post observation meeting shall be held no later than ten (10) school days after the observation occurred. Written feedback from the evaluator shall be provided to the teacher using the "Post-observation" feedback form contained in Appendix V within thirty (30) calendar days of an observation.
 8. A performance update shall be provided to any teacher for whom there is a concern that he/she may be rated "Needing Support". An Association representative may be present at the conference at the teacher's request.
 9. After two consecutive less than effective observations, a teacher, at his/her request, will be observed by a different administrator.
- C. Teachers, not in a probationary period, rated "Highly Effective" or "Effective" on their three (3) most recent consecutive year-end evaluations shall be evaluated every third year thereafter. If one of these evaluation periods yields a less than "Effective" rating, the teacher shall revert to yearly evaluations until rated "Effective" again for three consecutive years. In order to begin the three-year process:
- In 2024-2025, the district will evaluate all probationary teachers, teachers on an IDP and all teachers hired after January 1, 2013;
 - In 2025-2026, the district will evaluate all probationary teachers, teachers on an IDP and all teachers September 1, 2005 through December 31, 2012.
 - In 2026-2027, the district will evaluate all probationary teachers, teachers on an IDP and all teachers hired before August 31, 2005.
- D. Any probationary teacher and any tenured teacher who receives an evaluation rating of "Minimally Effective," or "Ineffective," prior to July 1, 2024 or "Needing Support," or "Developing" after July 1, 2024, on their Year-End Evaluation, shall be provided with an Individual Development Plan ("IDP") developed by the Evaluator and teacher and shall receive a mid year progress report (see Appendix V), that is used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist a teacher to improve.
1. The IDP will include a purpose, and specific performance goals developed by the administrator or designee and recommend any training identified by the District to assist the teacher in meeting goals.

- a. The purpose will include the specific rationale for implementation, including statements of concern.
 2. The mid-year progress report will include a written improvement plan that includes goals and training identified by the District, as well as support given by the administrator, and is designed to assist the teacher to improve their rating.
 3. An IDP resulting from “Needing Support” Year-End Evaluation rating shall require that the teacher make progress towards the individual development goals of the IDP within a specific time period, as set by the evaluator(s). In no event shall the IDP as provided hereunder, exceed 180 days.
 4. Nothing contained herein shall preclude the District or evaluator(s) from placing a teacher on an IDP or placing them in an evaluation cycle at any time that an issue or concern regarding the performance of a teacher occurs.
- E. All teachers shall have the right to submit a rebuttal to their evaluation which will be included in their personnel file and uploaded as an artifact for the year-end evaluation.

3.7.3 Rights Of Tenured Teachers

A tenured teacher who receives a Year-End Evaluation rating of Needing Support shall have the following rights:

1. The teacher may, within thirty (30) calendar days of receiving the Needing Support rating, request in writing a review of the evaluation and the rating by the Superintendent. A written response to the review with any modifications of the year-end performance rating, shall be provided to the teacher within thirty (30) calendar days after the request for review.
2. If the written response does not resolve the matter, the teacher or the Association may request mediation through the Michigan Employment Relations Commission and provide a copy of that request to the administration.
 - a. The request for mediation must be submitted in writing within thirty (30) calendar days of receiving the written response from the Superintendent concerning his or her review.
 - b. Within fifteen (15) calendar days of receipt of the request for mediation, the district shall provide a written response to the teacher and the Association stating that the mediation will be scheduled as appropriate.

3. A tenured teacher who receives two (2) consecutive ratings of Needing Support may demand to use the grievance procedure as outlined in Article 3.13.
4. If a teacher is rated as Needing Support on three consecutive year-end evaluations, the District shall dismiss the teacher from the teacher's employment.

3.7.4 Training on evaluation system, tools, and reporting forms

By September 30 of each school year, the district shall provide, during contractually permitted Professional Development time, training to all teachers on the performance evaluation system, and how each evaluation tool is used during the process. Teachers hired after the commencement of the school year shall be provided with training within 30 school days after the new teacher's first report date. Each year all probationary teachers and new hires shall be required to attend the training and teachers who have already completed the training may elect to not attend the training.

3.7.5 Personnel File

After employment, the teacher will receive a copy of any item placed in her/his personnel file. The teacher shall be obligated to sign the file copy. Signature in no way indicates acceptance or rejection of the contents of the document by said teacher. The teacher may exercise the right under the Employee Right to Know Act to attach a written response to any information placed in his/her personnel file.

3.7.6 Requests for Information under the Freedom of Information Act

All requests must be made in writing and include the name and address of the person(s) or organization(s) making the request. Once the FOIA request is received by the BOARD, the teacher and the ASSOCIATION President shall be promptly notified and provided with a copy of the FOIA request. As soon as possible and before the FOIA request is granted, the Administration will meet with the teacher and/or ASSOCIATION representative(s) to review the FOIA request and documents requested. The BOARD shall honor all exemptions to the production of documents contained in Section 13 (1) of FOIA. On any documents that may be released under a FOIA request, all exempt material must be redacted.

3.7.7 Lie Detector Use

Use No polygraph or lie detector device shall be used by the BOARD in an investigation of any teacher, except at the initiation of said teacher.

3.8 STUDENT CONDUCT AND TEACHER PROTECTION

3.8.1 Behavior Management in the Learning Environment

The BOARD recognizes its responsibility to give administrative support and assistance to teachers with respect to the maintenance of control and discipline in the classroom. Reasonable support and assistance shall be defined by compliance with the student code of conduct and BOARD policy. The ASSOCIATION recognizes its responsibility to create and maintain a structured and engaging learning environment. A structured and engaging learning environment shall be defined by the Charlotte Danielson Framework for Teaching. Continued support which may include professional development will be offered to assure staff that they can provide student instruction and other ancillary services in an appropriate learning environment. Whenever it appears that a pupil requires the attention of special counselors, social workers, law enforcement personnel, physicians, or other professional persons, the BOARD will continue its present policy of assisting the teacher with respect to such pupils.

3.8.2 Pupil Exclusion

- A. The BOARD and ASSOCIATION recognize that there are extreme situations where negative behaviors are major, repetitive and disruptive to the classroom learning environment. In accordance with State Law, a teacher may suspend any pupil from his/her class, as defined in this section, when the grossness of the offense, the persistence of the misbehavior or the disruptive effect of the violation makes the continued presence of the student in the classroom intolerable. If the teacher has good reason to believe that a pupil's conduct in class, subject, or activity constitutes conduct for which the pupil may be suspended from the class, subject, or activity according to the local policy, the teacher may cause the pupil to be suspended from the class, subject, or activity for up to 1 full day. The teacher shall immediately report the suspension and the reason for the suspension to the school principal or the school principal's designee and send the student to the school principal or the school principal's designee for appropriate action. If that action requires the continued presence of the pupil at school, the pupil shall be under appropriate supervision.
- B. In accordance with State Law, as soon as possible after suspension under this section, the teacher shall contact the parent or guardian of the pupil to ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. Whenever practicable, a school counselor, school psychologist, or school social worker shall attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests.

- C. Furthermore, during a suspension under this section, the pupil shall not be returned that school day to the class, subject, or activity from which he or she was suspended without the concurrence of the teacher of the class, subject, or activity and the school principal. As soon as practicable, the school principal or his/her designee will communicate with the teacher to offer feedback to eliminate the disruptive behavior. The teacher will communicate to the principal or designee immediately upon suspension full written particulars of the incident by completing a Behavior Referral Form. Responses to these suspensions shall be sent to the teacher within 24 hours unless there are extenuating circumstances.
- D. The BOARD and the ASSOCIATION agree that the continued inclusion and participation in class is imperative to all students. Buildings are encouraged to maintain their own Positive Behavior Intervention and Supports (PBIS) to select and use evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students. As a result, the suspensions outlined in this section will only be used in extreme situations.

3.8.3 Student Suspension

- A. Suspension of a student from school may be imposed only by the superintendent or his/her designee. Procedures for correction of student misbehavior shall be distributed to teachers at the beginning of school each year.
- B. School staff will endeavor to achieve correction of student misbehavior through positive behavior management, restorative practices, counseling and/or interviews with the child and, when warranted, his/her parent.
- C. The DISTRICT shall comply with the MDE policy on Emergency Use of Seclusion and Restraint for awareness training and all Key Identified Personnel training. Names of all Key Identified Personnel responsible for carrying out Seclusion and Restraint procedures for each worksite shall be provided to bargaining unit members at the beginning of each school year.

3.8.4 Assault Language

- A. The Board and ASSOCIATION agree that the safety and security of staff and students is essential to a conducive working and learning environment. Any case of verbal or physical assault upon a teacher by a pupil, parent or other party during the school day or any school

sponsored activity shall be promptly reported to the BOARD or its designated representative and, when applicable, to a local law enforcement agency. The BOARD or its representative shall render reasonable assistance, short of providing an attorney, to the teacher in connection with the handling of the incident by law enforcement officers.

- a. Physical assault is defined as maliciously and intentionally causing or attempting to cause physical harm to another through force or violence.
- b. Verbal assault is communicated intent to inflict physical or other harm on another person, with a present intent and ability to act on such threat.

If the assault as defined above is inflicted by a student, the principal and teacher may conduct a victim offender mediation (VOM) to determine a remedy and/or behavior intervention. If the assault as defined above is inflicted by an adult, the principal and teacher may conduct a VOM to encourage positive relationships.

- B. If an employee wishes to file a criminal complaint, the superintendent or his/her designee and the administrator in charge of the school or department shall assist the assaulted employee in making his/her criminal complaint with the School Resource Officer against either an adult or juvenile offender. The DISTRICT will follow board policies with regard to employees who are assaulted while acting within the scope of his/her employment when attempting to maintain order in a school.

3.8.5 Special Services Referral

The parties recognize that some children may have physical, cognitive and/or emotional needs that may require specialized classroom experience or the attention of district specialists. If a teacher suspects a child may have a disability and requires special education supports and services, the staff member should refer the child to the building's Teacher Consultant. The Teacher Consultant will consult with the Multidisciplinary Evaluation Team members to consider the teacher referral, existing data from MTSS and follow the evaluation process with parent consent.

Consideration will be given in placing students with special needs to avoid assigning these students to newly employed inexperienced teachers.

3.8.6 Special Education Waivers

Decisions regarding the application for waivers from the Department of Education administrative rules will be discussed with the ASSOCIATION prior to the application being made.

3.8.7 Medical procedures

Teachers are not expected, as a part of their routine duties, to administer medications nor to perform medical procedures such as, but not limited to, tracheotomy suctioning, catheterization (including clean intermittent catheterization) or tube feeding to students; nor perform hygiene procedures such as, but not limited to, diapering or toileting. It is understood that in an emergency situation, a teacher may be called upon to perform any procedure for which the teacher has been trained.

3.9 PAID LEAVES

3.9.1 Leave Days

A total of eleven (11) days at the beginning of each year is granted each teacher for leave days. If a teacher is employed for less than the full year, the allowance is reduced by one day for each month of the school year in which they are not employed. Unused portions of these eleven (11) days may be accumulated without limit. All accumulated days at the time of the signing of this contract will be honored. A minimum of forty-eight (48) hour notice shall be given, except in emergencies, when a teacher absents herself/himself for personal leave. Personal leave days are only to be used for situations that cannot be handled outside of the regular school day including business and personal matters. The BOARD reserves the right to ask for and be given proper evidence of the authenticity of the reasons given for the absence in cases where misuse is suspected. The leave may be used as follows:

1. Personal illness and medical care
2. Immediate Family illness and medical care
(immediate family as defined in 3.9.5 #3)
3. Personal Leave

Such personal leave days shall not be utilized to extend holiday leaves/school recesses, on district professional development days designated on the published calendar or take vacations except in cases of emergency as approved by the Superintendent or his/her designee. Use of days for personal leave may not be used during the first and last five student days of the school year, the day before or after a recess, or during conferences except with approval. Use of more than two (2) consecutive personal leave days requires prior approval of the Superintendent or his/her designee. The utilization of such personal leave days may be denied where the employee's absence would reduce staffing levels to a point where substitute teachers cannot be secured. In such cases, approval will be granted by order of request.

Any bargaining unit member who does not use seven (7) or more of his/her eleven (11) personal leave days during a school year shall be entitled to use not more than two (2) of their personal leave days that following school year for any purpose, provided that advanced notice for the use of these days is provided in writing to the Human Resources Office not less than thirty (30) calendar days prior to said use. Use of these days will be limited to not more than (10) bargaining unit members on any given day. In the event that these two (2) any purpose leave days are not used during the next school year, the days shall revert back to leave days.

Failure of a teacher to report predetermined absences for School Business or Professional Development less than a week prior to the starting time may result in the cancellation of the absence and the teacher will be responsible for any unrecouped costs due to the cancellation.

3.9.2 Leave of Absence

1. Personal Illness/Disability Leaves- (Under care of Physician) - Mandatory - With Seniority First Year - No Increment

- A. The BOARD will grant leaves of absence to any teacher who is disabled due to personal illness, accident, disability or pregnancy. In case of disability exceeding five (5) days, the BOARD may request a supporting statement from the teacher's physician. Whenever possible in cases of such leaves, the teacher must submit a written notice of such leave at least forty-five (45) calendar days prior to the expected disability date.

A teacher on such leave must return to work as soon as s/he is physically able to fulfill her/his normal duties. A teacher may be required to submit proof of disability to the BOARD during the leave. The BOARD reserves the right to require teachers on such leave to report upon reasonable notice for a physical examination by appropriate specialists to determine whether the leave is warranted.

If the report of the BOARD'S physician and the report of the teacher's physician are in disagreement or conflict, the affected teacher shall be examined at BOARD expense by a specialist appropriate to the disability at Beaumont Hospital, St. John Hospital, or a facility mutually agreed to by the ASSOCIATION and the BOARD for final determination in the matter which shall be binding on the parties.

In cases where a teacher has been on such leave for more than ten (10) days, the BOARD may require that upon returning to work the teacher submit a statement from her/his physician that s/he is able to return to work, and/or be certified to return to work by a licensed physician chosen by the Board. If there is a dispute as to whether the teacher is able to return to work, it shall be resolved in the manner set forth above.

The BOARD will reimburse teachers for any loss of salary or benefits which might result from a BOARD mandated physical examination.

3.9.3 Sick Leave Bank

1.
 - a. By September 30, 2016, each bargaining unit member shall notify the BOARD of their desire to opt-out of the ASSOCIATION Sick Leave Bank; which is created to offer financial assistance in the instance of long term illness or injury to a teacher. Bargaining unit members hired after September 30, 2016, shall have 30 calendar days from the date of hire to opt-out of the ASSOCIATION Sick Leave Bank. Opting out is a permanent and irrevocable decision for the length of employment in Warren Woods Public Schools.
 - b. Bargaining unit members, who are members of the Sick Leave Bank, shall maintain an appropriate level of days as determined by the Association, by directing the BOARD to deduct days from members' accumulated days to be added to the bank. Prior to September 15 of each school year, the Association Sick Bank Committee shall determine the number of sick days that each bargaining unit member who is a member of the Sick Leave Bank shall contribute; provided however, in no event shall the number of sick days to be contributed exceed two days per school year. Each member's contribution to the Sick Bank shall be taken on or before September 30. In the event that the Association determines that there are extenuating circumstances, it may be necessary for members to contribute additional time later in the year (subject to the 2-day limit). In the event that a member does not have sufficient sick days to contribute, the sick day will be taken from the member's sick time the following school year.
2.
 - a. A bargaining unit member must first expend all but up to five (5) days of their sick leave accumulation before applying for sick leave bank use. If the bargaining unit member has less than thirty (30) days of leave accumulation, the illness or injury must be covered by absence without pay, except that when a teacher who has been in the bank is back to work for less than sixty (60) calendar days and suffers a relapse, s/he will not be subject to the waiting period.
 - b. Following the thirtieth (30) day of absence or the expenditure of accumulated leave days as indicated above, whichever is later, a bargaining unit member may apply in writing, to the Association Sick Bank Committee Chair, for use of the bank, which use shall not exceed forty (40) bank leave days or approval of long-term disability benefits, whichever occurs first.
 - c. There shall be a school year annual cap of forty (40) sick bank days per member. Bargaining unit members shall have a lifetime maximum withdrawal of sick bank days of one hundred and twenty (120) days.

d. A tenure teacher shall have the use of the sick bank extended into the following school year for up to a maximum usage as stated above, if the injury or illness shall make it necessary.

3.9.4 Communicable Disease - With Seniority

A teacher absent from work because of mumps, scarlet fever, measles, chicken pox, pink eye, or lice shall suffer no diminution of compensation or loss of leave days, up to five (5) working days.

3.9.5 No Charge Absences - With Seniority

A teacher may be absent without loss of compensation or charge against leave days for the following reasons:

1. When called for and serving jury duty services
2. For appearances in court under subpoena or summons issued in a court of action related to the teacher's employment in the district or in which the teacher is not a party of interest
3. For up to three (3) days for the death of an immediate family member. For purpose of this provision, immediate family member shall be defined as: a spouse, parent, sibling, child, grandparent, grandchild, mother-in-law, father-in-law, brother-in-law, sister-in-law or domestic partner; and shall include step relations of the above.
4. For approved visitations, conferences, or conventions
5. For taking selective service examination
6. With the superintendent's approval, in connection with any incident of assault or suit because of disciplinary action taken by the teacher.
7. One (1) day for the military deployment/return (to or from a war zone) of a parent, sibling, biological or adopted child, grandparent, mother-in-law, father-in-law, or domestic partner.

Any pay, fees, or allowances received from another source for the time spent shall paid over to the BOARD by the teacher involved.

3.9.6 Workers' Compensation

- A. Any employee who is absent because of an injury, illness or disease compensable under the Michigan Workers' Compensation Act will have two (2) options for payment.
1. Option 1 - The employee may elect to receive only those monies that would be paid to him/her as directed by the Michigan Workers' Compensation Act for the period of time that the employee is absent.
 2. Option 2 - The employee may elect to have the monies that would be paid to him/her as directed by the Michigan Workers' Compensation Act supplemented with a sufficient amount to maintain his/her regular salary for a period not to exceed his/her sick leave accumulation. Sick leave would be deducted at a proportional rate until such time as all of the employee's accumulated sick leave has been exhausted, at which time, if eligible, application can be made to the sick leave bank. Remuneration will be made from the sick bank in the same manner as outlined above. The accumulated sick days and the sick bank shall be charged only for that portion in excess of the compensation payment.
- B. Income protection under the Michigan Workers' Compensation Act will not commence until the employee is off duty for seven (7) consecutive calendar days. Up until that time, sick leave days will be deducted. If an employee is off for fourteen (14) consecutive days as a result of the alleged injury or sickness, all deducted leave days will be returned to the employee and only those portions of days will be deducted if the employee elects to take Option 2 of the payments plans.

3.9.7 Sabbatical Leave - With Seniority

Teachers who have been employed in the Warren Woods School District for seven (7) consecutive years or more may be granted a sabbatical leave for one (1) or two (2) consecutive semesters for participation in any one of the following programs:

1. Program of study at accredited college or university;
2. Individual program of study or research;
3. Program of investigative travel;
4. Participating in programs of research, education or the like, sponsored by governmental agencies, foundations, or similar institutions.

Teachers desiring such leave shall make application to the Sabbatical Leave Committee, which shall consist of the Superintendent and two (2) other administrators and two (2) teacher representatives selected by the Association. This committee shall be responsible for making recommendations on applicants to the BOARD and serve as an intermediary liaison between teachers on leave and the BOARD. The BOARD shall have the discretion in granting sabbatical leave, but shall give preferential consideration to those applicants with longer service in the district.

Sabbatical leave shall be granted to no more than 2% of the teachers of the district each year, provided there are sufficient applicants with the requisite service in the district and with acceptable sabbatical programs. The BOARD reserves the right to reject any or all applicants under the following exceptional circumstances:

1. A severe financial crisis;
2. A critical time in the development of a program in which the applicant's participation is vital.

A teacher on sabbatical leave shall be considered to be in the employ of the BOARD and shall receive 50% of the base salary that s/he would have received if s/he were on active status, plus full fringe benefits including sick leave.

Upon return from such leave, a teacher shall be placed at the same position on the salary schedule that s/he would have been on had s/he taught in the district during such period.

As a condition to receiving final approval for a sabbatical leave, a staff member shall file with the Secretary of the Board of Education, a written agreement stipulating that s/he will remain in the service of the Warren Woods Public Schools for a period of one (1) year after the expiration of said leave.

3.9.8 Attendance Incentive

This provision is established as an incentive for bargaining unit members to develop good attendance records. Any teacher employed for an entire semester who does not use any leave days as defined in article 3.9.1 will earn a \$250 attendance incentive bonus for that semester.

3.10 UNPAID LEAVE

3.10.1 Parental Leave - Mandatory - With Seniority - No Increment

Upon written application, a leave of absence shall be granted to any teacher for the purpose of child care; however, except in unforeseen circumstances, application for such leave must be given at least thirty (30) days prior to the commencement of the leave. Said leave shall commence upon the date requested by the teacher, but in the instance of delivery, said leave shall commence at the end of the period of disability. The duration of the leave shall not be less than the remainder of a semester nor more than the next two semesters. Leave time taken after the semester in which the delivery occurred must be taken in complete semesters.

Upon written application, the BOARD may, at its sole discretion, extend the leave. Such extension shall be in no less than semester intervals.

Provided there is a vacancy for which the teacher is certified and qualified, upon return from such leave, a teacher may be placed at the same position on the salary schedule commensurate with his/her prior teaching experience, and shall accumulate seniority only during the remainder of a semester, if the leave commenced during a semester, and the next two semesters.

It is understood that such leave shall not count toward longevity service credit.

The BOARD will defend any action or complaint brought against the ASSOCIATION under state or federal law as a result of the implementation of this (3.10.1) section, and the BOARD will further indemnify the ASSOCIATION and/or the Michigan Education Association in the event an adverse judgment is entered against the ASSOCIATION and/or the Michigan Education Association under state or federal law as a result of the implementation of this provision.

3.10.2 Family and Medical Leave Act - Seniority

The BOARD will grant up to twelve (12) weeks of family and medical leave during any twelve (12) month period to eligible employees in accordance with the Family and Medical Leave Act (FMLA) of 1993. All requests for such leave will be made to the Director of Personnel. When the need is foreseeable, notice will be given thirty (30) days before the start of the FMLA leave.

If it is not possible for the employee to give thirty (30) days' notice, the employee will give as much notice as is practicable. Proper certification of the reason for the leave must be provided.

An employee will be required to use all available leave time (i.e., sick leave, and/or personal leave, for the purposes so specified in this agreement) for all or part of the duration of the FMLA leave, with any balance of time being without pay. At the end of the FMLA leave, the employee will be returned to his/her position held prior to the leave. Failure to return to work following the FMLA leave for a reason other than: (1) the continuation, recurrence, or onset of a serious health condition, which would entitle an employee to FMLA leave; or (2) other circumstances beyond the employee's control, may require the employee to reimburse the district for its share of health insurance premiums paid on behalf of the employee during the FMLA leave without prior permission in writing from the district to extend the leave will be considered abandonment of the employee's job, resulting in the termination of employment.

3.10.3 Personal Leave - With Seniority - No Increment

Upon a teacher's written application, the BOARD may grant a personal leave of up to one (1) year to a teacher. Upon the teacher's written request, such leave may be extended for intervals of one (1) semester or one (1) year.

Provided there is a vacancy for which the teacher is certified and qualified, upon return from such leave, a teacher may be placed at the same position on the salary schedule commensurate with his/her prior teaching experience and shall accumulate seniority only during the first year of such leave.

It is understood that such leave shall not count toward longevity service credit.

3.10.4 Leave - Mandatory - with Seniority and Increment

A leave of absence of up to one (1) year shall be granted to any teacher who is eligible for tenure in the year of the leave upon written application for the following purposes:

1. Participating in exchange teaching programs of the United States Department of State;
2. Participating in military teaching programs;
3. Joining the Peace Corps, Teacher's Corps, or Job Corps as a full-time participant in a teaching program;
4. Serving as an officer of the ASSOCIATION or its staff.

Provided there is a vacancy for which the teacher is certified and qualified,

upon return from such leave, a teacher may be placed at the same position on the salary schedule as s/he would have been on had s/he taught in the district during such period, provided that the total allowance for all outside teaching experience does not exceed the maximum allowed by the district.

It is understood that such leave shall count toward seniority credit but shall not count toward longevity service credit.

3.10.5 Military Leave - With Seniority and No Increment

A military leave of absence shall be granted to any teacher who shall be inducted or shall enlist for military duty in any branch of the armed forces of the United States. Upon return from such leave, a teacher shall receive such benefits as are allowed under M.S.A. Section 15.2065 (1) and (2).

3.10.6 Unpaid Leave - With Seniority - With Benefits

Teachers may request an unpaid leave of up to five (5) days each year. A 30-work day advance notice is required. The use of this leave is limited to no more than 5% of the bargaining unit members on any given date. Should a certain date have more than 5% of the staff apply, the leaves will be granted on a seniority basis. Up to two (2) unpaid leave days may be requested before or after a holiday period.

3.10.7 Return From Leave

1. Conditions of Leave

- A. For all employees whose leave shall terminate at the beginning of a school year, a letter of availability must reach the Personnel Office no later than the preceding April 1st. For all employees whose leave shall terminate at times other than the beginning of a school year, such letter of availability must reach the Personnel Office no later than sixty (60) days preceding the termination date of the leave.

Failure to comply with this provision shall be interpreted as a resignation of employment.

The BOARD will send the teacher a certified letter reminding the teacher of notification requirement, such letter to be sent to the teacher at least thirty (30) days prior to the notification period.

- B. A return from leave does not automatically entitle a teacher to a stipend position held prior to the leave.

3.11 FRINGE BENEFITS

3.11.1 Insurance Protection Packages

- A. The BOARD shall provide all insurance benefits listed in Section A for a full twelve-month period of each school year for all teachers in the bargaining unit, except for those teachers electing benefits under Section B below, and those being pro-rated. Such benefits shall be provided to each teacher and his/her dependents, as defined by MESSA.

Benefits listed in Section A shall be provided as follows:

- teachers who teach 50% or more for the year: Plan A, with B option for the full year;
- teachers who teach 50% or more for a semester: Plan A, with B option for the semester;
- teachers teaching less than 50% will have insurance benefits pro-rated according to the amount of time

Teachers will have the option to elect:

- MESSA Choices \$500/\$1,000, \$20 OV, 3 Tier MM; or
- MESSA ABC 1 with 3 Tier Rx; or
- MESSA ABC 1, 20% co-insurance, 3 Tier Rx; or
- MESSA ABC 2, 20% co-insurance, and 3 Tier Rx.

The BOARD will pay the Public Employer Contributions Annual Cost Limit (Hard Cap) per MCL 15.563 toward the cost of Teachers' health insurance premiums and continue to pay 90% of the cost toward Dental, Vision, Life, AD&D, and Long-Term Disability premiums.

1. MESSA Choices health insurance with a \$500/\$1,000 deductible, 3 Tier MM. Office visits, urgent care and emergency room deductible will be \$20, \$25 and \$50 respectively. Prescription coverage will be provided under the 3 Tier MM RX Plan.
2. MESSA ABC 1 health insurance with the 3 Tier RX Plan.
3. MESSA ABC 1 health insurance with 20% co-insurance and the 3 Tier RX Plan.
4. MESSA ABC 2 health insurance with 20% co-insurance and the 3 Tier RX Plan.

If MESSA provides other cost savings options during the course of this agreement, the parties will meet to discuss making those plans available to the bargaining unit. There will be no changes without mutual agreement of the parties. This shall not be considered a reopener.

MESSA Delta Dental Insurance:

Class I Diagnostic & Preventative 80%

Class II Basic Service 80%

Class III Major Service 80%

Class I, II and III have a \$1,200 annual maximum

Class IV Orthodontics 80% and \$1,200 lifetime orthodontic maximum.

MESSA, Term Life Insurance in the amount of fifty thousand dollars (\$50,000) for the teacher only. Such insurance protection shall be paid to the teacher's designated beneficiary. In the event of accidental death or in the event of accidental dismemberment, the insurance will pay according to the schedule.

MESSA / VSP III Gold Vision Insurance

- B. For teachers who decline Section A benefits with the election of Pak B as described herein, the BOARD will provide each teacher making such election cash in lieu of coverage in the amount of \$2,000. (paid \$1,000 in December and \$1,000 in June). If the number of Plan B participants is fifty (50) or greater, the cash in lieu of coverage payment will equal \$4,000. If the number of participants falls back below fifty (50) the cash in lieu of coverage payment will revert to \$2,000. Proof of affordable and adequate coverage (under the Affordable Care Act) must be provided to the benefits office annually before cash in lieu payments will be released.

Teachers who were electing Pak A from the District as of March 26, 2013, and elected to switch to Pak B prior to September 30, 2013, the District will pay a cash in lieu of coverage in the amount of \$3,600 (paid \$1,800 in December and \$1,800 in June). If the number of Plan B participants is fifty (50) or greater, the cash in lieu of coverage payment will equal \$4,000. If the number of participants falls back below fifty (50) the cash in lieu of coverage payment will revert to \$3,600. The paragraph preceding this one will prevail for teachers electing not to take medical benefits after the close of the open enrollment period in September of 2013.

Teachers not electing insurance benefits as described in Section A

above shall be provided by the BOARD with the following insurance benefits, for a full twelve-month period of each school year. The benefits listed below shall be provided to each teacher not enrolled in benefits under Section A above, and his/her eligible dependents, as defined by MESSA. The BOARD will continue to pay 90% of the cost toward Dental, Vision, Life, AD&D, and Long-Term Disability premiums.

MESSA Delta Dental Insurance:

Class I Diagnostic & Preventative 80%

Class II Basic Service 80%

Class III Major Service 80%

Class I, II, and III have a \$1,500 annual maximum.

Class IV Orthodontics 80% and \$1,500 lifetime orthodontic maximum.

MESSA Term Life Insurance in the amount of seventy-five thousand dollars (\$75,000) for the teacher only. Such insurance protection shall be paid to the teacher's designated beneficiary. In the event of accidental death or in the event of accidental dismemberment, the insurance will pay according to the schedule.

MESSA/VSP III Gold vision insurance.

3.11.2 Long Term Disability

The BOARD shall provide MESSA Long-Term Disability Insurance for each teacher. Benefits shall be paid at sixty-six and two-thirds percent (66 2/3%) of salary to a monthly maximum of five thousand dollars (\$5,000) and shall begin after expiration of ninety (90) calendar days as stipulated in the MESSA PAK. Effective January 1, 2025, benefits shall be paid at sixty-six and two-thirds percent (66 2/3%) of salary to a monthly maximum of seven thousand dollars (\$7,000). Benefits shall continue at no cost to the teacher in the event of total disability.

The District's premium for LTD may be waived once the 90-day LTD waiting period is satisfied. MESSA will cover an employee's health premium for up to two (2) years once the District's coverage obligation expires (18 months).

The BOARD will continue insurance benefits for up to eighteen (18) months of disability. However, in the event the teacher has been on long-term disability during the preceding eighteen months, the teacher must return and work at least ninety (90) working days to re-qualify for health insurance benefits in concert with long-term disability.

3.11.3 Period of Payment of Premiums

The BOARD shall make payments of insurance premiums to assure continuous coverage for teachers continuing in employment.

A teacher beginning employment in the district at the start of the school year will be covered on the appropriate insurance, as registered for, on September 1st.

A teacher beginning employment after the start of the school year who registers for coverage will be covered as of the first of the month after beginning employment. A teacher leaving employment before the end of the school year will have coverage terminated as of the first of the month following departure. A teacher who works the full school year and whose employment terminates at the end of the school year will have coverage terminated as of the following August 31; however, those teachers who resign to retirement shall have their coverage terminated as of the effective date of their retirement.

3.11.4 Enrollment Period

The BOARD shall establish an open enrollment of thirty (30) days, commencing November 1, in each school year of this Agreement with any changes taking effect on January 1. The BOARD, in cooperation with the insurance carrier(s), shall be responsible for providing all necessary enrollment application and claims materials.

3.11.5 Benefit Level Guarantee

In the event that any insurance benefit is adjusted by action of the courts, the legislature, or the Insurance Commission, the BOARD shall meet with the ASSOCIATION for the purpose of renegotiating the affected insurance benefit(s).

3.11.6 Optional Insurance - Dependents

For those teachers who elect insurance protection under Section 3.11.1.A, the BOARD shall provide payroll deduction privileges, without cost to the teacher, for MESSA Dependent Life Insurance, MESSA Sponsored Dependent Insurance, and/or MESSA Group Survivor Income Insurance.

3.11.7 Bidding Carrier

MEA-NEA/Local 1 will furnish the BOARD with appropriate specifications and experience so that open-market bidding may be exercised in the spring of the year.

3.12 TEACHER PROFESSIONAL ASSISTANCE

3.12.1 Preface

The parties recognize the importance and value of providing avenues to assist progress and growth for teachers and assistance to individuals who may desire it.

3.12.2 Mentor and Probationary Teacher

- A. A mentor teacher shall be assigned to every new probationary teacher as defined by the requirements of Section 1526 of the School Code, MCLA 380.1526.

It shall be the function of the mentor teacher to offer assistance, resources and information to the probationary teacher.

The role of mentor shall be a one-year voluntary position. Mentor teacher assignments shall be made by the administration.

A teacher who volunteers to support a first year mentee, as a mentor will receive a stipend of \$500 per year. In order to support a second year mentee, a mentor will receive a stipend of \$350 per year. In order to support a third year mentee, a mentor will receive a stipend of \$250 per year. All mentees will receive two half-days of released time per semester to work with the probationary teacher.

- B. In addition to working regular teacher employment days, new probationary teachers, subject to Section 1526 of the School Code, MCLA 380.1526, shall be required to attend fifteen (15) days of professional development during their first three years of teaching. A day of professional development under this section shall be considered to be six (6) hours in length. Lesser amounts of professional development time-in increments of no less than one hour-may be accrued to reach a maximum of six (6 hours) to qualify for such day of professional development.
- C. A list of mentor teachers and the probationary teachers with whom they will be working will be provided to the ASSOCIATION President by October 1 of each school year.

3.12.3 Professional Growth Activities (P.G.A. Days)

A teacher may request a substitute for one (1) day of released time for consultation, visitation, workshop, or similar activities regarding programs that have applicability to their classroom responsibilities.

The BOARD will allocate funds to provide up to fifty (50) days of released time for staff to engage in professional growth activities.

These professional growth activities may take place in our school district or other districts.

Any teacher may request released time by filling out the appropriate forms which will be made available in every school office. The form should be forwarded to the ASSOCIATION Professional Growth Activities Chairperson who shall recommend approval or denial of the request within the above guidelines and who shall forward the form to the Assistant Superintendent.

The Assistant Superintendent shall approve or deny the request and shall deliver a copy to the Personnel Office, to the ASSOCIATION chairperson, and to the teacher requesting the released time. It is understood that the approval or denial by the Assistant Superintendent shall not be unreasonable.

Forms shall be delivered to the Assistant Superintendent at least five (5) days prior to the date a substitute is requested so that notification to the Personnel Office shall reach that office by at least 1:30 p.m. prior to the date of requested released time.

These days will not be used for activities related to negotiations, grievances, or similar ASSOCIATION activities, it being the intent that these days will

be used for experience related to the individual's area of teaching responsibility. Misuse of these days will result in administrative discipline.

3.13 GRIEVANCE

3.13.1 Definition

A claim by a teacher, or the ASSOCIATION that there has been a violation, misinterpretation or misapplication of express contract language or of any provision of this Agreement and/or written teacher personnel policies directly applicable to wages, hours or conditions of employment adopted by the BOARD, excluding prohibited subjects as defined by law, may be processed as a grievance hereafter provided.

Any dismissal, discharge, discipline, demotion, reduction in rank or compensation pertaining to a teacher whose employment is regulated by the Tenure Act, or any other grievance for which redress is provided under said Act, shall not be subject to the grievance procedure in this Agreement.

3.13.2 Informal Discussion

Grievances must be discussed informally with the principal or supervisor involved within ten (10) school days of the occurrence of which complaint is made. If the grievance involves more than one school building, it must be filed with the Assistant Superintendent.

The administrator shall have up to three (3) school days to reply to the grievance or three (3) BOARD work days if summer recess has commenced, provided that if s/he knows that the solution is beyond the scope of her/his authority, s/he will immediately so declare. If the grievance is not thus resolved, formal grievance procedure may be instituted. The parties may waive a second conference with the Principal, Supervisor or Assistant Superintendent after the formal grievance is filed if they deem it advisable.

3.13.3 Step 1

The grievant may invoke the formal grievance procedure on the form set forth in section 3.18 signed by the grievant and a representative of the ASSOCIATION, which form shall be available for the ASSOCIATION representative in each building. A legible copy of the grievance form must be filed within ten (10) school days of the informal discussion.

Within five (5) school days of the receipt of the written grievance, the Principal, Supervisor or Assistant Superintendent shall meet with the ASSOCIATION in an effort to resolve the grievance. The Principal, Supervisor, or Assistant Superintendent shall indicate a disposition of the grievance in writing within five (5) school days of such meeting and shall serve a copy upon the grievant and the building representative. In addition, a copy shall be mailed to the Grievance Chairperson at the ASSOCIATION office.

3.13.4 Step 2

If the ASSOCIATION is not satisfied with the disposition of the grievance, the grievance may be transmitted to the Superintendent by filing a written notice thereof with that office within ten (10) school days of receipt of the Principal's written disposition.

The Superintendent (or designee) shall meet with the ASSOCIATION in an effort to resolve the grievance within ten (10) school days of receiving the described notice and indicate a disposition thereof in writing within ten (10) school days of the meeting and shall serve a copy of the disposition upon the grievant and the building representative. In addition, a copy shall be mailed to the Grievance Chairperson at the ASSOCIATION office.

3.13.5 Arbitration Step

If the ASSOCIATION is not satisfied with the disposition made by the Superintendent, the grievance, at the option of the ASSOCIATION, may be submitted to arbitration before an impartial arbitrator. The ASSOCIATION shall exercise its right of arbitration by giving the Superintendent written notice of its intention to arbitrate within twenty (20) school days of receipt of the written disposition of the Superintendent.

Within sixty (60) school days of this filing with the Superintendent, the ASSOCIATION shall file the Demand to Arbitrate with the American Arbitration Association. If the parties cannot agree as to the arbitrator within one (1) week of the described ASSOCIATION Demand for Arbitration, any party may request that the American Arbitration Association select an arbitrator in accordance with its rules which likewise govern the arbitration proceeding.

The BOARD and the ASSOCIATION shall not be permitted to assert in such arbitration proceeding any ground or to rely on any evidence not previously disclosed to the other party. The arbitrator shall have no power to alter, add to or subtract from the terms of this Agreement, or BOARD rule, order, policy or regulation. Both parties agree to be bound by the award of the arbitrator and agree that judgment thereon may be entered in any court of competent jurisdiction.

3.13.6 Arbitration Cost

The cost of the arbitrator shall be borne by the losing party and each party shall assume its own cost for representation, including any expense of witnesses.

While a teacher has the right to arbitration after receiving two (2) consecutive ratings of "needing support," the Union will determine whether arbitration will be pursued and paid for by the Union. A decision by the Union not to pursue arbitration, shall not restrict the right of the teacher, pursuant to statute, to pursue and pay for arbitration in accordance with the language immediately above.

3.13.7 Time Limits

The time limits provided in this Article shall be strictly observed unless extended by written agreement of the parties.

For the purpose of processing a grievance during the summer recess, the term "day" as used in the above time limits for the grievance process shall be defined as BOARD work days.

Failure of the ASSOCIATION to proceed with its grievance within the times hereinbefore provided shall result in dismissal of the grievance.

Failure of the BOARD or its representatives to take the required action within the times provided shall entitle the ASSOCIATION to proceed to the next step in the grievance procedure.

3.13.8 Individual Complaint

It is recognized by the parties that an individual teacher may present a grievance to his/her principal or supervisor and have the grievance adjusted without the intervention of the ASSOCIATION, if the adjustment is not inconsistent with the terms of this Agreement, and the ASSOCIATION has been given an opportunity to be present at such adjustment.

3.13.9 Continuity of Grievance

Notwithstanding the expiration of this Agreement, any claim or grievance arising hereunder may be processed through the grievance procedure until resolution.

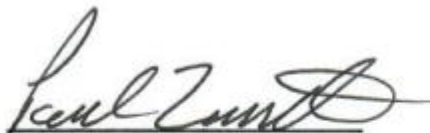
3.14 DURATION OF AGREEMENT

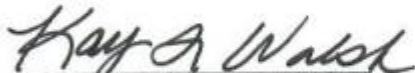
This Agreement shall be effective as of September 9, 2024, and shall continue in effect until the 30th day of June 2027.


SIGNATURES

FOR THE BOARD



Mike Schulte
President



Paul Zannetti
Vice-President


Kay F. Walsh
Secretary


Stacey Denewith-Fid
Superintendent

FOR THE ASSOCIATION


Heather Shulz MEA/NEA Local 1
President


Michele Bastian
WWEA President

3.15.1 Salary Schedule

WARREN WOODS PUBLIC SCHOOLS							
Teacher Salary Schedule 2024-2025							
STEP		BA		MA	MA+15	MA+30	PhD
	BA %		MA/PHD %				
0	1.00%	47,356	1.00%	50,936	52,833	55,185	56,290
1/2	2.00%	48,957	2.00%	52,683	54,542	56,858	57,993
1	2.00%	50,088	2.00%	53,925	55,724	57,982	59,142
1/2	2.00%	51,217	2.00%	55,156	56,908	59,108	60,290
2	2.00%	52,348	2.00%	56,406	58,097	60,230	61,434
1/2	2.00%	53,586	2.00%	57,867	59,614	61,582	62,812
3	2.00%	54,821	2.00%	59,337	61,128	62,934	64,194
1/2	2.00%	56,174	2.00%	61,128	62,934	64,521	65,812
4	2.00%	57,521	2.00%	62,934	64,734	66,086	67,407
1/2	2.00%	58,985	2.00%	64,854	66,432	67,893	69,251
5	2.00%	60,449	2.00%	66,761	68,113	69,691	71,085
1/2	2.00%	62,029	2.00%	68,797	70,369	71,718	73,152
6	2.00%	63,606	2.00%	70,826	72,621	73,740	75,214
1/2	2.00%	65,293	2.00%	72,959	74,773	76,003	77,524
7	2.00%	66,994	2.00%	75,094	76,905	78,259	79,823
1/2	2.00%	68,791	2.00%	77,347	79,152	80,730	82,344
8	2.00%	70,592	2.00%	79,602	81,404	83,212	84,876
1/2	2.00%	72,836	2.00%	81,976	83,774	85,910	87,628
9	3.00%	74,310	2.00%	84,331	86,130	88,611	90,383
1/2	3.50%	75,434	2.00%	86,814	88,617	91,538	93,369
10	3.50%	76,199	3.00%	88,502	90,320	93,422	95,294
1/2	3.50%	77,729	3.50%	89,772	91,596	94,869	96,766
11	2.25%	79,478	3.50%	90,612	92,435	95,862	97,779
1/2			3.50%	92,433	94,292	97,789	99,744
12			2.25%	94,513	96,414	99,989	101,988

WARREN WOODS PUBLIC SCHOOLS

Teacher Salary Schedule 2025-2026

STEP		BA		MA	MA+15	MA+30	PhD
	BA %		MA/PHD %				
0	3.00%	48,776	3.00%	52,464	54,418	56,841	57,979
1/2	3.00%	50,426	3.00%	54,263	56,179	58,563	59,733
1	3.00%	51,591	3.00%	55,543	57,396	59,722	60,917
1/2	3.00%	52,754	3.00%	56,811	58,615	60,882	62,099
2	3.00%	53,918	3.00%	58,098	59,840	62,037	63,277
1/2	3.00%	55,193	3.00%	59,603	61,402	63,429	64,696
3	3.00%	56,466	3.00%	61,117	62,962	64,822	66,120
1/2	3.00%	57,860	3.00%	62,962	64,822	66,457	67,786
4	3.00%	59,247	3.00%	64,822	66,676	68,069	69,429
1/2	3.00%	60,755	3.00%	66,800	68,425	69,930	71,328
5	3.00%	62,263	3.00%	68,764	70,156	71,782	73,218
1/2	3.00%	63,890	3.00%	70,861	72,480	73,870	75,347
6	3.00%	65,514	3.00%	72,951	74,799	75,952	77,471
1/2	3.00%	67,252	3.00%	75,148	77,016	78,283	79,850
7	3.00%	69,004	3.00%	77,347	79,212	80,607	82,218
1/2	3.00%	70,854	3.00%	79,668	81,527	83,152	84,814
8	3.00%	72,710	3.00%	81,990	83,846	85,708	87,422
1/2	3.00%	75,021	3.00%	84,435	86,287	88,488	90,257
9	3.00%	76,539	3.00%	86,861	88,714	91,270	93,095
1/2	3.00%	77,697	3.00%	89,419	91,275	94,284	96,170
10	3.00%	78,485	3.00%	91,157	93,029	96,225	98,153
1/2	3.00%	80,061	3.00%	92,465	94,344	97,715	99,669
11	3.00%	81,862	3.00%	93,331	95,208	98,738	100,712
1/2			3.00%	95,206	97,121	100,723	102,736
12			3.00%	97,349	99,306	102,989	105,048

WARREN WOODS PUBLIC SCHOOLS

Teacher Salary Schedule 2026-2027

STEP		BA		MA	MA+15	MA+30	PhD
	BA %		MA/PHD %				
0	3.50%	50,483	3.50%	54,300	56,323	58,830	60,008
1/2	3.50%	52,190	3.50%	56,162	58,145	60,613	61,824
1	3.50%	53,397	3.50%	57,487	59,405	61,812	63,049
1/2	3.50%	54,600	3.50%	58,799	60,667	63,012	64,272
2	3.50%	55,805	3.50%	60,132	61,934	64,208	65,491
1/2	3.50%	57,125	3.50%	61,689	63,551	65,649	66,961
3	3.50%	58,442	3.50%	63,256	65,166	67,091	68,434
1/2	3.50%	59,885	3.50%	65,166	67,091	68,783	70,159
4	3.50%	61,320	3.50%	67,091	69,010	70,451	71,859
1/2	3.50%	62,881	3.50%	69,138	70,820	72,378	73,825
5	3.50%	64,442	3.50%	71,170	72,612	74,295	75,780
1/2	3.50%	66,126	3.50%	73,341	75,017	76,455	77,984
6	3.50%	67,807	3.50%	75,504	77,417	78,611	80,182
1/2	3.50%	69,606	3.50%	77,778	79,711	81,023	82,645
7	3.50%	71,419	3.50%	80,054	81,984	83,428	85,095
1/2	3.50%	73,334	3.50%	82,456	84,380	86,063	87,783
8	3.50%	75,255	3.50%	84,860	86,780	88,708	90,482
1/2	3.50%	77,647	3.50%	87,390	89,307	91,585	93,416
9	3.50%	79,218	3.50%	89,901	91,819	94,464	96,353
1/2	3.50%	80,417	3.50%	92,549	94,470	97,584	99,536
10	3.50%	81,232	3.50%	94,347	96,285	99,593	101,589
1/2	3.50%	82,863	3.50%	95,701	97,646	101,135	103,157
11	3.50%	84,728	3.50%	96,597	98,540	102,193	104,237
1/2			3.50%	98,539	100,521	104,248	106,332
12			3.50%	100,756	102,782	106,593	108,724

3.15.2 Salary Schedule – Non-certified, Non-degreed

Any non-certified and non-degreed bargaining unit member hired after October 1, 2006, will be compensated at a rate of \$5,000 below the appropriate step on the teacher salary schedule.

3.16.1 2024-2027 Salary Schedule

2024-2025 Compensation

At the start of the 2024-2025 school year, step 00 will be removed, and a new top step will be created for each salary lane the salary schedule is increased by the percentages indicated on the salary schedule in article 3.15.1 and members will be advanced a full step on the salary schedule. A lump sum retention payment of \$1,500 will be paid to all teachers who are returning for the 2024/2025 school year who are moving to BA Step 1.0-9.0 or MA, MA+15, MA+30 and PhD Step 1.0-10.0. All other teachers who are returning for the 2024/2025 school year will receive a lump sum retention payment of \$1,000. The retention payment will be paid to all qualifying teachers on October 25, 2024, and will not be retirement reportable.

2025-2026 Compensation

At the start of the 2025-2026 school year, the salary schedule is increased by three (3.0) percent and members will be advanced a full step on the salary schedule

2026-2027 Compensation

At the start of the 2026-2027 school year, the salary schedule is increased by three and one half (3.5) percent and members will be advanced a full step on the salary schedule

In any year where step movement is being granted, a member needs to have been employed prior to the start of 2nd semester in the previous year to be granted any step advancement the following year.

It is the intent of the parties to remove the MA+15 lane of the salary schedule commencing with the end of the 2016-2017 school year. Those unit members who provide proof of hours earned by June 30, 2017, will be moved to the MA+15 lane at the beginning of the 2017-2018 school year and shall be allowed to remain on the MA+15 lane until they move to the next lane or resign from the district.

3.16.2 COLA Deferred Salary Increase

Each year, each teacher shall receive a cost-of-living adjustment (COLA) as a deferred salary increase based upon the percentage rise in the revised Consumer's Price Index (CPI all items) for all urban consumers for the Detroit Metropolitan area published by the Bureau of Labor Statistics, U.S. Department of Labor (1967-100) and hereafter referred to as the CPI, subject to the terms of this provision.

The amount of the deferred salary increase shall be the dollar equivalent of the percentage increase - rounded to the nearest one-tenth of one percent - of the CPI, multiplied by the appropriate salary steps as listed in the Salary Schedule.

This percentage shall be determined by subtracting the CPI of April of the previous year from the CPI of the April of the year in which the COLA is to be paid; the remainder shall then be divided by the CPI of April of the previous year.

The resulting amount of money shall then be paid, less appropriate payroll deductions, rounded to the nearest \$1.00 to each teacher no later than June 30 of the year in which the COLA is to be paid. Such payment shall be made a part of the teacher's regular salary and folded into the salary schedule, but shall be paid by a check separate from the teacher's regular paycheck.

Until negotiated differently, the COLA payment shall be capped at 0%.

If the Government changes the make-up, timing, or base year of the index herein listed, representatives of the BOARD and Local 1 shall meet for the purpose of negotiating a new COLA criteria.

3.16.3 COLA Impact

The COLA adjustment shall be applied to all salary lanes, long-term disability payments (in the year in which the payments commence) and all payments made pursuant to Schedules 3.17.1a, 3.17.1b and 3.17.2.

3.16.4 Proration

In the event a teacher does not complete the school year or is employed for less than the full school year, the cost of living adjustment shall be prorated based upon a ratio of the number of workdays such teacher worked to 183 workdays multiplied by the cost-of-living adjustment.

3.16.5 Accumulated Leave Day Reimbursement

Any teacher who resigns after five (5) years of service in Warren Woods Public Schools shall receive the sum of \$30 for his/her accumulated leave days (3.9.1). Any teacher who retires after five (5) years of service in Warren Woods Public Schools shall receive the sum of \$60 for his/her accumulated leave days (3.9.1) if notice of retirement is provided by March 1, the reimbursement shall decrease to \$40 per day if notice is provided by April 1, and the reimbursement shall

decrease to \$30 per day if notice is provided after April 30. This sum shall also be paid to the beneficiary of any teacher who dies while an employee of Warren Woods Public Schools. The BOARD, at its sole discretion, may also choose to offer an early notice incentive payment to retiring teachers who provide notice prior to March 1.

Any teacher who has more than one-hundred (100) accumulated leave days (3.9.1) in their individual bank at the end of a school year may cash in up to twenty (20) days at a rate of \$50 per day during the upcoming school year.

3.17.1a Additional Stipend for Posted Extra-Duty Assignments

<u>Position</u>	<u>%</u>
<u>High School Athletics</u>	
Baseball Head Varsity Coach	12
Baseball JV Coach	8
 Basketball Head Varsity Coach (Boys)	 12
Basketball Head Varsity Coach (Girls)	12
Basketball JV Coach (Boys)	9
Basketball JV Coach (Girls)	9
Basketball Freshman (Boys)	7
Basketball Freshman (Girls)	7
 Bowling	 7
 Competitive Cheerleading Varsity Coach	 8
Sideline Cheerleading Varsity Coach	8
Cheerleading JV Coach	6
 Cross Country Head Coach	 9
Cross Country Asst. Coach	7
 Dance Team Head Coach	 7
 Football Head Varsity Coach	 13
Football Asst. Varsity Coach (3)	8
Football Head JV Coach	7
Football Asst. JV Coach	6
 Soccer Head Varsity Coach (Boys)	 9
Soccer Head Varsity Coach (Girls)	9
Soccer JV Coach (Boys)	7
Soccer JV Coach (Girls)	7
 Softball Varsity Coach	 10-12*
Softball Asst. Varsity Coach	6
Softball JV Coach	8
 Swimming Head Coach (Boys)	 10-12*
Swimming Asst. Coach (Boys)	8
 Swimming Head Coach (Girls)	 10-12*
Swimming Asst. Coach (Girls)	8
 Tennis Varsity (Boys)	 8
Tennis Varsity (Girls)	8
Tennis JV (Boys)	6
Tennis JV (Girls)	6
 Track Head Varsity Coach (Boys)	 11-13*
Track Head Varsity Coach (Girls)	11-13*
Track Asst. Coach (Boys)	7
Track Asst. Coach (Girls)	7

Volleyball Varsity Coach	10
Volleyball Asst. Varsity Coach	6
Volleyball JV Coach	7
Volleyball Freshman Coach	6
Wrestling Head Varsity Coach	11-13*
Wrestling Asst. Varsity Coach	6
Wrestling JV Coach	8

Middle School Athletics

Basketball Coach 7 th (Boys)	6
Basketball Coach 8 th (Boys)	6
Basketball Coach 7 th (Girls)	6
Basketball Coach 8 th (Girls)	6
Cheerleading	6
Football 8 th Grade Head Coach	6
Football 7 th Grade Head Coach	6
Football Asst. 8 th Grade Coach	3
Football Asst. 7 th Grade Coach	3
Softball Coach	6
Track Coach (Boys)	6
Assistant Track Coach (Boys)	3
Track Coach (Girls)	6
Assistant Track Coach (Girls)	3
Volleyball Coach 7 th (Girls)	6
Volleyball Coach 8 th (Girls)	6
Wrestling	6

GRANDFATHER

Bargaining unit members currently serving as the Varsity Volleyball Coach, Wrestling Head Varsity Coach and Softball Varsity Coach are grandfathered in at the following percentages to be paid at the previous year's BA step 0-9 schedule as long as the bargaining unit member continues to coach that particular sport: Volleyball – 11-13%, Wrestling – 11-13%, Softball 10-12%.

RATIONALE:

* To get the higher percentage:

The Head Track Coach must have a minimum of 30 competitors.

The Head Wrestling Coach must not have an assistant and carry a minimum of 26 wrestlers who are used in competition.

The Head Swimming Coach must not have an assistant and must carry a minimum of 30 competitors for both swimming and diving.

The Head Softball Coach must not have an assistant and carry a minimum of 20 players, and these players must be used in competition.

3.17.1b Additional Stipend for Posted Extra-Duty Assignments

Co-Curricular Activities

Auditorium Advisor High School	\$2,600
Band High School	\$6,000
Band-Jazz High School	\$2,125
Band Middle School	\$3,500
Band-Jazz Middle School	\$500
Chorus Elementary	\$1,300 per bldg.
Chorus High School	\$2,000(3 Concerts, No Musical)
Chorus Middle School	\$1,000
Class Advisor – Senior (2)	\$1,800 each
Class Advisor – Junior (2)	\$1,800 each
Class Advisor – Sophomore (2)	\$1,000 each
Class Advisor – Freshman (2)	\$1,000 each
DECA	\$1,000
Debate and Forensics Coach High School	\$2,700
Drama Coach High School	\$500 per play
Family Engagement Coordinator	\$1,500 per year
HOSA	\$1,000
Interact	\$1,000
Musical	10%
National Honor Society	\$1,000
National Junior Honor Society	\$1,000
Newspaper Advisor High School	\$1,500
PBIS – Elementary	\$1,000
Robotics	\$1,000
S.A.D.D.	\$1,000
Safety Patrol Advisor	\$1,000 per bldg.
District Sponsored Clubs and Activities	\$1,000
Science Olympiad	\$1,000
Social Studies Olympiad	\$1,000
Student Council Advisor Elementary	\$1,000 per bldg.
Student Council Advisor High School	\$1,750 ea. if 2 - \$2,550 if 1
Student Council Advisor Middle School	\$1500
Television Production Coordinator	\$1,500
Yearbook Advisor High School	\$2,300
Yearbook Advisor Middle School	\$500
Yearbook Advisor Enterprise High School	\$500

If more bargaining unit members hold a position than the number of positions identified above, then the total amount of compensation for those positions shall be split equally among all the bargaining unit members who hold the positions.

3.17.2 Extra Assignments

Adult Education	\$28.00/hr.
Curriculum Rate & Staff Development	\$35.00/hr.
CTE Externship Coordinator	½ daily rate per student extern
Health Materials Liaison-Dist.	\$ 400.00
Homebound	\$30.00/hr.
Michigan Model Materials Liaison K-6, Elem. Bldgs.	\$ 200.00
Spec. Ed. Coordinator - High School	\$1,000.00
Substance Abuse Coordinator	\$1,500.00
Student Facilitator	\$1,200.00
Summer School	\$30.00/hr.
Transition Coordinator	\$1,000.00

3.17.3 Department Head/Area Chairperson/Curriculum Facilitator

I. High School & Middle School

A. Definition of Department

For an area presently having a department head to continue to be considered as a department, there must be a minimum of two full time equivalent (F.T.E.) Members.

B. Method of Compensation

Each member will receive a stipend of \$3,000

C. Positions

Math – HS and MS

Science – HS and MS

English – HS and MS

Social Studies – HS and MS

CTE – HS

World Language - Secondary

II. Elementary Curriculum Facilitator

A. Positions

One Position per Grade Level, K – 5, District-wide

B. Method of Compensation

Each member will receive a stipend of \$3,000

3.17.4 Additional Compensation for Literacy Training

I. Reading Recovery

A. Teacher in Training

a. Any teacher in the WWPS Reading Recovery training program will receive \$500 in additional compensation within 30 days of completion of the program. WWPS will also pay the tuition cost associated with the graduate credits through Georgia State University.

B. Assessment Training

a. Beginning in 2022-2023 any teacher required to attend assessment training, will be paid at the Curriculum Rate for their time during the assessment training.

3.18 SCHOOL CALENDARS

2024-2025 Calendar

August 27	Professional Development (Instructional Time 5 HR) / Balance of day for Staff Mtg. (One day only) or Class Time – can take place before or after PD time	
August 28	Professional Development (Instructional Time 5 HR) / Balance of day for Staff Mtg. (One day only) or Class Time – can take place before or after PD time	
August 29	School Break/Non-Work Day	
August 30	School Break/Non-Work Day	
September 2	Labor Day Holiday	
September 3	School Starts – A.M. Half Day	P.M. Classroom/Building time
September 18	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
October 2	Count Day	
October 10	Middle School A.M. Half Day	P.M. Middle School Parent Teacher Conferences
October 16	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
October 17	High School Full Day	WWT 3-5pm & 6-8:30pm EHS 5:30-8:30-PM Confers.
October 25	Elem./M.S./EHS Half Day	P.M. Teacher Records Day – END Q1
October 30	Early Release /1.5 hour PLC Meetings/Staff Meetings	
October 31	Districtwide Half Day	P.M. Comp Day for Fall Conferences
November 5	No School/Professional Development	Districtwide (Instructional Time 6.25HR)
November 7	Elementary A.M. Half Day/PM PTConf.	Evening Elem. Fall Parent Teacher Conferences
November 13	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
November 14	Elementary A.M. Half Day/PM PTConf.	Evening Elem. Fall Parent Teacher Conferences
November 15	Elementary A.M. Half Day	P.M. Elem. Comp Time
November 27	Thanksgiving Recess	
November 28	Thanksgiving Holiday	
November 29	Thanksgiving Holiday	
December 11	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
December 23	Winter Recess	
December 24	Winter Recess/Holiday	
December 25	Winter Recess/Holiday	
December 26	Winter Recess	
December 27	Winter Recess	
December 30	Winter Recess	
December 31	Winter Recess/Holiday	

2024-2025 Calendar

January 1	Winter Recess/Holiday	
January 2	Winter Recess	
January 3	Winter Recess	
January 8	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
January 15	High School Exams (7:35AM-11:20AM)	
January 16	High School Exams (7:35AM-11:20AM)	
January 17	High School Exams (7:35AM-11:20AM)	
January 17	AM Half Day Elem/MS	PM Elem/MS Staff Records Day – END Q2/S1
January 20	No School	Martin Luther King Jr. Day
February 5	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
February 12	Count Day	
February 17	Mid-Winter Recess	
February 18	Mid-Winter Recess	
February 26	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
March 4	High Schools Full Day	Evening High School Conferences (5:30PM-8:30PM)
March 5	MS A.M. Half Day	MS Afternoon and Evening MS Parent Teacher Confs
March 6	MS/HS A.M. Half Day	MS/ HS Comp. Day for Spring Confs.
March 12	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
March 24	Spring Recess	
March 25	Spring Recess	
March 26	Spring Recess	
March 27	Spring Recess	
March 28	Spring Recess/Holiday	
April 2	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
April 4	Elem./M.S./EHS Half Day	P.M. Teacher Records Day – END Q3
April 8	High School SAT Testing Day (11th Only)	P.M. HS Comp Time Fall Conf 12:30-2:35PM
April 15	Elementary A.M. Half Day/PM PT Conf	Evening Elem Parent Teacher Conf
April 16	Elementary Half Day	Elementary Comp Day for Spring Confs.
April 18	No School	
April 23	Early Release /1.5 hour PLC Meetings/Staff Meetings	
May 7	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
May 26	Memorial Day Holiday	
June 11	High School Exams (7:35AM – 11:20AM)	
June 12	High School Exams (7:35AM – 11:20AM)	
June 13	High School Exams (7:35AM – 11:20AM)	
June 13	AM Half Day Elem/MS	PM Elem/MS Staff Records Day – END Q4/S1

2025-2026 Calendar

August 20	Professional Development (Instructional Time 5 HR) / Balance of day for Staff Mtg. (One day only) or Class Time – can take place before or after PD time	
August 21	Professional Development (Instructional Time 5 HR) / Balance of day for Staff Mtg. (One day only) or Class Time – can take place before or after PD time	
August 22	School Break/Non-Work Day	
August 25	School Starts – A.M. Half Day	P.M. Classroom/Building time
August 29	School Break/Non-Work Day	
September 1	Labor Day Holiday	
September 17	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
October 1	Count Day	
October 8	Middle School A.M. Half Day	P.M. Middle School Parent Teacher Conferences
October 9	WWT/EHS Conferences	WWT: 3-5pm, 6-8:30pm; EHS: 5:30-8:30pm
October 15	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
October 24	Elem./M.S./EHS Half Day	P.M. Teacher Records Day – END Q1
October 29	Early Release /1.5 hour PLC Meetings/Staff Meetings	
October 31	Districtwide Half Day	P.M. Comp Day for Fall Conferences
November 4	No School/Professional Development	Districtwide (Instructional Time 6.25HR)
November 6	Elementary A.M. Half Day/PM PTConf.	Evening Elem. Fall Parent Teacher Conferences
November 12	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
November 13	Elementary A.M. Half Day/PM PTConf.	Evening Elem. Fall Parent Teacher Conferences
November 14	Elementary A.M. Half Day	P.M. Elem. Comp Time for Fall Conferences
November 26	Thanksgiving Recess	
November 27	Thanksgiving Holiday	
November 28	Thanksgiving Holiday	
December 10	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
December 22	Winter Recess	
December 23	Winter Recess	
December 24	Winter Recess/Holiday	
December 25	Winter Recess/Holiday	
December 26	Winter Recess	
December 29	Winter Recess	
December 30	Winter Recess	
December 31	Winter Recess/Holiday	

2025-2026 Calendar

January 1	Winter Recess/Holiday	
January 2	Winter Recess	
January 7	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
January 14	High School Exams (7:35AM-11:20AM)	
January 15	High School Exams (7:35AM-11:20AM)	
January 16	High School Exams (7:35AM-11:20AM)	
January 16	AM Half Day Elem/MS	PM Elem/MS Staff Records Day – END Q2/S1
January 19	No School	Martin Luther King Jr. Day
February 4	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
February 11	Count Day	
February 16	Mid-Winter Recess	
February 17	Mid-Winter Recess	
February 25	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
March 3	MS A.M. Half Day	MS Afternoon and Evening MS Parent Teacher Confs
March 4	High Schools Full Day	Evening High School Conferences (5:30PM-8:30PM)
March 5	WWT/EHS/MS A.M. Half Day	MS/ HS Comp. Day for Spring Confs.
March 11	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
March 20	School Recess	Eid al-Fitr
March 27	Elem/MS/EHS Half Day	PM Teacher Records Day – END Q3
March 30	Spring Recess	
March 31	Spring Recess	
April 1	Spring Recess	
April 2	Spring Recess	
April 3	Spring Recess	
April 7	High School SAT Testing Day (11th Only)	P.M. HS Comp Time Fall Conf 12:30-2:35PM
April 15	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
April 16	Elementary A.M. Half Day/PM PT Conf	Evening Elem Parent Teacher Conf
April 17	Elem A.M. Half Day	Elementary Comp Day for Spring Confs.
April 29	Early Release /1.5 hour PLC Meetings/Staff Meetings	
May 20	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
May 22	School Recess	
May 25	Memorial Day Holiday	
June 5	High School Exams (7:35AM – 11:20AM)	
June 8	High School Exams (7:35AM – 11:20AM)	
June 9	High School Exams (7:35AM – 11:20AM)	
June 9	AM Half Day Elem/MS	PM Elem/MS Staff Records Day – END Q4/S1

2026-2027 Calendar

August 19	Professional Development (Instructional Time 5 HR) / Balance of day for Staff Mtg. (One day only) or Class Time – can take place before or after PD time	
August 20	Professional Development (Instructional Time 5 HR) / Balance of day for Staff Mtg. (One day only) or Class Time – can take place before or after PD time	
August 21	School Break/Non-Work Day	
August 24	School Starts – A.M. Half Day	P.M. Classroom/Building time
August 28	School Break/Non-Work Day	
September 4	School Break/ Non-Work Day	
September 7	Labor Day Holiday	
September 16	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
October 7	Count Day	
October 8	Middle School A.M. Half Day	P.M. Middle School Parent Teacher Conferences
October 14	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
October 15	WWT/EHS Conferences	WWT: 3-5pm, 6-8:30pm; EHS: 5:30-8:30pm
October 23	Elem./M.S./EHS Half Day	P.M. Teacher Records Day – END Q1
October 28	Early Release /1.5 hour PLC Meetings/Staff Meetings	
October 30	Districtwide Half Day	P.M. Comp Day for Fall Conferences
November 3	No School/Professional Development	Districtwide (Instructional Time 6.25HR)
November 5	Elementary A.M. Half Day/PM PTConf.	Evening Elem. Fall Parent Teacher Conferences
November 12	Elementary A.M. Half Day/PM PTConf.	Evening Elem. Fall Parent Teacher Conferences
November 13	Elementary A.M. Half Day	P.M. Elem. Comp Time for Fall Conferences
November 18	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
November 25	Thanksgiving Recess	
November 26	Thanksgiving Holiday	
November 27	Thanksgiving Holiday	
December 9	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
December 21	Winter Recess	
December 22	Winter Recess	
December 23	Winter Recess	
December 24	Winter Recess/Holiday	
December 25	Winter Recess/Holiday	
December 28	Winter Recess	
December 29	Winter Recess	
December 30	Winter Recess	
December 31	Winter Recess/Holiday	

2026-2027 Calendar

January 1	Winter Recess/Holiday	
January 13	High School Exams (7:35AM-11:20AM)	
January 14	High School Exams (7:35AM-11:20AM)	
January 15	High School Exams (7:35AM-11:20AM)	
January 15	AM Half Day Elem/MS	PM Elem/MS Staff Records Day – END Q2/S1
January 18	No School	Martin Luther King Jr. Day
January 20	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
February 3	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
February 10	Count Day	
February 15	Mid-Winter Recess	
February 16	Mid-Winter Recess	
February 24	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
March 2	MS A.M. Half Day	MS Afternoon and Evening MS Parent Teacher Confs
March 3	High Schools Full Day	Evening High School Conferences (5:30PM-8:30PM)
March 4	WWT/EHS/MS A.M. Half Day	MS/ HS Comp. Day for Spring Confs.
March 9	School Recess	Eid al-Fitr
March 17	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
March 25	Elem/MS/EHS Half Day	PM Teacher Records Day – END Q3
March 26	Spring Recess	
March 29	Spring Recess	
March 30	Spring Recess	
March 31	Spring Recess	
April 1	Spring Recess	
April 2	Spring Recess	
April 6	High School SAT Testing Day (11th Only)	P.M. HS Comp Time Fall Conf 12:30-2:35PM
April 15	Elementary A.M. Half Day/PM PT Conf	Evening Elem Parent Teacher Conf
April 16	Elem A.M. Half Day	Elementary Comp Day for Spring Confs.
April 21	Early Release /1.5 hour PLC Meetings/Staff Meetings	
May 5	Early Release / 1.5 hour PLC Meetings/Staff Meetings	
May 19	Early Release / 1.5 hour PLC Meetings	
May 28	School Recess	
May 31	Memorial Day Holiday	
June 8	High School Exams (7:35AM – 11:20AM)	
June 9	High School Exams (7:35AM – 11:20AM)	
June 10	High School Exams (7:35AM – 11:20AM)	
June 10	AM Half Day Elem/MS	PM Elem/MS Staff Records Day – END Q4/S1

COSMETOLOGY TEACHER HRS & MIN 2024/2025 SCHOOL YEAR

Teacher Day-School Year = 313 minutes - (12:25 pm - 5:38 pm)
 Teacher Day - June Extension = 480 minutes - (07:30 am - 3:30 pm)
 Student Day School Year = 343 minutes (01:35 pm - 5:38 pm)
 PLC Arrived 10:55 am

1.0 FTE - Teacher Day - 7hrs, 15min = 435 minutes
 435 min x 183 Teacher Days/1 FTE = 79,605 min per 1.0 FTE

STARTING 8/25/24
 ENDING 6/28/25

Cumulative FTE Totals 0.80028

	IN	OUT	HRS & MIN	MINUTES	DAYS/1	Cumulative FTE Totals	NOTES
Sun 08/25			0:00	0	0.00		
Mon 08/26			0:00	0	0.00		
Tue 08/27	8:30 AM	3:45 PM	7:15	435	1.00		Full Day - Professional Development
Wed 08/28	8:30 AM	3:45 PM	7:15	435	1.00		Full Day - Professional Development
Thu 08/29			0:00	0	0.00		
Fri 08/30			0:00	0	0.00		
Sat 08/31			0:00	0	0.00		
Weekly Totals			14:30	870	2.00		
Cumulative Totals			14:30	870	2.00000		
Cumulative FTE Totals					0.01093		

	IN	OUT	HRS & MIN	MINUTES	DAYS/1	Cumulative FTE Totals	NOTES
Sun 09/01			0:00	0	0.00		
Mon 09/02			0:00	0	0.00		Labor Day
Tue 09/03	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Wed 09/04	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Thu 09/05	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Fri 09/06	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Sat 09/07			0:00	0	0.00		
Weekly Totals			20:52	1,252	2.88		
Cumulative Totals			35:22	2,122	4.87816		
Cumulative FTE Totals					0.02666		

	IN	OUT	HRS & MIN	MINUTES	DAYS/1	Cumulative FTE Totals	NOTES
Sun 09/08			0:00	0	0.00		
Mon 09/09	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Tue 09/10	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Wed 09/11	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Thu 09/12	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Fri 09/13	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Sat 09/14			0:00	0	0.00		
Weekly Totals			26:05	1,565	3.60		
Cumulative Totals			61:27	3,687	8.47586		
Cumulative FTE Totals					0.04632		

	IN	OUT	HRS & MIN	MINUTES	DAYS/1	Cumulative FTE Totals	NOTES
Sun 09/15			0:00	0	0.00		
Mon 09/16	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Tue 09/17	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Wed 09/18	10:55 AM	5:38 PM	6:43	403	0.93		Class Day & PLC 1hr 30 mins
Thu 09/19	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Fri 09/20	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Sat 09/21			0:00	0	0.00		
Weekly Totals			27:35	1,655	3.80		
Cumulative Totals			89:02	5,342	12.28046		
Cumulative FTE Totals					0.06711		

COSMETOLOGY TEACHER HRS & MIN 2025/2026 SCHOOL YEAR

Teacher Day-School Year = 313 minutes - (12:25 pm - 5:38 pm)
 Teacher Day - June Extension = 480 minutes - (07:30 am - 3:30 pm)
 Student Day School Year = 243 minutes (01:35 pm - 5:38 pm)
 PLC Arrived 10:55 am

1.0 FTE - Teacher Day - 7hrs, 15min = 435 minutes
 435 min x 183 Teacher Days/1 FTE = 79,605 min per 1.0 FTE

STARTING 8/17/25
 ENDING 6/23/26

Cumulative FTE Totals 0.80028

	IN	OUT	HRS & MIN	MINUTES	DAYS/1	Cumulative FTE Totals	NOTES
Sun 08/17			0:00	0	0.00		
Mon 08/18			0:00	0	0.00		
Tue 08/19			0:00	0	0.00		
Wed 08/20	8:30 AM	3:45 PM	7:15	435	1.00		Full Day - Professional Development
Thu 08/21	8:30 AM	3:45 PM	7:15	435	1.00		Full Day - Professional Development
Fri 08/22			0:00	0	0.00		School Break
Sat 08/23			0:00	0	0.00		
Weekly Totals			14:30	870	2.00		
Cumulative Totals			14:30	870	2.00000		
Cumulative FTE Totals					0.01093		

	IN	OUT	HRS & MIN	MINUTES	DAYS/1	Cumulative FTE Totals	NOTES
Sun 08/24			0:00	0	0.00		
Mon 08/25	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Tue 08/26	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Wed 08/27	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Thu 08/28	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Fri 08/29			0:00	0	0.00		School Recess
Sat 08/30			0:00	0	0.00		
Weekly Totals			20:52	1,252	2.88		
Cumulative Totals			35:22	2,122	4.87816		
Cumulative FTE Totals					0.02666		

	IN	OUT	HRS & MIN	MINUTES	DAYS/1	Cumulative FTE Totals	NOTES
Sun 08/31			0:00	0	0.00		
Mon 09/01			0:00	0	0.00		Labor Day
Tue 09/02	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Wed 09/03	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Thu 09/04	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Fri 09/05	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Sat 09/06			0:00	0	0.00		
Weekly Totals			20:52	1,252	2.88		
Cumulative Totals			56:14	3,374	7.75632		
Cumulative FTE Totals					0.04238		

	IN	OUT	HRS & MIN	MINUTES	DAYS/1	Cumulative FTE Totals	NOTES
Sun 09/07			0:00	0	0.00		
Mon 09/08	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Tue 09/09	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Wed 09/10	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Thu 09/11	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Fri 09/12	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Sat 09/13			0:00	0	0.00		
Weekly Totals			26:05	1,565	3.60		
Cumulative Totals			82:19	4,939	11.35402		
Cumulative FTE Totals					0.06204		

	IN	OUT	HRS & MIN	MINUTES	DAYS/1	Cumulative FTE Totals	NOTES
Sun 09/14			0:00	0	0.00		
Mon 09/15	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Tue 09/16	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Wed 09/17	10:55 AM	5:38 PM	6:43	403	0.93		Class Day & PLC 1hr 30 mins
Thu 09/18	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Fri 09/19	12:25 PM	5:38 PM	5:13	313	0.72		Class Day
Sat 09/20			0:00	0	0.00		

COSMETOLOGY TEACHER HRS & MIN 2026/2027 SCHOOL YEAR

Teacher Day-School Year = 313 minutes - (12:25 pm - 5:38 pm)
 Teacher Day - June Extension = 480 minutes - (07:30 am - 3:30 pm)
 Student Day School Year = 243 minutes (01:35 pm - 5:38 pm)
 PLC Arrival 10:55 am

1.0 FTE - Teacher Day - 7hrs, 15min = 435 minutes
 435 min x 163 Teacher Days/1 FTE = 79,605 min per 1.0 FTE

STARTING 8/16/26
 ENDING 6/25/27

Cumulative FTE Totals 0.80030

	IN	OUT	HRS & MIN	MINUTES	DAYS/1	Cumulative FTE Totals	NOTES
Sun 08/16			0:00	0		0.00	
Mon 08/17			0:00	0		0.00	
Tue 08/18			0:00	0		0.00	
Wed 08/19	8:30 AM	3:45 PM	7:15	435		1.00	Full Day - Professional Development
Thu 08/20	8:30 AM	3:45 PM	7:15	435		1.00	Full Day - Professional Development
Fri 08/21			0:00	0		0.00	Non Work Day
Sat 08/22			0:00	0		0.00	
Weekly Totals			14:30	870		2.00	
Cumulative Totals			14:30	870		2.00000	
Cumulative FTE Totals						0.01093	

	IN	OUT	HRS & MIN	MINUTES	DAYS/1	Cumulative FTE Totals	NOTES
Sun 08/23			0:00	0		0.00	
Mon 08/24	12:25 PM	5:38 PM	5:13	313		0.72	Class Day
Tue 08/25	12:25 PM	5:38 PM	5:13	313		0.72	Class Day
Wed 08/26	12:25 PM	5:38 PM	5:13	313		0.72	Class Day
Thu 08/27	12:25 PM	5:38 PM	5:13	313		0.72	Class Day
Fri 08/28			0:00	0		0.00	School Recess
Sat 08/29			0:00	0		0.00	
Weekly Totals			20:52	1,252		2.88	
Cumulative Totals			35:22	2,122		4.87816	
Cumulative FTE Totals						0.02666	

	IN	OUT	HRS & MIN	MINUTES	DAYS/1	Cumulative FTE Totals	NOTES
Sun 08/30			0:00	0		0.00	
Mon 08/31	12:25 PM	5:38 PM	5:13	313		0.72	Class Day
Tue 09/01	12:25 PM	5:38 PM	5:13	313		0.72	Class Day
Wed 09/02	12:25 PM	5:38 PM	5:13	313		0.72	Class Day
Thu 09/03	12:25 PM	5:38 PM	5:13	313		0.72	Class Day
Fri 09/04			0:00	0		0.00	School Recess
Sat 09/05			0:00	0		0.00	
Weekly Totals			20:52	1,252		2.88	
Cumulative Totals			56:14	3,374		7.75632	
Cumulative FTE Totals						0.04238	

	IN	OUT	HRS & MIN	MINUTES	DAYS/1	Cumulative FTE Totals	NOTES
Sun 09/06			0:00	0		0.00	
Mon 09/07			0:00	0		0.00	Labor Day Holiday
Tue 09/08	12:25 PM	5:38 PM	5:13	313		0.72	Class Day
Wed 09/09	12:25 PM	5:38 PM	5:13	313		0.72	Class Day
Thu 09/10	12:25 PM	5:38 PM	5:13	313		0.72	Class Day
Fri 09/11	12:25 PM	5:38 PM	5:13	313		0.72	Class Day
Sat 09/12			0:00	0		0.00	
Weekly Totals			20:52	1,252		2.88	
Cumulative Totals			77:06	4,626		10.63448	
Cumulative FTE Totals						0.05811	

	IN	OUT	HRS & MIN	MINUTES	DAYS/1	Cumulative FTE Totals	NOTES
Sun 09/13			0:00	0		0.00	
Mon 09/14	12:25 PM	5:38 PM	5:13	313		0.72	Class Day
Tue 09/15	12:25 PM	5:38 PM	5:13	313		0.72	Class Day
Wed 09/16	10:55 AM	5:38 PM	6:43	403		0.93	Class Day & PLC 1hr 30 mins
Thu 09/17	12:25 PM	5:38 PM	5:13	313		0.72	Class Day
Fri 09/18	12:25 PM	5:38 PM	5:13	313		0.72	Class Day
Sat 09/19			0:00	0		0.00	

APPENDIX II SAMPLE ELEMENTARY SCHEDULE--

Teacher Start	8:20
Student Start – First Bell	8:35
Student Start Class- Second Bell	8:40
Student End	3:30
Teacher End	3:35
Professional Responsibility Before	15 minutes
Professional Responsibility After	5 minutes
Lunch (5" Passing Time Included)	30 minutes
Student Instructional Time	6 hours 20 minutes (380 minutes)
Teacher Day (Including Instructional Time, Lunch, Prep & Before & After School Reporting)	7 hours, 15 minutes (435 minutes)
Teacher Preparation Time Per Week	275 minutes
Instructional Full Days	157 days @ 380 minutes
Instructional Half Days	11 days @ 187 minutes
Instructional Early Release Days	12 days @ 290 minutes
Teacher Professional Development Days	3 days @ varied minutes (975 minutes total)


APPENDIX III -- SAMPLE MIDDLE SCHOOL SCHEDULE

Teacher Start	7:50
Student First Bell	7:50
Student Reminder Bell	7:58
Student Start Class – Second Bell	8:00
Student End	3:00
Teacher End	3:05
Professional Responsibility Before	10 minutes
Professional Responsibility After	5 minutes
Lunch	30 minutes
Passing Time	18 minutes
Student Instructional Time	6 periods @ 56 minutes 1 advisory period @ 32 minutes
Teacher Day (Including Instructional Time, Lunch, Prep, & Before & After School Reporting)	7 hours, 15 minutes (435 minutes)
Teacher Preparation Time Per Week	56 minute period per day (280 minutes/regular week)
Instructional Full Days	159 @ 386 minutes
Instructional Half Days	9 @ 180 minutes
Instructional Early Release Days	12 @ 237 minutes
Teacher Professional Development Days	3 days @ varied minutes (975 minutes total)
Testing Days	Varies by Grade Level and By Year

APPENDIX IV -- SAMPLE SENIOR HIGH SCHEDULE

Teacher Start	7:20
Student First Bell	7:30
Student Reminder Bell	7:33
Student Start Class Bell	7:35
Student End	2:30
Teacher End	2:35
Professional Responsibility Before	15 minutes
Professional Responsibility After	5 minutes
Lunch	30 minutes
Passing Time	25 minutes
6 Class Periods	<u>6 Periods (WWT)</u> 1 @ 65 minutes 3 @ 60 minutes 2 @ 55 minutes <u>7 Periods (EHS)</u> 1 @ 55 minutes 6 @ 50 minutes
Student Instructional Time	380 minutes
Teacher Day (Including Instructional Time, Lunch, Prep, & Before & After School Reporting)	7 hours, 15 minutes (435 minutes)
Teacher Preparation Time Per Week	55 minute period per day (275 minutes/regular week)
Instructional Full Days	159 @ 380 minutes
Instructional Half Days	3 @ 190 minutes
Instructional Early Release Days	12 @ 290 minutes
Teacher Professional Development Days	3 days @ varied minutes (975 minutes total)
Testing/Exam Days	Varies by Grade Level & By Year

APPENDIX V – EVALUATION DOCUMENTS



Find
Evaluatee

▼

Dashboards

▼

Reports

▼

Support

▼

WWPS
Docs

▼

Utilities

▼

What's
New?

Stacey
Denewith

▼

As a reminder, please do NOT use Evaluation in multiple tabs. This includes logging into different accounts. Doing so could cause irretrievable data loss.

[Back to List of Forms](#)

Post Observation Preview as Staff

Post Observation

In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

Were your students engaged during the lesson?

Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

Did you depart from your plan? If so, how and why?

If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

Staff Signoff: ☐ This Post-Observation form is complete and ready to be shared with my administrator.



Find
Evaluate



Dashboards



Reports



Support



WWPS
Docs



Utilities



What's
New?

Stacey
Denewith



As a reminder, please do NOT use Evaluation in multiple tabs. This includes logging in to different accounts. Doing so could cause irretrievable data loss.

[Back to List of Forms](#)

Goal Setting - IDP & Probationary Preview as Staff

Goal Setting

Goal Type

☐ Domain 1

☐ Domain 2

☐ Domain 3

☐ Domain 4

☐ Data Goal

Describe Goal

Employee Plan to Achieve the Goal

Resources Needed

Method of Assessment

Staff Signoff: ☐ I am agreeing to this Goal Setting - IDP & Probationary and this portion of the Goal Setting - IDP & Probationary will be locked from further changes. My primary and secondary evaluators will be notified by email that this Goal Setting is available for viewing and awaiting approval (if applicable).

Update Goal Setting - IDP & Probationary - Goal Setting

Goal Mid-Year Review

Progress Narrative (Evaluator)

Staff Signoff: ☐ I am agreeing to this Goal Setting - IDP & Probationary and this portion of the Goal Setting - IDP & Probationary will be locked from further changes. My primary and secondary evaluators will be notified by email that this Goal Mid-Year Review is available for viewing and awaiting approval (if applicable).

Update Goal Setting - IDP & Probationary - Goal Mid-Year Review

Goal Final Review

Goal Results and Supporting Evidence

[Click Here to Switch to Add Links](#)

Attachment Description

- 250 characters

Choose File

No file chosen

Upload Attachment

Status

☐ Carry Goal Forward to Next Evaluation

☐ Achieved

☐ Not Achieved

☐ No Status at This Time

Evaluator Review Notes

Staff Signoff: ☐ I am agreeing to this Goal Setting - IDP & Probationary and this portion of the Goal Setting - IDP & Probationary will be locked from further changes. My primary and secondary evaluators will be notified by email that this Goal Final Review is available for viewing and awaiting approval (if applicable).

Update Goal Setting - IDP & Probationary - Goal Final Review

Counselor - Danielson Framework (v.2020)

Printed December 19, 2024

☐ Share this instrument with other districts **District sharing is turned off!**

Domain 1: Planning and Preparation (16.00%)

1.1 Developing a plan to evaluate the counseling program

Categories combined in Summative Rating to equal Effective.

Ineffective	Minimally Effective	Effective	Highly Effective
Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

1.2 Planning the counseling program, integrated with the regular school program

Ineffective	Minimally Effective	Effective	Highly Effective
Counseling program consists of a random collection of fun related activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

1.3 Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district

Ineffective	Minimally Effective	Effective	Highly Effective
Counselor demonstrates little nor no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school nor district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school nor district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school nor district and in the community.

1.4 Establishing goals for the counseling program appropriate to the setting and the students served

Ineffective	Minimally Effective	Effective	Highly Effective
Counselor has no clear goals for the counseling program, nor they are inappropriate to neither the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations

			with students, parents, and colleagues.
1.5 Demonstrating knowledge of child and adolescent development			
Ineffective	Minimally Effective	Effective	Highly Effective
Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
1.6 Demonstrating knowledge of counseling theory and techniques			
Ineffective	Minimally Effective	Effective	Highly Effective
Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
Domain 2: The Environment (34.00%)			
2.1 Organizing physical space		Categories combined in Summative Rating to equal Effective.	
Ineffective	Minimally Effective	Effective	Highly Effective
The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.
2.2 Establishing a culture for productive communication			
Ineffective	Minimally Effective	Effective	Highly Effective
Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.

2.3 Managing routines and procedures

Ineffective	Minimally Effective	Effective	Highly Effective
Counselor's routines for the counseling center or classroom work are non-existent nor in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.

2.4 Establishing standards of conduct and contributing to the culture for student behavior throughout the school

Ineffective	Minimally Effective	Effective	Highly Effective
Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.

2.5 Creating an environment of respect and rapport

Ineffective	Minimally Effective	Effective	Highly Effective
Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the Counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.

Domain 3: Delivery of Service (34.00%)

3.1 Demonstrating flexibility and responsiveness

Categories combined in Summative Rating to equal Effective.

Ineffective	Minimally Effective	Effective	Highly Effective
Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

3.2 Brokering resources to meet needs

Ineffective	Minimally	Effective	Highly
-------------	-----------	-----------	--------

	Effective		Effective
Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.

3.3 Using counseling techniques in individual and classroom programs

Ineffective	Minimally Effective	Effective	Highly Effective
Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

3.4 Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs

Ineffective	Minimally Effective	Effective	Highly Effective
Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.

3.5 Assessing student needs

Ineffective	Minimally Effective	Effective	Highly Effective
Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.

Domain 4: Professional Responsibilities (16.00%)

4.1 Showing Professionalism

Categories combined in Summative Rating to equal Effective.

Ineffective	Minimally Effective	Effective	Highly Effective
Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students,

Categories combined in Summative Rating to equal Effective.

4.2 Engaging in professional development

Ineffective

Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.

Minimally Effective

Counselor's participation in professional development activities is limited to those that are convenient or are required.

Effective

Counselor seeks out opportunities for professional development based on an individual assessment of need.

Highly Effective

Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4.3 Participating in a professional community

Ineffective

Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.

Minimally Effective

Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.

Effective

Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.

Highly Effective

Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

4.4 Communicating with families

Ineffective

Counselor provides no information to families, either about the counseling program as a whole or about individual students.

Minimally Effective

Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.

Effective

Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.

Highly Effective

Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.

4.5 Maintaining records and submitting them in a timely fashion

Ineffective

Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.

Minimally Effective

Counselor's reports, records, and documentation are generally accurate but are occasionally late.

Effective

Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.

Highly Effective

Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.

4.6 Reflecting on practice

Ineffective

Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.

Minimally Effective

Effective

Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.

Effective

Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.

Highly Effective

Effective

Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.

Instructional Specialist - Danielson Framework (v.2020)

Printed December 19, 2024

☐ Share this instrument with other districts District sharing is turned off!

Categories combined in Summative Rating to equal Effective.

Domain 1: Planning and Preparation (16.00%)

1.1 Demonstrating knowledge of current trends in specialty area and professional development

Ineffective	Minimally Effective	Effective	Highly Effective
Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.

1.2 Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program

Ineffective	Minimally Effective	Effective	Highly Effective
Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.

1.3 Establishing goals for the instructional support program appropriate to the setting and the teachers served

Ineffective	Minimally Effective	Effective	Highly Effective
Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.

1.4 Demonstrating knowledge of resources, both within and beyond the school and district

Ineffective	Minimally Effective	Effective	Highly Effective
Instructional specialist demonstrates little or no knowledge of resources available in the	Instructional specialist demonstrates basic knowledge of resources available in the	Instructional specialist is fully aware of resources available in the school and district	Instructional specialist actively seeks out new resources from a wide range of sources

school or district for teachers to advance their skills.

school and district for teachers to advance their skills.

and in the larger professional community for teachers to advance their skills.

to enrich teachers' skills in implementing the school's program.

1.5 Planning the instructional support program, integrated with the overall school program

Ineffective

Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.

Minimally Effective

Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.

Effective

Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.

Highly Effective

Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.

1.6 Developing a plan to evaluate the instructional support program

Ineffective

Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.

Minimally Effective

Instructional specialist has a rudimentary plan to evaluate the instructional support program.

Effective

Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.

Highly Effective

Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment (34.00%)

2.1 Creating an environment of trust and respect

Categories combined in Summative Rating to equal Effective.

Ineffective

Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.

Minimally Effective

Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.

Effective

Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.

Highly Effective

Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.

2.2 Establishing a culture for ongoing instructional improvement

Ineffective

Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.

Minimally Effective

Teachers do not resist the offerings of support from the instructional specialist.

Effective

Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.

Highly Effective

Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.

2.3 Establishing clear procedures for teachers to gain access to instructional support

Ineffective

When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.

Minimally Effective

Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.

Effective

Instructional specialist has established clear procedures for teachers to use in gaining access to support.

Highly Effective

Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

2.4 Establishing and maintaining norms of behavior for professional interactions

Ineffective

No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.

Minimally Effective

Instructional specialist's efforts to establish norms of professional conduct are partially successful.

Effective

Instructional specialist has established clear norms of mutual respect for professional interaction.

Highly Effective

Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.

2.5 Organizing physical space for workshops or training

Ineffective

Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.

Minimally Effective

The physical environment does not impede workshop activities.

Effective

Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.

Highly Effective

Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Domain 3: Delivery of Service (34.00%)

3.1 Collaborating with teachers in the design of instructional units and lessons

Categories combined in Summative Rating to equal Effective.

Ineffective

Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.

Minimally Effective

Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.

Effective

Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.

Highly Effective

Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

3.2 Engaging teachers in learning new instructional skills

Ineffective	Minimally Effective	Effective	Highly Effective
Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.

3.3 Sharing expertise with staff

Ineffective	Minimally Effective	Effective	Highly Effective
Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.

3.4 Locating resources for teachers to support instructional improvement

Ineffective	Minimally Effective	Effective	Highly Effective
Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.

3.5 Demonstrating flexibility and responsiveness

Ineffective	Minimally Effective	Effective	Highly Effective
Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities (16.00%)

4.1 Reflecting on practice

Ineffective	Minimally	Effective	Highly
-------------	-----------	-----------	--------

Categories combined in Summative Rating to equal Effective.

Categories combined in Summative Rating to equal Effective.

Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Effective Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Effective Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4.2 Preparing and submitting budgets and reports			
Ineffective Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Minimally Effective Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Effective Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Highly Effective Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
4.3 Coordinating work with other instructional specialists			
Ineffective Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Minimally Effective Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Effective Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Highly Effective Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district
4.4 Participating in a professional community			
Ineffective Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Minimally Effective Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Effective Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Highly Effective Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4.5 Engaging in professional development			
Ineffective Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Minimally Effective Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Effective Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Highly Effective Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
4.6 Showing professionalism, including integrity and confidentiality			
Ineffective Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Minimally Effective Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Effective Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Highly Effective Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

Library Media Specialist - Danielson Framework (v.2020)

Printed December 19, 2024

☐ Share this instrument with other districts **District sharing is turned off!**

Categories combined in Summative Rating to equal Effective.

Domain 1: Planning and Preparation (16.00%)

1.1 Demonstrating knowledge of literature and current trends in library/media practice and information technology

Ineffective	Minimally Effective	Effective	Highly Effective
Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.

1.2 Demonstrating knowledge of the school's program and student information needs within that program

Ineffective	Minimally Effective	Effective	Highly Effective
Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.

1.3 Establishing goals for the library/media program appropriate to the setting and the students served

Ineffective	Minimally Effective	Effective	Highly Effective
Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.

1.4 Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan

Ineffective	Minimally Effective	Effective	Highly Effective
Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new

schools in the district, and in the larger community to advance program goals.

schools in the district, and in the larger community to advance program goals.

district, and in the larger community to advance program goals.

resources from a wide range of sources to enrich the school's program.

1.5 Planning the library/media program integrated with the overall school program

Ineffective

Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.

Minimally Effective

Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.

Effective

Library/media specialist's plan is well designed to support both teachers and students in their information needs.

Highly Effective

Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.

1.6 Developing a plan to evaluate the library/media program

Ineffective

Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.

Minimally Effective

Library/media specialist has a rudimentary plan to evaluate the library/media program.

Effective

Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.

Highly Effective

Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

1.7

Ineffective

Ineffective per Student Data Form.

Minimally Effective

Minimally Effective per Student Form.

Effective

Effective per Student Form.

Highly Effective

Highly Effective per Student Form.

Domain 2: The Environment (34.00%)

2.1 Creating an environment of respect and rapport

Categories combined in Summative Rating to equal Effective.

Ineffective

Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.

Minimally Effective

Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students

Effective

Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.

Highly Effective

Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the

Categories combined in Summative Rating to equal Effective.

2.2 Establishing a culture for investigation and love of literature

Ineffective

Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.

Minimally Effective

Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.

Effective

Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.

Highly Effective

Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.

2.3 Establishing and maintaining library procedures

Ineffective

Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.

Minimally Effective

Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.

Effective

Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.

Highly Effective

Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.

2.4 Managing student behavior

Ineffective

There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.

Minimally Effective

It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.

Effective

Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.

Highly Effective

Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

2.5 Organizing physical space to enable smooth flow

Ineffective

Library/media specialist makes poor use of

Minimally Effective

Library/media specialist's efforts to make use

Effective

Library/media specialist makes effective use

Highly Effective

Library/media specialist makes highly

Categories combined in Summative Rating to equal Effective.

the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.

of the physical environment are uneven, resulting in occasional confusion.

of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.

effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

Domain 3: Delivery of Service (34.00%)

3.1 Maintaining and extending the library collection in accordance with the school's needs and within budget limitations

Ineffective

Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.

Minimally Effective

Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.

Effective

Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.

Highly Effective

Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.

3.2 Collaborating with teachers in the design of instructional units and lessons

Ineffective

Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.

Minimally Effective

Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.

Effective

Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.

Highly Effective

Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

3.3 Engaging students in enjoying literature and in learning information skills

Ineffective

Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.

Minimally Effective

Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.

Effective

Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.

Highly Effective

Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.

3.4 Assisting students and teachers in the use of technology in the library/media center

Ineffective

Minimally Effective

Effective

Highly Effective

Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.

Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.

Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.

Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.

3.5 Demonstrating flexibility and responsiveness

Ineffective

Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.

Minimally Effective

Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.

Effective

Library/media specialist makes revisions to the library/media program when they are needed.

Highly Effective

Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities (16.00%)

4.1 Reflecting on practice

Categories combined in Summative Rating to equal Effective.

Ineffective

Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.

Minimally Effective

Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.

Effective

Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.

Highly Effective

Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.

4.2 Preparing and submitting reports and budgets

Ineffective

Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.

Minimally Effective

Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.

Effective

Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.

Highly Effective

Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.

4.3 Communicating with the larger community

Ineffective

Minimally Effective

Effective

Highly Effective

Categories combined in Summative Rating to equal Effective.

4.3 Communicating with the larger community

Ineffective	Minimally Effective	Effective	Highly Effective
Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.

4.4 Participating in a professional community

Ineffective	Minimally Effective	Effective	Highly Effective
Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

4.5 Engaging in professional development

Ineffective	Minimally Effective	Effective	Highly Effective
Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4.6 Showing professionalism

Ineffective	Minimally Effective	Effective	Highly Effective
Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

School Nurses - Danielson Framework (v.2020)

Printed December 19, 2024

with students, parents, and colleagues.

1.5 Demonstrating knowledge of child and adolescent development

Ineffective	Minimally Effective	Effective	Highly Effective
Nurse displays little or no knowledge of child and adolescent development.	Nurse displays partial knowledge of child and adolescent development.	Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.

1.6 Demonstrating medical knowledge and skill in nursing techniques

Ineffective	Minimally Effective	Effective	Highly Effective
Nurse demonstrates little understanding of medical knowledge and nursing techniques.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques.	Nurse demonstrates understanding of medical knowledge and nursing techniques.	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.

Domain 2: The Environment (34.00%)

2.1 Following health protocols and procedures

Categories combined in Summative Rating to equal Effective.

Ineffective	Minimally Effective	Effective	Highly Effective
Nurse's procedures for the nursing office are nonexistent or in disarray.	Nurse has rudimentary and partially successful procedures for the nursing office. Nurse's procedures for the nursing office work effectively.	Nurse's procedures for the nursing office work effectively.	Nurse's procedures for the nursing office are seamless, anticipating unexpected situations.

2.2 Supervising health associates

Ineffective	Minimally Effective	Effective	Highly Effective
No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor associates' activities.	Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors associates' activities sporadically.	Nurse has established guidelines for delegated duties and monitors associates' activities.	Associates work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional.

2.3 Creating an environment of respect and rapport

Categories combined in Summative Rating to equal Effective.

Ineffective

Nurse's interactions with at least some students are negative or inappropriate.

Minimally Effective

Nurse's interactions with students are a mix of positive and negative.

Effective

Nurse's interactions with students are positive and respectful.

Highly Effective

Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.

2.4 Establishing a culture for health and wellness

Ineffective

Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers.

Minimally Effective

Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful.

Effective

Nurse promotes a culture throughout the school for health and wellness.

Highly Effective

The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students.

2.5 Organizing physical space

Ineffective

Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.

Minimally Effective

Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find.

Effective

Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized.

Highly Effective

Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.

Domain 3: Delivery of Service (34.00%)

3.1 Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs

Ineffective

Nurse declines to collaborate with classroom teachers to develop specialized educational programs.

Minimally Effective

Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so.

Effective

Nurse initiates collaboration with classroom teachers in developing instructional lessons and units.

Highly Effective

Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school.

3.2 Demonstrating flexibility and responsiveness

Ineffective

Nurse adheres to the plan or program, in spite of evidence of its inadequacy.

Minimally Effective

Nurse makes modest changes in the nursing program when confronted with evidence of

Effective

Nurse makes revisions in the nursing program when they are needed.

Highly Effective

Nurse is continually seeking ways to improve the nursing program and makes changes as

	the need for change.		needed in response to student, parent, or teacher input.
3.3 Managing emergency situations			
Ineffective	Minimally Effective	Effective	Highly Effective
Nurse has no contingency plans for emergency situations.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.
3.4 Promoting wellness through classes or classroom presentations			
Ineffective	Minimally Effective	Effective	Highly Effective
Nurse's work with students in classes fails to promote wellness.	Nurse's efforts to promote wellness through classroom presentations are partially effective.	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.
3.5 Administering medications to students			
Ineffective	Minimally Effective	Effective	Highly Effective
Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.
3.6 Assessing student needs			
Ineffective	Minimally Effective	Effective	Highly Effective
Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.

Domain 4: Professional Responsibilities (16.00%)

4.1 Showing professionalism	Categories combined in Summative Rating to equal Effective.		

Categories combined in Summative Rating to equal Effective.

Ineffective

Nurse displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.

Minimally Effective

Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality.

Effective

Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.

Highly Effective

Nurse can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

4.2 Engaging in professional development

Ineffective

Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.

Minimally Effective

Nurse's participation in professional development activities is limited to those that are convenient or are required.

Effective

Nurse seeks out opportunities for professional development based on an individual assessment of need.

Highly Effective

Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4.3 Participating in a professional community

Ineffective

Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects.

Minimally Effective

Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so.

Effective

Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.

Highly Effective

Nurse makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues.

4.4 Communicating with families

Ineffective

Nurse provides no information to families, either about the nursing program as a whole or about individual students.

Minimally Effective

Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.

Effective

Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.

Highly Effective

Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.

4.5 Maintaining health records in accordance with policy and submitting reports in a timely fashion

Ineffective

Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.

Minimally Effective

Nurse's reports, records, and documentation are generally accurate, but are occasionally late.

Effective

Nurse's reports, records, and documentation are accurate and are submitted in a timely manner.

Highly Effective

Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.

4.6 Reflecting on practice

Ineffective

Nurse does not reflect on practice, or the reflections are inaccurate or self-serving.

Minimally Effective

Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.

Effective

Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.

Highly Effective

Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.

School Psychologists - Danielson Framework (v.2020)

Printed December 19, 2024

☐ Share this instrument with other districts District sharing is turned off!

Domain 1: Planning and Preparation (16.00%)

1.1 Developing a plan to evaluate the psychology program

Categories combined in Summative Rating to equal Effective.

Ineffective	Minimally Effective	Effective	Highly Effective
Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

1.2 Planning the psychology program, integrated with the regular school program to meet the needs of individual students and including prevention

Ineffective	Minimally Effective	Effective	Highly Effective
Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.

1.3 Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district

Ineffective	Minimally Effective	Effective	Highly Effective
Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.

1.4 Establishing goals for the psychology program appropriate to the setting and the students served

Ineffective	Minimally Effective	Effective	Highly Effective
Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following

			consultations with students, parents, and colleagues.
--	--	--	---

1.5 Demonstrating knowledge of child and adolescent development and psychopathology

Ineffective	Minimally Effective	Effective	Highly Effective
Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.

1.6 Demonstrating knowledge and skill in using psychological instruments to evaluate students

Ineffective	Minimally Effective	Effective	Highly Effective
Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.

Domain 2: The Environment (34.00%)

2.1 Establishing standards of conduct in the testing center

Categories combined in Summative Rating to equal Effective.

Ineffective	Minimally Effective	Effective	Highly Effective
No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

2.2 Establishing and maintaining clear procedures for referrals

Ineffective	Minimally Effective	Effective	Highly Effective
No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

2.3 Establishing a culture for positive mental health throughout the school

Ineffective	Minimally Effective	Effective	Highly Effective
Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.

2.4 Establishing rapport with students

Ineffective	Minimally Effective	Effective	Highly Effective
Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the Psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.

2.5 Organizing physical space for testing of students and storage of materials

Ineffective	Minimally Effective	Effective	Highly Effective
The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

Domain 3: Delivery of Service (34.00%)

3.1 Responding to referrals; consulting with teachers and administrators

Categories combined in Summative Rating to equal Effective.

Ineffective	Minimally Effective	Effective	Highly Effective
Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.

3.2 Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines

Ineffective	Minimally Effective	Effective	Highly Effective
-------------	---------------------	-----------	------------------

Categories combined in Summative Rating to equal Effective.

Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.

Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.

Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.

Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.

3.3 Chairing evaluation team

Ineffective

Psychologist declines to assume leadership of the evaluation team.

Minimally Effective

Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.

Effective

Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.

Highly Effective

Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.

3.4 Planning interventions to maximize students' likelihood of success

Ineffective

Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.

Minimally Effective

Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.

Effective

Psychologist's plans for students are suitable for them and are aligned with identified needs.

Highly Effective

Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.

3.5 Maintaining contact with physicians and community mental health service providers

Ineffective

Psychologist declines to maintain contact with physicians and community mental health service providers.

Minimally Effective

Psychologist maintains occasional contact with physicians and community mental health service providers.

Effective

Psychologist maintains ongoing contact with physicians and community mental health service providers.

Highly Effective

Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.

3.6 Demonstrating flexibility and responsiveness

Ineffective

Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.

Minimally Effective

Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.

Effective

Psychologist makes revisions in the treatment program when it is needed.

Highly Effective

Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities (16.00%)

4.1 Reflecting on practice

Ineffective

Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.

Minimally Effective

Psychologists reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.

Effective

Psychologists reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.

Highly Effective

Psychologists reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.

Categories combined in Summative Rating to equal Effective.

4.2 Communicating with families

Ineffective

Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.

Minimally Effective

Psychologists communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.

Effective

Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.

Highly Effective

Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.

4.3 Maintaining accurate records

Ineffective

Psychologists records are in disarray; they may be missing, illegible, or stored in an insecure location.

Minimally Effective

Psychologists records are accurate and legible and are stored in a secure location.

Effective

Psychologists records are accurate and legible, well organized, and stored in a secure location.

Highly Effective

Psychologists records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.

4.4 Participating in a professional community

Ineffective

Psychologists relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.

Minimally Effective

Psychologists relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.

Effective

Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.

Highly Effective

Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

4.5 Engaging in professional development

Ineffective

Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.

Minimally Effective

Psychologists participation in professional development activities is limited to those that are convenient or are required.

Effective

Psychologist seeks out opportunities for professional development based on an individual assessment of need.

Highly Effective

Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4.6 Showing professionalism

Ineffective

Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.

Minimally Effective

Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.

Effective

Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.

Highly Effective

Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Teacher - Danielson Framework (v.2020)

Printed December 19, 2024

☐ Share this instrument with other districts **District sharing is turned off!**

Domain 1: Planning and Preparation (16.00%)

1.1 Demonstrating Knowledge of Content and Pedagogy

Categories combined in Summative Rating to equal Effective.

Ineffective

In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

Minimally Effective

Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.

Effective

Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.

Highly Effective

Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

1.2 Demonstrating Knowledge of Students

Ineffective

Teacher demonstrates little or no understanding of how students learn, and little knowledge of students backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.

Minimally Effective

Teacher indicates the importance of understanding how students learn and the students backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.

Effective

Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.

Highly Effective

Teacher actively seeks knowledge of students levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

1.3 Setting Instructional Outcomes

Ineffective

Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline.

Minimally Effective

Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and

Effective

Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in

Highly Effective

All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of

Categories combined in Summative Rating to equal Effective.

Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.

consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.

the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.

student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

1.4 Demonstrating Knowledge of Resources

Ineffective

Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.

Minimally Effective

Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.

Effective

Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.

Highly Effective

Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

1.5 Designing Coherent Instruction

Ineffective

The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.

Minimally Effective

Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.

Effective

Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.

Highly Effective

Plans represent the coordination of in-depth content knowledge, understanding of different students needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.

1.6 Designing student Assessments

Ineffective

Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.

Minimally Effective

Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and

Effective

Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been

Highly Effective

Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show

Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.

standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for the future instruction for the class as a whole.

adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.

evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment (34.00%)

2.1 Creating an environment of respect and rapport

Ineffective

Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.

Minimally Effective

Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.

Effective

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.

Highly Effective

Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.

Categories combined in Summative Rating to equal Effective.

2.2 Establishing a culture for learning

Ineffective

The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.

Minimally Effective

The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.

Effective

The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.

Highly Effective

The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.

2.3 Managing classroom procedures

Ineffective

Minimally

Effective

Highly

	Effective		Effective
Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The Teacher's management of instructional groups, transitions, and /or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The Teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

2.4 Managing Student Behavior

Ineffective	Minimally Effective	Effective	Highly Effective
There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students.

2.5 Organizing physical space

Ineffective	Minimally Effective	Effective	Highly Effective
The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The Teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use of adaptation of the physical environment to advance learning.

Domain 3: Instruction (34.00%)

3.1 Communicating with students

Ineffective	Minimally Effective	Effective	Highly Effective
--------------------	----------------------------	------------------	-------------------------

Categories combined in Summative Rating to equal Effective.

3.2 Using questioning/prompts and discussion

Categories combined in Summative Rating to equal Effective.			
Ineffective	Minimally Effective	Effective	Highly Effective
Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

3.3 Engaging students in learning

Ineffective	Minimally Effective	Effective	Highly Effective
The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete

tasks and may serve as resources for one another.

3.4 Using Assessment in Instruction

Ineffective	Minimally Effective	Effective	Highly Effective
There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.

3.5 Demonstrating flexibility and responsiveness

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

Domain 4: Professional Responsibilities (16.00%)

4.1 Reflecting on Teaching

Categories combined in Summative Rating to equal Effective.

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific

Categories combined in Summative Rating to equal Effective.

suggestions for how a lesson could be improved.

how a lesson could be improved.

the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

4.2 Maintaining Accurate Records

Ineffective

Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.

Minimally Effective

Teachers system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teachers records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.

Effective

Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.

Highly Effective

Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.

4.3 Communicating with Families

Ineffective

Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.

Minimally Effective

Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.

Effective

Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner.

Highly Effective

Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.

4.4 Participating in a Professional Community

Ineffective

Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.

Minimally Effective

Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.

Effective

Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.

Highly Effective

Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of

Categories combined in Summative Rating to equal Effective.

school or district life.

4.5 Growing and Developing Professionally

Ineffective

Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.

Minimally Effective

Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession.

Effective

Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.

Highly Effective

Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.

4.6 Showing Professionalism

Ineffective

Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to student's needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.

Minimally Effective

Teacher is honest in interactions with colleagues, students, and the public. Teachers attempts to serve students are inconsistent. Teacher does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.

Effective

Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students. Teacher works to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind and participates in team or departmental decision making. Teacher complies fully with school and district regulations.

Highly Effective

Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Therapeutic Specialists - Danielson Framework (v.2020)

Printed December 19, 2024

☐ Share this instrument with other districts. District sharing is turned off!

Categories combined in Summative Rating to equal Effective.

Domain 1: Planning and Preparation (16.00%)

1.1 Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license

Ineffective	Minimally Effective	Effective	Highly Effective
Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.

1.2 Establishing goals for the therapy program appropriate to the setting and the students served

Ineffective	Minimally Effective	Effective	Highly Effective
Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.

1.3 Demonstrating knowledge of district, state, and federal regulations and guidelines

Ineffective	Minimally Effective	Effective	Highly Effective
Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.

1.4 Demonstrating knowledge of resources, both within and beyond the school and district

Ineffective	Minimally Effective	Effective	Highly Effective
Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.

1.5 Planning the therapy program, integrated with the regular school program, to meet the needs of individual students

Ineffective	Minimally Effective	Effective	Highly Effective
Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.

1.6 Developing a plan to evaluate the therapy program

Ineffective	Minimally Effective	Effective	Highly Effective
Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment (34.00%)

2.1 Establishing rapport with students

Categories combined in Summative Rating to equal Effective.

Ineffective	Minimally Effective	Effective	Highly Effective
Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the Specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.

2.2 Organizing time effectively

Ineffective	Minimally Effective	Effective	Highly Effective
Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.

2.3 Establishing and maintaining clear procedures for referrals

Ineffective	Minimally Effective	Effective	Highly Effective
-------------	---------------------	-----------	------------------

No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.

Specialist has established procedures for referrals, but the details are not always clear.

Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.

Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

2.4 Establishing standards of conduct in the treatment center

Ineffective

No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.

Minimally Effective

Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.

Effective

Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.

Highly Effective

Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

2.5 Organizing physical space for testing of students and providing therapy

Ineffective

The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.

Minimally Effective

The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.

Effective

The testing and treatment center is well organized; materials are available when needed.

Highly Effective

The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

Domain 3: Delivery of Service (34.00%)

Categories combined in Summative Rating to equal Effective.

3.1 Responding to referrals and evaluating student needs

Ineffective

Specialist fails to respond to referrals or makes hasty assessments of student needs.

Minimally Effective

Specialist responds to referrals when pressed and makes adequate assessments of student needs.

Effective

Specialist responds to referrals and makes thorough assessments of student needs.

Highly Effective

Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.

3.2 Developing and implementing treatment plans to maximize students' success

Ineffective

Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of

Minimally Effective

Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.

Effective

Specialist's plans for students are suitable for them and are aligned with identified needs.

Highly Effective

Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related

assessments.			elements.
--------------	--	--	-----------

3.3 Communicating with families

Ineffective	Minimally Effective	Effective	Highly Effective
Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.

3.4 Collecting information; writing reports

Ineffective	Minimally Effective	Effective	Highly Effective
Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.

3.5 Demonstrating flexibility and responsiveness

Ineffective	Minimally Effective	Effective	Highly Effective
Specialist adheres to the plan or program, <u>in spite of</u> evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities (16.00%)

4.1 Reflecting on practice

Categories combined in Summative Rating to equal Effective.

Ineffective	Minimally Effective	Effective	Highly Effective
Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	<u>Specialists</u> reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	<u>Specialists</u> reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	<u>Specialists</u> reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.

Categories combined in Summative Rating to equal Effective.

4.2 Collaborating with teachers and administrators

Ineffective

Specialist is not available to staff for questions and planning and declines to provide background material when requested.

Minimally Effective

Specialist is available to staff for questions and planning and provides background material when requested.

Effective

Specialist initiates contact with teachers and administrators to confer regarding individual cases.

Highly Effective

Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.

4.3 Maintaining an effective data-management system

Ineffective

Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.

Minimally Effective

Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.

Effective

Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.

Highly Effective

Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.

4.4 Participating in a professional community

Ineffective

Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.

Minimally Effective

Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.

Effective

Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.

Highly Effective

Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

4.5 Engaging in professional development

Ineffective

Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.

Minimally Effective

Specialist's participation in professional development activities is limited to those that are convenient or are required.

Effective

Specialist seeks out opportunities for professional development based on an individual assessment of need.

Highly Effective

Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4.6 Showing professionalism, including integrity, advocacy, and maintaining confidentiality

Ineffective

Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.

Minimally

Effective

Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.

Effective

Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.

Highly

Effective

Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

3.19.1 Grievance Report Form

GRIEVANCE REPORT FORM

Grievance No. _____

Date of Violation _____ Date of Grievance _____

Date of Informal Discussion _____

Administrator _____

Step :

Step 1: Principal. Or Supervisor _____

Name _____

Step 2: Superintendent _____

Grievance: (Indicate specific provision of Master Agreement, BOARD rule or order alleged to be violated, and the manner in which it was violated.)

STATEMENT OF GRIEVANCE:

REMEDY REQUESTED:

Association approved for processing

Signature of Grievant

(Use other side for additional signature if needed)

Dated _____

.....
Date Received _____ Signed _____

Intentionally Blank

3.19.2

Grievance Disposition Form

GRIEVANCE DISPOSITION FORM

Grievance No. _____

Grievant _____

Date Received_____

Step:

____ Principal or Supervisor

____ Superintendent

Disposition of Grievance:

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Date _____

Signature of Administrator

Title

Intentionally Blank

3.20

COMPENSATORY TIME RECORD

WARREN WOODS PUBLIC SCHOOLS

COMPENSATORY TIME RECORD

(See 3.4.5 - Compensatory Time)

Bargaining unit member, _____, has earned compensatory time equal to _____ days and/or _____ hours by performing the following duties in addition to contractual responsibilities:

<u>DATE</u>	<u>DUTY</u>	<u>DAYS</u>	<u>EARNED HOURS</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
TOTAL EARNED		_____	_____

GUIDELINES: (3.4.5)

- Prior administrative approval is required before compensatory time can be accumulated.
- Any compensatory time accumulated will be used within a period of twenty (20) work days from the time the compensatory time was earned or converted into personal leave day time.
- Accumulated compensatory time may be used at a time that will be mutually agreed by the appropriate administrator and bargaining unit member. Should the two parties be unable to mutually agree on the dates to use compensatory time, the matter will be referred to the superintendent for resolution.
- A form will be used to maintain an accurate record of compensatory time earned. This compensatory record form will be signed by the appropriate supervisor and bargaining unit member within five work days of the date the compensatory qualifying work is completed, with a copy forwarded to the personnel office.

<u>DATE</u>	<u>COMPENSATORY TIME</u>	<u>DAYS</u>	<u>USED HOURS</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
TOTAL USED BALANCE		_____	_____

Approved by: _____
Principal's Signature

_____ Date

Approved by: _____
Director's Signature (if applicable)

_____ Date

Bargaining Unit Member

_____ Date

Copies: Personnel

Supervisor

Bargaining Unit Member

Intentionally Blank

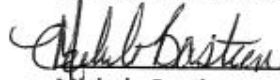
Memo of Agreement - Recognition

The ASSOCIATION agrees that pre-school teachers are not members of its collective bargaining unit, and that the ASSOCIATION will not interfere with the pre-school program so long as the self-funding program continues. Pre-school teachers hired under other funding arrangements shall be members of the bargaining unit

NEW
Letter of Agreement
between
Warren Woods Public Schools
and
MEA/NEA, Local 1 - Warren Woods Education Association
Re: Section 3.2.15– Curriculum and Instructional Materials

Warren Woods Public Schools (WWPS) and MEA/NEA, Local 1 - Warren Woods Education (WWEA) hereby agree as follows regarding Section 3.2.15– Curriculum and Instructional Materials. Bargaining unit members who are required to attend DSAT, that are not compensated by a stipend, will be compensated at Curriculum Rate 3.17.2 for meeting attendance.

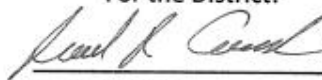
For the Association:



Michele Bastian,
WWEA President

8-23-21
Date

For the District:



Neil Cassabon,
Chief Negotiator

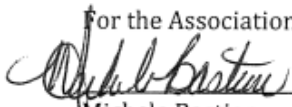
8/23/21

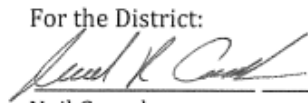
Date

NEW
Letter of Agreement
between
Warren Woods Public Schools
and
MEA/NEA, Local 1 - Warren Woods Education Association
Re: Section 3.17.1b – Additional Stipend for Posted Extra Duty Assignments
SMTEC Student Advocate

Warren Woods Public Schools (WWPS) and MEA/NEA, Local 1 - Warren Woods Education (WWEA) hereby agree as follows regarding Section 3.17.1b – Additional Stipend for Posted Extra Duty Assignments:

1. At such time as the current bargaining unit member assigned to the Student Advocate position no longer holds said position, the Memo of Agreement - Student Advocate shall be null and void.
2. There shall be a newly created position of SMTEC Student Advisor.
3. The SMTEC Student Advisor rate of pay shall be \$8,500.00 annually. In addition to the SMTEC Advisor stipend, the bargaining unit member assigned to the position shall work the extended counselor year and shall be paid in accordance with Section 3.4.6.

For the Association:
 8-23-21
Michele Bastian, Date
WWEA President

For the District:
 8/23/21
Neil Cassabon, Date
Chief Negotiator

Memo of Agreement – Student Advocate

The role of the Student Advocate is described in the SM-TEC career Development Special Populations Narrative (1992-93) as well as the Career Technical Education Carl Perkins Region Plan (1992-93). The Student Advocate will be involved with the responsibility of developing the EDP-Portfolio System at Warren Woods Tower High School. Institutionalizing the position of Student Advocate as a counseling-paid position is in keeping the position consistent with the other three districts in the Southwest Macomb Technical Education Consortium. The Student Advocate will be working the extended year the same as a counselor and be paid accordingly.

FOR THE BOARD:
WOODS:

FOR MEA/NEA LOCAL 1, WARREN

M. Grace Stafford, Assistant Supt.

Joseph Vukich, WWEA President

**Memo of Agreement- One Year
Leave of Absence from a Stipend
Coaching Position**

It is agreed that a bargaining unit member who has coached a specific sport for a least five (5) years may request a leave of absence from that coaching position. This leave will be for one year (one season) and must be requested in writing sixty (60) days prior to the start of the season.

This leave is subject to BOARD Approval and is conditional upon the ability to find a qualified replacement, as determined by the Athletic Director, for the position. If no acceptable replacement is found, the request for a leave of absence will be denied.

Upon being granted the leave, the individual must notify the district in writing a least sixty (60) days prior to the start of the following season as to his/her desire to return to coach that sport. Failure to notify the district within this time period will be interpreted as a resignation from the coaching position.

It is further understood that any individual filling a coaching position during the one-year leave of absence, will only be offered the position on a temporary one-year basis.

Memo of Agreement- Student Teacher Guidelines

1. Responsibilities of the Cooperating Teacher:

- Assist in the interviewing and final determination as to whether to accept the student teacher
- Provide for a meaningful student teacher experience by adhering to the time-lines and responsibilities as developed by representative universities such as MSU, WSU, etc.
- Evaluate the student teacher using the university designed evaluation tool. Assist the student to identify areas of strengths and weaknesses. In areas of weakness, help the student to develop a specific plan of improvement.
- Turn in a form evaluation of the student teaching experience, to be used as part of our evaluation of these guidelines.

2. Selection of the Student Teacher:

- Administration will attempt to limit and balance the number of student teacher contracts in a particular school or area. There will be no specific limit to the number of contracts. Each School Improvement team will determine the number of student teachers in the building in a given year. The intent will be to provide for a meaningful learning experience for all parties while not interfering with the smooth operation of a particular building.
- Administration and selected staff, as needed, will be involved in the initial approval of the credentials of a prospective student teacher. The candidate will then have an in-person interview with building administration, department chairperson, cooperating teacher and other staff as deemed appropriate in making a final decision to accept the candidate.
- The Michigan State University policies regarding student teachers will be used as guidelines for student placement, evaluation and other related matters. Candidates for student teachers will only be considered from universities that meet the criteria for a cooperating teacher and student teacher as determined by this committee.

3. Responsibilities of the Student Teacher:

- The student teacher will be expected to follow all specific time-lines and guidelines as stated by the representative universities in terms

of teaching responsibilities, professional development and areas of evaluation and growth.

- The individual will be encouraged to use their student teaching experience to broaden their knowledge in areas outside the classroom such as, school improvement, district committees, student activities, community affairs and other educational discipline.

4. Evaluation Process:

- An evaluation form will be developed and will be completed by each cooperating teacher upon the conclusion of their student teaching experience.
- This committee will meet one year after the student teacher program is reinstated, to review the evaluation and guidelines and suggest any appropriate changes.

**LETTER OF UNDERSTANDING BETWEEN
WARREN WOODS PUBLIC SCHOOLS
AND
WARREN WOODS EDUCATION ASSOCIATION, MEA/NEA LOCAL 1
RE: SHORT TERM, GRANT FUNDED POSITIONS**

Due to the COVID-19 Pandemic, additional funding sources were provided to Districts across the State to address the concerns of learning loss. These funds needed to be spent by September 30, 2024. Through a review of relevant data and in support of building School Improvement Plans, some formerly ESSER/11t funded positions will be maintained with the use of new grant funds or General Fund dollars for the 2024-2025 School Year.

Due to the unique nature of these short-term, grant funded positions, designed to ensure high quality instruction and support for our students, the Warren Woods Public Schools (WWPS) and the Warren Woods Education Association, MEA/NEA Local 1 (WWEA) hereby agree that all provisions of the current collective bargaining agreement shall remain in full force and effect with the addition/exception of the positions and responsibilities provided herein.

Coaching Positions: The following Coaching positions have been maintained for the 24-25 school year the funds noted below to support teachers as they implement new strategies, new materials, and new challenges brought about by the pandemic:

1. K-12 Instructional Technology Coach – General Fund
2. K-12 Instructional Engagement Coach – General Fund
3. Elementary Math Coach – Title One

We recognize that these positions require planning and preparation outside the contractual obligations. As such, it is agreed that:

1. The Coaches listed above do not need to participate in parent-teacher conferences. The contractual time these members would otherwise be required to spend for Parent Teacher Conferences will be used to prep prior to the start of the school year.
 - a. Elementary Math Coach: two evenings in the Fall – six (6) hours and one evening in the Spring – three (3) hours – for a total of 9 (nine) hours.
 - b. K-12 Instructional Technology Coach: one evening in the Fall – five (5) hours and one evening in the Spring three (3) – for a total of eight (8) hours.
 - c. K-12 Instructional Engagement Coach: one evening in the Fall – five (5) hours and one evening in the Spring – three (3) hours – for a total of eight (8) hours.
2. Additional time that Coaches are approved to work prior to the start of the regular school year will be approved as Compensatory Time as provided in Section 3.4.5. All time needs prior approval from the Superintendent.
3. Each of the three coaches listed above will receive a \$1500 stipend per year for attending and/or presenting at New Teacher Orientation, all DSAT meetings, and one Board meeting.

2024-2025 Tutoring: High-dosage tutoring is defined as tutoring in very small groups. This method of tutoring also involves having 3 to 5 sessions of tutoring a week, totaling about 120-200 hours of tutoring during the school year. Research has found this type of tutoring program to be very effective and perfectly complement in-classroom learning. The main findings of most tutoring studies find that the personalized aspects of a small group or one-on-one tutoring are key. In smaller settings, tutors can customize their teaching more effectively and tackle the specific learning gaps a student or group of students may have. Furthermore, a more close-knit setting allows tutors to develop a more personal connection with their students. Lower performing students tend to spend more of their time in classes disengaged due to a lack of confidence. One-on-one and small group tutoring can allow a student to gain confidence in their knowledge and in their willingness to ask for help. Furthermore, a closer relationship with an educator can help boost a child's confidence. As such, it is agreed that:

1. Eight “In School” High Dosage Tutor Positions will be posted (two at WWT and six at WWMS) for each semester. One hour per day will be spent with the assigned group of students. One Tutor will meet with two to four students. Tutors will work on content that is aligned with classroom content. Tutors will be paid a \$5,000 stipend, each semester, for meeting with their tutor group on their prep hour. Tutors will need to complete weekly PARS reports to document their time for reporting purposes.
2. Two “After School” High Dosage Tutor positions will be posted (one at WWT and one at WWMS) for each semester. One hour - three days per week will be spent with the assigned group of students. One Tutor will meet with two to four students.

Tutors will work on content that is aligned with classroom content. Tutors will be paid a \$3,000 stipend, each semester, for meeting with their tutor group for one hour - three days of the week before or after school. Tutors will need to complete weekly PARS reports to document their time for reporting purposes.

3. One High School Literacy Mentor position will be posted at WWT for each semester. One hour – four days per week will be spent with the assigned group of no more than fifteen (15) students. The Mentor will meet with students with experience with the Read 180 Program. The Mentor will work on content that is aligned with classroom content. Mentor will be paid a \$4,500 stipend, each semester, for meeting with their tutor group for one hour - four days of the week before or after school. Tutors will need to complete weekly PARS reports to document their time for reporting purposes.
4. Five “After School” ELL Support positions will be posted for each semester; one position at each of the following buildings: Briarwood, Pinewood, Westwood, WWMS and WWT. Two hours per week will be spent with the assigned group of up to four students per session. Tutors will work on content that is aligned with classroom content. Tutors will be paid a \$50 per hour for meeting with their tutor group for one hour - two days of the week after school plus an additional hour for prep time. Tutors will need to complete weekly PARS reports to document their time for reporting purposes.
5. Two “After School” Drop In Tutoring positions will be posted; one position at WWT and one position at WWMS. Four hours per week will be spent with no more than twenty (20) students who drop in after school for additional support. Tutors will work on content that is aligned with classroom content. Tutors will be paid a \$50 per hour for meeting with the students who drop-in for one hour - four days of the week after school. Tutors will need to complete weekly PARS reports to document their time for reporting purposes.

Neil Cassabon, Deputy Superintendent
Warren Woods Public Schools

Michele Bastian, President
Warren Woods Education Association Local 1,
MEA/NEA

Dated: _____

Dated: _____

LETTER OF AGREEMENT RE ARTICLE 3.11.1 – INSURANCE PROTECTION PACKAGES

CHANGE IN INSURANCE PLAN OPTIONS

The Warren Woods Board of Education (District) and MEA-NEA, Local 1 Warren Woods Education Association (WWEA) hereby agree to revise Article 3.11.1 of the parties 2024/2027 collective bargaining agreement regarding insurance plan options effective January 1, 2025.

Article 3.11.1, Paragraph A shall be replaced with the following:

3.11.1 Insurance Protection Packages

- A. The BOARD shall provide all insurance benefits listed in Section A for a full twelve-month period of each school year for all teachers in the bargaining unit, except for those teachers electing benefits under Section B below, and those being pro-rated. Such benefits shall be provided to each teacher and his/her dependents, as defined by MESSA.

Benefits listed in Section A shall be provided as follows:

- teachers who teach 50% or more for the year: Plan A, with B option for the full year;
- teachers who teach 50% or more for a semester: Plan A, with B option for the semester;
- teachers teaching less than 50% will have insurance benefits pro-rated according to the amount of time

Teachers will have the option to elect:

- MESSA Choices, \$500/\$1,000, **10% co-insurance**, \$20 OV, ~~3-Tier~~ **5 Tier Mail Mandatory**; or
- MESSA ABC 4 ~~2~~, **\$2,000/\$4,000, 0% co-insurance** with ~~3-Tier~~ **5 Tier Rx**; or
- MESSA ABC 1, 20% co-insurance, 3 Tier Rx; or
- MESSA ABC 2, **\$2,000/\$4,000, 20% co-insurance**, and ~~3-Tier~~ **5 Tier Rx**.

The BOARD will pay the Public Employer Contributions Annual Cost Limit (Hard Cap) per MCL 15.563 toward the cost of Teachers' health insurance premiums and continue to pay 90% of the cost toward Dental, Vision, Life, AD&D, and Long-Term Disability premiums.

1. MESSA Choices health insurance with a \$500/\$1,000 deductible, **10% co-insurance**, ~~3-Tier-MM~~ **5 Tier Mail Mandatory RX**. Office visits, urgent care and emergency room deductible will be \$20, \$25 and \$50 respectively. Prescription coverage will be provided under the ~~3-Tier-MM~~ **5 Tier Mail Mandatory RX Plan**.
2. MESSA ABC ~~4~~ **2** health insurance with a **\$2,000/\$4,000 deductible, 0% co-insurance and prescription coverage will be provided under the 3-Tier **5 Tier RX Plan**.**
3. MESSA ABC 1 health insurance with 20% co-insurance and **prescription coverage will be provided under the 3 Tier RX Plan**.

4. MESSA ABC 2 health insurance with a **\$2,000/\$4,000 deductible**, 20% co-insurance and **prescription coverage will be provided under the 3-Tier 5 Tier RX Plan.**

If MESSA provides other cost savings options during the course of this agreement, the parties will meet to discuss making those plans available to the bargaining unit. There will be no changes without mutual agreement of the parties. This shall not be considered a reopener.

MESSA Delta Dental Insurance:

Class I Diagnostic & Preventative 80%
Class II Basic Service 80%
Class III Major Service 80%
Class I, II and III have a \$1,200 annual maximum
Class IV Orthodontics 80% and \$1,200 lifetime orthodontic maximum.

MESSA, Term Life Insurance in the amount of fifty thousand dollars (\$50,000) for the teacher only. Such insurance protection shall be paid to the teacher's designated beneficiary. In the event of accidental death or in the event of accidental dismemberment, the insurance will pay according to the schedule.

MESSA / VSP III Gold Vision Insurance

Except as otherwise specifically provided herein, Article 3.11.1 including paragraph B, shall remain unchanged and in full force and effect.



Neil Cassabon, Deputy Superintendent,
Warren Woods Public Schools



Michele Bastian, President
MEA/NEA Local 1, Warren Woods
Education Association

Dated: 10-28-24

Dated: 10-23-24

INDEX

A

Accumulated Leave Day Reimbursement, 83
Additional Remuneration of Extra-Duty Assignments, 17
Additional Stipend for Posted Extra-Duty Assignments, 85, 87
Agreement Supersedes, 8
APPENDIX II SAMPLE ELEMENTARY SCHEDULE, 100
APPENDIX III SAMPLE MIDDLE SCHOOL SCHEDULE, 101
APPENDIX IV SAMPLE SENIOR HIGH SCHEDULE, 102
Arbitration Costs, 77
Arbitration Step, 76
Assault Language, 56
Assignment and Transfer, 34
Association and Teacher Rights, 10
Association Business Days, 11
Attendance Incentive, 64
Available Equipment for Teaching Material, 30

B

Base Salary Defined, 16
Behavior Management, 55
Benefit Level Guarantee, 72
Bidding Carrier, 72
Board Rights, 9
Bulletin Boards and Mail Service, 10

C

Calendar and Schedule, 20
Calendar Days, 20
Call Substitutes, 32
Census and Membership Data, 14
Certification Required, 34
Co-Curricular Activities, 87
COLA Deferred Salary Increase, 83
COLA Impact, 83
Communicable Disease, 45, 62
Communicable Diseases Policy, 15
Compensatory Time, 25, 147
Compensatory Time Record, 147
Conditions of Employment, 27
Contract Administration, 13
Contract Printing, 8
Cooperating Teachers, 32
Curriculum and Instructional Materials, 14

D

Daily Salary Defined, 16
Damages - Personal Property, 31
Department Head, 89
District Information, 14

E

Emergency Closing, 31
Emergency Manager, 9
Employment Days Defined, 17
Enrollment Period, 71
Evaluation, 156
Exclusive Rights, 8
Extra Assignments, 88

F

Family and Medical Leave Act, 65, 66
Fringe Benefits, 68

G

Grievance, 74, 76, 77, 78, 144, 145
Grievance Report Form, 144

H

Hourly Rate - Subbing, 20

I

Individual Contracts, 8
Insurance Protection Packages, 68

J

Job Sharing Agreement, 47

L

Leave - Mandatory, 66
Leave Days, 45, 59
Leave of Absence, 60, 154
Letter of Agreement 151,-152
letter of Agreement Insurance Protection Packages-159
Letter of Understanding-157
Letter of Understanding Grant funded position-157
Long Term Disability, 71
Longevity, 19
Lunch Hours, 24
Lunch Rooms, Lavatories, Lounge, 31

M

Master Agreement Total Commitment, 8
Medical procedures, 58
Meetings in Buildings, 10
Memo of Agreement – Student Advocate, 153
Memo of Agreement – Student Teacher Guidelines, 155
Memo of Agreement- Coaching Leave, 154
Mentor and Probationary Teacher, 72
Military Leave, 45, 67
Movement on Scale, 18

N

Negotiation Procedures, 13
New Teacher Orientation, 26
No Charge Absences Seniority, 62
Non Discrimination, 13

O

Optional Insurance - Dependents, 72
Other Deductions Allowed, 11
Outside Experience, 18

P

Paid Leaves, 59
Parental Leave, 45, 65
Parking, 31
Pay Option, 17
Period of Payment of Premiums, 71
Personal Cars, 20
Personal Freedoms, 13
Preface, 7, 72
Professional Growth Activities (P.G.A. Days), 73
Proration, 83
Provision of Facility per Teacher, 30
Pupil Exclusion, 55
Pupil Teacher Ratio, 27

R

Reassignment, 37
Recognition, 7
Regular Additional Assignment, 19
Reorganizations and Consortiums, 16
Return From Leave, 67

S

Sabbatical Leave, 63, 64
Safety, 33
Salary Provision, 16
Salary Schedule, 79, 82, 83
Salary Schedule – Non-certified, Non-degreed, 82
Savings Clause, 8
Seniority, 45, 60, 62, 63, 65, 66, 67
Sick Leave Bank, 45, 61
Site Based Decision Making/School Improvement, 15
Special Education Waivers, 57
Special Services Referral, 57
Staff Meetings, 24
Student Conduct And Teacher Protection, 55
Student Suspension, 56

T

Teacher Day & Responsibilities, 22
Teacher Professional Assistance, 72
Telephone Facility, 31
Terms Defined, 7
Time Limits, 77

U

Uniforms, 31
Unpaid Leave, 45, 65, 67
Use of Equipment, 10
Use of Facility, 10

W

Witnesseth, 7
Work Year Extension, 26
Workers' Compensation, 63