

**WESTFIELD
WASHINGTON SCHOOLS**



**TEACHER HANDBOOK
2020-2021**

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TEACHER EVALUATION

Guiding Principles

- Nothing WWS can do for our students matters more than giving them effective teachers. Teachers are the most important school factor in how much children learn.
- Teachers deserve to be treated like professionals. WWS is committed to creating evaluations that are fair, accurate, and consistent while based on multiple factors that paint a complete picture of each teacher's success in helping students learn.

Legislative Context

- In the spring of 2011, the Indiana legislature passed IC 20-28-11.5, a new law relating to the evaluation of all certified teaching staff.
- The new law introduced these main requirements:
 - Every certified employee must receive an evaluation annually
 - Every evaluation system must include four performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective
 - Every evaluation system must incorporate objective measures of student growth and achievement as a significant portion of a teacher's evaluation.
 - Rigorous measures of effectiveness, including observations and other performance indicators
 - An explanation of the evaluator's recommendations for improvement and the time in which improvement is expected
 - A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective

Performance Level Ratings

Each teacher will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective:** This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes.
- **Effective:** This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes.
- **Improvement Necessary:** This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes.
- **Ineffective:** This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes.

Overview of Components

Every teacher is unique, and the classroom is a complex place. This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. Teachers will be evaluated on two major components:

1. **Professional Practice:** Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the WWS Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Purposeful Designing, Effective Instruction, and Teacher Leadership.
2. **Student Learning:** Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth.

******Length of Service: Every teacher must work 120 days or more to receive a summative evaluation rating as outlined in the WWS Teacher Evaluation and Development Plan. If a teacher works fewer than 120 days throughout the school year, the teacher will be observed and evaluated as time permits, but will not receive a summative evaluation rating.***

Timeline

August – October 1

- Teacher and evaluator meet for the Beginning-of-Year Conference.
- Teachers on Performance Review Evaluation develop goal(s) and the goal(s) are approved by the evaluator.

August – December

- Evaluator makes classroom observations and provides feedback.

November – January

- Teacher and evaluator meet for the Mid-Year Conference at teacher's request or evaluator's discretion (as needed).

By January 31

- Teachers on Performance Review Evaluation complete goal(s) review and goal(s) review is approved by the evaluator.

January – May 1

- Evaluator continues to make classroom observations and provide feedback.

By May 1 (Teachers on the Teacher Effectiveness Rubric)

- Evaluator completes observations and scores Teacher Effectiveness Rubric.
- Teacher and evaluator meet for the End-of-Year Conference.
- Teacher and evaluator sign Summative Evaluation form. Original signed copy placed in the teacher's personnel file. Teacher receives a copy of signed form.

By May 25 (Teachers on Performance Review Evaluation)

- Teachers on Performance Review Evaluation complete final goal(s) review/summative and goal(s) review/summative is approved by the evaluator.
- Evaluator completes Summative Evaluation.
- Teacher and evaluator sign Summative Evaluation form. Original signed copy placed in the teacher's personnel file. Teacher receives a copy of signed form.

Additional Notes

- Evaluation(s) would include assessments of observations of the teacher in classroom settings or related classroom activities or other academic assignment. These assessments shall be put in writing near the time of the observation, will have been discussed with the teacher, and a copy furnished to the teacher. The teacher may include written comments of agreement and/or disagreement on the form.
- Evaluations may be completed by the Director of Guidance at the high school, Dean of Students, principal, and assistant principal. In the absence of a full-time assistant principal, the person occupying the counselor position may assist in evaluations. This will be limited to no more than twenty-five percent (25%) of observations at a building level. The evaluator must have held and worked under a teacher's license (certification).
- All teachers will be evaluated annually using either the WWS Teacher Effectiveness Rubric or the Performance Review Process.
- Teachers assigned to more than one (1) school shall be evaluated by the assigned home principal, with input from the other principal(s).
- All materials placed in the teacher's permanent file and originating within the School Corporation shall be made available to the teacher by the Superintendent at a time mutually agreed to by the teacher and the Superintendent or the Superintendent's designee. All references and information obtained in the process of evaluating a teacher for employment, on the basis of confidentiality, shall not be subject to the inspection. The teacher's response, if any, shall be included with any materials placed in the permanent file.
- The responsibilities of the evaluator include: Giving positive assistance to those teachers having professional difficulty. When the evaluator identifies a teacher with deficiencies in performance, the evaluator will have a conference with the individual teacher at which time the evaluator will advise the teacher of the deficiencies and desired improvement and provide a reasonable time limit for showing such improvement. Following this, if the principal determines that the teacher's performance does not merit renewal of the teacher's contract, the principal shall discuss the evaluations with the Superintendent who shall recommend appropriate Board consideration.
- The evaluation process shall be documented and distributed to all teachers prior to their being evaluated.
- All evaluators will receive training and support in evaluation skills on an annual basis either with initial training or refresher training on process, forms, and technology.
- The parties will establish a committee consisting of three (3) Administrators and three (3) members appointed by the Association for the purpose of periodically reviewing the evaluation system.

DUES AND PAYROLL DEDUCTIONS

- A. The Board shall, on receipt of a written authorization from a teacher, deduct from the pay of the teacher on a continuing basis any dues designated or certified by the appropriate officer of the Association and shall remit these dues to the Association. Within the first thirty (30) calendar days of the school year, the Association will prepare an alphabetical listing of all teachers for whom continuing dues are to be deducted during the current school year showing the amount of the total deduction and an indication of continuing membership. Additional names may be added any time until the end of the school year. In cases where there are fewer than fifteen (15) pay periods left, the amount shall be deducted equally from the remaining pay periods. The deductions shall be remitted not less frequently than monthly to the Association. The authorization for payroll deduction of Association membership dues shall be on a continuing basis for so long as the teacher remains with the school corporation unless revoked, in writing, by the employee through the Association. Deduction of dues shall cease no later than two weeks following notice to the Association from the teacher or, in the event the teacher is no longer employed, from the Board.
- B. Upon receipt of the written authorization of a teacher, the Board shall deduct the amount designated by the teacher from the pay of the teacher and the Board shall remit the amount in accordance with the direction of the teacher to: (1) a credit union; (2) an insurance company; (3) a teacher's retirement plan; and (4) I-PAC, provided, however, that twenty percent (20%) or more of the teachers in the School Corporation must authorize the withholding of designated amounts from their salaries for the paying of the amounts of money to the same recipient.
- C. The Association shall indemnify and save the Board and the Schools harmless against any and all claims, demands, suits or other forms of liability that may arise out of or by reason of action taken or not taken by the Board or Schools in reliance upon signed authorization cards furnished to the Board or Schools by the Association for the dues and/or payroll deduction purposes provided by this Article.

UNPAID LEAVES OF ABSENCE

A. Additional Teaching Background Leave

A leave of absence of up to one (1) year may be granted to any teacher who has at least one (1) year of teaching experience with Westfield Washington Schools, upon application, for the purpose of participating in exchange teaching programs in other states, territories, or countries; foreign, or military teaching programs, as a full-time participant in the program; or cultural, travel, or work program related to the teacher's professional responsibilities, provided the teacher states his or her intention to return to the School Corporation. Upon return from such leave, a teacher shall be placed at the same position on the salary schedule as the teacher would have been had the teacher taught in the schools during the period of leave.

B. Study Leave

A leave of absence for up to one (1) year may be granted to any teacher who has at least one (1) year of teaching experience with Westfield Washington Schools, upon application, for the purpose of engaging in study at an accredited college or university.

C. Military Leave

Military leave shall be granted to any teacher who is inducted or enlists in any branch of the Armed Forces of the United States. Upon return from such leave, a teacher shall be placed on the salary schedule at the level that the teacher would have achieved had he or she remained actively employed in the Schools during the period of absence, not to exceed a maximum of four (4) years. A year shall be defined as at least eight (8) months of military service or a combination of military service and teaching experience occurring between the dates of July 1 and June 30. The teacher shall have up to sixty (60) days after release from active duty to notify the Board of his or her intention to return to the Schools. If National Guard or Reserve encampment or a period of active training duties should occur during the school year, the teacher required to participate shall be granted a temporary leave of absence for periods not to exceed fifteen (15) days in any one (1) calendar year.

D. Pregnancy Leave

Temporary disability caused by pregnancy shall be governed by the following:

Any teacher who is pregnant shall be granted a leave of absence any time between the commencement of her pregnancy and one (1) year following the birth of the child, if the necessity for leave is foreseeable based on the expected birth, the teacher shall provide the Superintendent with not less than thirty (30) days' notice before the date the leave is to begin, except that if the date of birth requires the leave to begin in fewer than thirty (30) days, the teacher shall provide such notice as is practicable. She shall notify the Superintendent of the expected length of this leave, including with this notice either a physician's statement certifying her pregnancy or a copy of the birth certificate of the newborn, whichever is

applicable.

However, in the case of a medical emergency caused by pregnancy, but not related to the expected date of birth, the teacher shall be granted a leave, as otherwise provided in this Section, immediately on her request and the certification of the emergency from an attending physician. All or part of a leave taken by a teacher because of a temporary disability caused by pregnancy may be charged, at her discretion, to her available sick days. However, the teacher is not entitled to take accumulated sick leave days when the teacher's physician certifies that the teacher is capable of performing the teacher's regular teaching duties. The teacher is entitled to complete the remaining leave without pay.

E. Adoptive Leave and Paternity Leave

Adoptive leave shall be granted for up to a period of one (1) school year, without pay. Paternity leave shall be granted for up to one (1) calendar year following the birth of the child, without pay. If the necessity for leave is foreseeable based on the expected birth or placement, the teacher shall provide the Superintendent with not less than thirty (30) days' notice before the date the leave is to begin, except if the date of birth or placement requires the leave to begin in less than thirty (30) days, the teacher shall provide such notice as is practicable. The period of leave shall commence when the child is physically turned over to the teacher-parent. The unpaid leaves shall be in addition to paid adoptive and paternity leaves provided by Article V, Section 7 and 8 of the Master Contract.

F. Service In or Campaigning for Public Office

Upon approval by the Board, a leave of absence, without pay or benefits, may be granted to a teacher for a period of up to one (1) year. Upon request of a teacher, a successive one (1) year leave may be granted.

G. Family Illness

A leave of absence without pay or benefits of up to one (1) year may be granted for the purpose of caring for a sick member of the teacher's immediate family.

H. Administrative Leave

The Board may, at its discretion:

1. grant a leave of absence, without pay or benefits, for a period of up to one (1) year, and/or
2. extend any leave that has been granted to a teacher.

I. Disability

The Board, upon written request, may grant a leave of absence for a period not exceeding one (1) year for a physical disability or sickness. The Board, however, may without request, place a teacher on leave of absence for periods not exceeding one (1) year because of physical disability or other sickness; provided, however, that all teachers, shall have a right to a hearing on the unrequested leaves of absence.

Any teacher disabled longer than one (1) year will not be guaranteed a position, but every effort will be made to reinstate said teacher. Continued disability must be accompanied by a physician's statement. During the time of disability, the Board will continue to pay the same portion of the insurance as is paid for all other full-time teachers until government health insurance takes over.

- J. If an employee is taking an approved FMLA leave and that leave period ends within twenty (20) work days before the end of a trimester, the employee may, at the employee's option, remain on leave with full FMLA benefits until the first day of the next trimester. To do so, the teacher must notify the Superintendent in writing at least ten (10) days prior to the completion of the FMLA leave of his or her intent to remain on leave. Such notification is non-revocable and may not be modified by the teacher once notification is made.

K. Family and Medical Leave Act (FMLA) of 1993

In accordance with Federal law, the provisions of the Family and Medical Leave Act (FMLA), 29 U.S.C. 2601 et seq., shall be incorporated by reference into this handbook. The operative language implementing the FMLA shall be included in Board policy that shall conform to the FMLA and shall not reduce a teacher's entitlement to leave, fringe benefits, or reinstatement provided by this handbook, by state law, or by the FMLA.

L. Notification

A teacher returning from any kind of leave must notify the Superintendent, in writing, of his or her desire sixty (60) calendar days before the start of the second semester or if the school is operating on a trimester basis at least sixty (60) calendar days before the start of the second or third trimester, or by March 15 for the next school year.

M. Returning from Leave

1. Upon returning from a leave, except as described in Sections A, B, F, and H, a teacher shall be assigned the same position, or an equivalent position if the same position is not available. If a teacher has had a special assignment prior to the leave of absence, the same special assignment or a similar one shall be made upon the teacher's return. A new assignment shall be based on a conference between the teacher and the Superintendent concerning the positions available for which he or she is qualified.

2. Number 1, above, notwithstanding, if a teacher extends the duration of his/her pregnancy leave (Section D) or adoptive/paternity leave (Section E) or after the initial leave request has been granted, the teacher shall not be guaranteed placement in the same position or special assignment he/she held at the commencement of the leave. If the teacher requests to shorten the duration of the original leave, the teacher has no guarantee of re-instatement prior to the original approved date of return, unless a position for which the teacher is qualified is available.
3. Upon return from any leave as described in Sections A, B, F, or H, a teacher shall be assigned to a position for which the teacher is certificated. A teacher returning from leave will relinquish the right to file for a transfer for a period of one (1) year following the assignment following the leave. A new assignment will be made only after a teacher requests and schedules a meeting to discuss the situation with the Superintendent or as of March 15, whichever comes sooner.

VACANCIES, TRANSFERS, AND PROMOTIONS

A. Posting of Vacancies

1. All vacancies in present positions or newly created positions shall be posted by the Superintendent or designee as soon as the vacancy occurs if it is to be filled during the school year. Vacancies for the next school year will be posted as soon as known. These notices shall be posted in the offices and faculty rooms of all buildings and on the district web site, and shall include the job description, effective date of vacancy, kind of license necessary, and deadline for filing of application.
2. For vacancies that occur during the summer, all employees are encouraged to check the district web site regularly.

B. Requirements Necessary for Application

The applicant must be licensed for the position, or the applicant's credits must be acceptable for certification. In the latter case, a written statement from the Indiana Division of Licensing and Certification that the applicant's credits are acceptable for the qualified license at the time the position is to be filled is required. Any qualified teacher may apply for the positions described in Section A of this Article and all applications shall be given due consideration.

C. Change in Grade or Subject Assignment

Teachers who desire a change in grade and/or subject assignment, or who desire to transfer to another building, should notify their building principal and also apply for any open positions via the on-line internal application process (see Transfer Process for WWS Teachers in section D below).

D. Transfer Process for WWS Teachers

If you are currently a teacher in Westfield Washington Schools and would like to apply for a transfer to another open position in our district, please follow these steps:

1. Visit the HR- Employment Opportunities website at <http://cms.wws.k12.in.us/employment-opportunities>
2. Click on Internal Applicants Only
3. Find the position you are interested in and click on Apply
4. You can either start a new application or use your already established account
5. Fill out the short application
6. Submit your application

E. Assignment of New Teachers

No assignment of new teachers to a specific position in the school system shall be made until action on all pending requests for the transfer to that position has been taken.

F. Notification of Transfer

Teachers who have requested a transfer should be notified in a timely manner if they have been selected for the open position.

G. Reduction/Reassignment of Staff

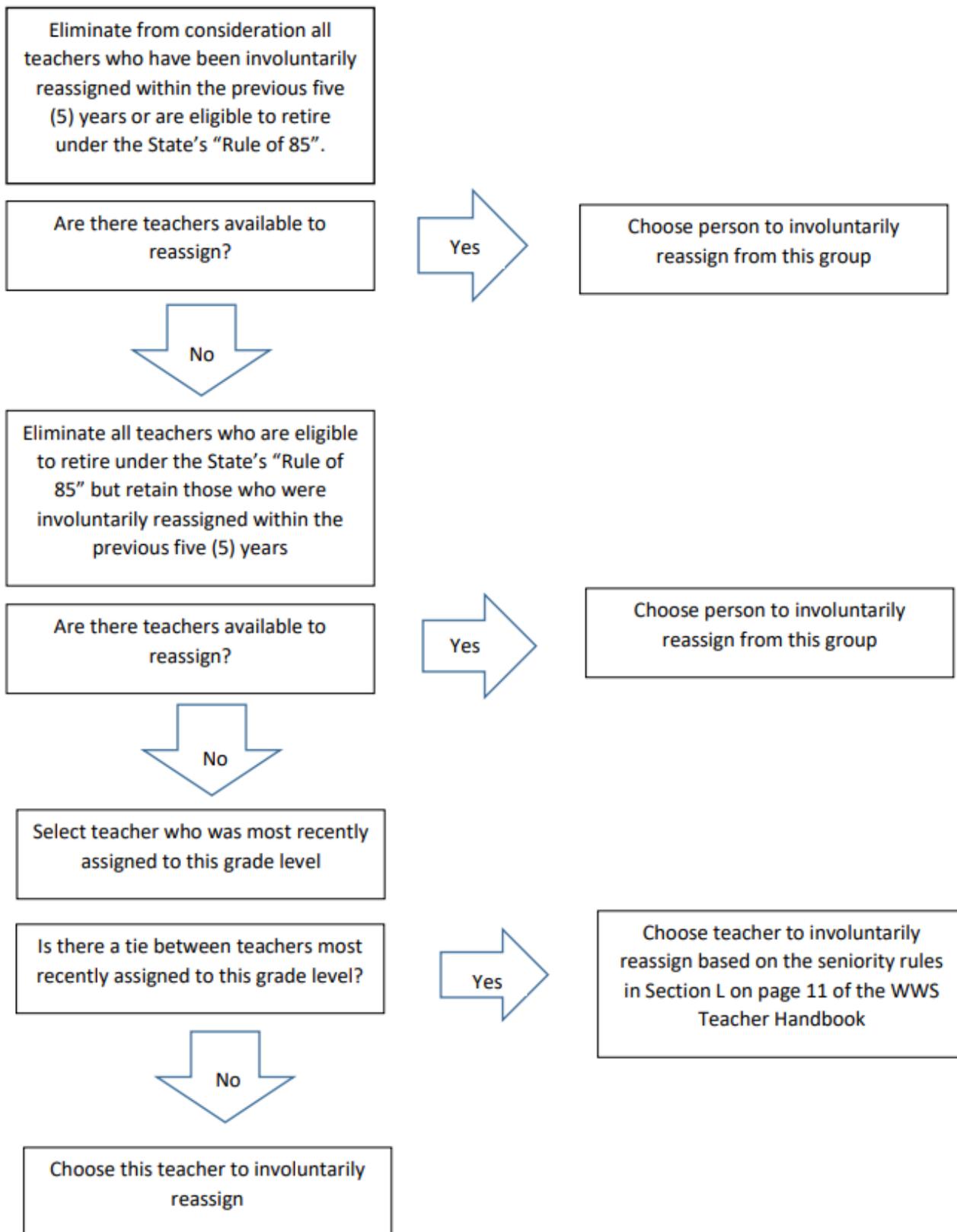
1. Reduction of the number of teachers in a building:

- a. When the number of teachers within the school building is reduced, transfer shall be offered first to someone who has volunteered to be transferred. If no teacher volunteers, involuntary transfer shall be made on the basis of years of service in the school building, those lowest in time of service being transferred first. If two (2) or more employees hold the same date of assignment to the building, the seniority rules in section I below shall apply.
- b. Involuntary transfers shall only be made in case of emergency. When involuntary transfers are necessary, lists of positions in other schools shall be made available to all teachers being transferred. In filling such positions, preference shall be given to presently employed teachers over newly hired teachers.

2. Reassignments within a building from one grade level to another due to a reduction in the number of classes within a grade level:

- a. When it is necessary to reassign a teacher from one grade level to another due to a reduction in the number of classes within a grade level, transfer shall be offered first to someone who has volunteered to be transferred. If no teacher volunteers, involuntary transfer shall be made by the principal from those teachers in the imbalanced grade level who have not been involuntarily reassigned within the previous five (5) years and/or who are not eligible for retirement under the State's "Rule of 85". If all of the teachers fall into one but not both categories of exclusion, those who are eligible for retirement under the State's "Rule of 85" shall be excluded from involuntary transfer. If all teachers fall into both categories of exclusion, involuntary transfer shall be made on the basis of years of service in the imbalanced grade level, those lowest in time of service in that grade level being transferred first. If two (2) or more employees hold the same date of assignment to the grade level, the seniority rules in section I below shall apply. (See following flowchart for the process)

Reassignments within a building from one grade level to another due to a reduction in the number of classes within a grade level



H. Seniority

Seniority is defined as the teacher's length of continuous service from his or her date of last employment with Westfield Washington Schools and is not interrupted by approved leaves of absence.

When two (2) or more teachers have the same length of service, the teacher who is first approved by the Board of School Trustees at an official meeting is considered senior. If two (2) or more teachers are approved at an official meeting of the Board on the same date, then the teacher with the earliest signed and dated Letter of Intent shall be considered senior.

JUSTIFIABLE DECREASE IN TEACHING POSITIONS/
RECALL IN CERTIFICATED STAFF

This language replaces and supersedes all previous guidelines and past practices in relation to Reduction in Force.

Prior to commencing action to non-continue or cancel teachers' contracts under the Reduction in Force Policy, the Board of School Trustees will attempt to make needed adjustments through:

1. Voluntary retirement
2. Voluntary resignations
3. Voluntary transfer of existing staff
4. Involuntary transfer of existing staff
5. Leaves

The non-continuance or cancellation of a teacher's contract due to a justifiable decrease in the number of teaching positions shall be determined on the basis of performance. In the teaching content area to be reduced a teacher certificated in the area who is rated in a lower performance category will be subject to non-continuance or cancellation before a teacher rated in a higher performance category will be subject to the same. The order of performance rating categories from which teacher contracts will be non-continued or cancelled is as follows:

1. Ineffective,
2. Improvement Necessary,
3. Effective, and
4. Highly Effective.

In the spring, when notices on possible staff reductions must be made, schools will have only partial evaluation data to use to make these decisions. Summative ratings will likely not be available until the fall of the year. Since the teacher effectiveness rubric (TER) gives the most accurate assessment of a teacher's performance when reduction-in-force decisions have to be made, it will be the critical component in determining which teachers are dismissed. School officials will use the teacher effectiveness rubric scores to place teachers in one of the four performance categories on a "tentative" or "preliminary" basis in order to determine who is a lower-performing teacher and/or whether the tie-breaker factors identified in this section will be considered.

Teacher effectiveness will be considered over a time frame of the past three (3) consecutive years. If three (3) years of evaluative data is not available, two (2) years or one (1) year of data will be used.

All evaluation information and data used in determining whether or not a teacher is reduced will be the information and data collected while a teacher at School Corporation.

In cases where the teachers' performance rating categories are the same, the administrator will weigh the following factors before making a determination as to which teacher and/or teachers shall be subject to the non-continuance or cancellation, in the following order:

1. total years of teaching experience (and/or length of service in school corporation);
2. degrees earned;
3. credit hours earned; and
4. current instructional leadership roles.

Recall

Teachers whose contracts have been non-continued and/or cancelled due to a justifiable decrease in the number of teaching positions and who received a rating of Highly Effective or Effective, will be considered for re-hire, in order of effectiveness, before new applicants are given consideration. Teachers will remain on the recall list for a period of two (2) years or until offered a teaching position in the district, whichever comes first.

(In the event of a recall of teachers from the same performance rating category, the six factors listed above will be applied in the same order as applied in the reduction.)

- I.C. 20-28-7.5-1(d)
- I.C. 20-28-7.5-2(a)(2)
- I.C. 20-28-2(a)(3)
- I.C. 20-28-9-1(b)

HOURS

A. School Day

The basic school day of assigned duties for all teachers shall not exceed seven (7) hours and thirty (30) minutes per day between 7:00 a.m. and 4:00 p.m. A teacher may be allowed to deviate from the established building time schedule at the discretion of the principal. Teachers are not authorized to be out of the building on any type of personal business during the school day unless authorized by the principal. Teachers shall report to work for a maximum of 184 days.

It is understood that the length of the basic school day for all teachers may be extended by the Board to include:

1. NCA/PBA/or an equivalent alternative for planning and evaluation activities for the purpose of accreditation;
2. completing contracted duties for which extra pay is received;
3. parent-teacher conferences
 - a. (Grades K-6) not to exceed two (2) per year with the discretion of offering alternative schedules as decided by building level administration. If parent-teacher conferences are held on a regular school day, a student instructional day may be shortened to compensate for the extended teacher hours.
 - b. (Grades 7-12) not to exceed one (1) per trimester. If parent-teacher conferences are held on a regular school day, a student instructional day may be shortened to compensate for the extended teacher hours. If conferences are scheduled for the second and third trimesters, to insure that students meet the required 180 days of instruction, an additional contract day may be added to the calendar without pay to balance the corresponding two shortened days.
4. orientation programs for parents at the beginning of each school year (to include but not be limited to open houses, meet the teacher nights, etc.) - one (1) per year;
5. faculty meetings (not including "teacher days" at the beginning or end of the school year or "inservice day" during the school year) -- two (2) per month, limited to one and one-half (1 1/2) hours each with the discretion of shortening and/or canceling meetings when other (written, electronic, etc.) communication will suffice as determined by the building administration.

B. Planning Time

It is acknowledged that quality preparation time is important to promote quality educational opportunities for students. This includes one period of preparation time at the high school and middle school level, as well as a forty-five minute period of preparation time for the elementary and intermediate schools. It is the goal of the parties to allow flexibility among our various schools while at the same time having a schedule that allows proper accounting of time and complies with the provisions of this handbook dealing with teaching hours.

C. New Teacher Orientation

Teachers who are newly employed in a certificated teaching capacity to the corporation may be required to attend up to two (2) days of new teacher orientation prior to the start of school. For the purpose of this Section, newly employed is defined as those hired within the last twelve (12) months who have yet to attend an orientation program. An orientation program may also be required of a teacher returning from a leave or job separation of at least one (1) year and/or a previously hired employee who has not had the orientation program within the last three (3) years.

TEACHER LICENCE RENEWAL AND PROFESSIONAL GROWTH PLAN

Below is a reminder of the steps one must take in order to renew a teaching license.

Indiana Educator License Lookup

If you would like to check the status of your Indiana Teacher License, you can do so at the following site: <http://dc.doe.in.gov/public/EducatorLookup/TeacherInquiry.aspx>

CPR/AED/Heimlich Certification Requirement

Applicants for all teaching license renewals must show proof of valid CPR/AED/Heimlich certification. For training/certification options or for additional information regarding the CPR/AED/Heimlich certification requirement, please visit the following site:

<http://www.doe.in.gov/student-services/licensing/cpr-heimlich-maneuver-aed-certification>

Licensing Verification and Information System (LVIS)

All teaching license renewals are completed through an automated system called the Licensing Verification and Information System (LVIS). To learn more about the LVIS system, please visit the following site: <http://www.doe.in.gov/licensing/lvis>

An individual can visit the LVIS Portal Link at <https://license.doe.in.gov/> and create a profile. After creating a profile, the site will allow an individual to apply for a new license, pay for the license, complete a Professional Growth Plan (explained below), request test scores, print a license, etc.

There are three ways for a teacher to renew his/her teaching license. Those ways are:

- Professional Growth Plan (PGP) – See below for more information on the PGP.
- Six (6) semester hours completed at an accredited Indiana institution or at an accredited out-of-state institution. The six (6) semester hours must have been completed after the issue date of the license you are renewing.
- National Board of Professional Teaching Standards Certification (NBPTS) - Submit all materials and a copy of your NBPTS certification through LVIS.

Professional Growth Plan (PGP)

Educators attend conferences and workshops, participate in curriculum development committees, participate in school improvement plans, and take coursework to stay up-to-date on the latest educational reforms, in addition to their classroom responsibilities. The PGP is an opportunity for teachers and administrators to control their own professional development and use these experiences toward licensing renewal. One PGP point is given for every contact hour an educator is actively involved in a professional development activity. A total of 90 PGP points is required for submission. PGP activities must be gained after the issue date of the license being renewed. Educators who hold renewable Bulletin 400, Rules 46-47 and Rules 2002 licenses **may** use the Professional Growth Plan to renew those licenses.

You will keep track of your PGP through your LVIS account.

If you are currently working in a school setting, your PGP must be verified by a District or Building Level Administrator for approval. After you complete your PGP through LVIS, a District or Building Level Administrator will verify your 90 PGP points through their own LVIS account. Once your PGP has been verified, you may then submit and pay for your renewal teaching license application(s) through your LVIS account.

A total of 90 PGP points are required for renewal. The professional growth experience points shall be calculated with one (1) clock hour qualifying for one (1) professional growth experience point.

Further Information

If you need further information regarding the renewal process, please visit the IDOE licensing information site at:

<http://www.doe.in.gov/licensing/i-am-indiana-teacher-administrator-school-service-employee-or-educational-interpreter>

When you receive your new license, please forward an electronic or paper copy to the WWS Payroll Coordinator.

MISCELLANEOUS PROVISIONS

A. Association Rights

1. Use of Facilities. The Association shall be allowed to use the plant facilities of the School Corporation upon written request and written approval of the principal, provided such use, as determined by the Board, does not interfere with the schools' educational program.
2. Use of Bulletin Boards. The Association shall be allowed to use school bulletin board space in the faculty lounge or workroom.
3. Use of Intramail. The Association shall be allowed to use school intramail facilities as determined by the Board.
4. Use of Equipment. The Association, as the representative employee's organization, shall also have the exclusive right to use school mailboxes, and any equipment on school premises including, but not limited to, computers, word processors, fax machines, duplicating equipment, calculating machines, all types of audio-visual equipment, voicemail and e-mail. Use of School Corporation copying equipment shall be available to the Association at cost or the Association providing the paper.

B. Student Discipline

1. The Board of School Trustees recognizes its responsibilities to give all reasonable support and assistance to employees with respect to the maintenance of control and discipline in the classroom. Building administrators will establish procedures for communicating with employees concerning employee referrals in matters of student discipline. A teacher may remove a student from his or her classroom for violation of the applicable principal's promulgated written standards concerning student conduct. The removal of a given student(s) by the teacher shall not extend beyond one (1) day.
2. The teacher shall notify the principal or principal's designee prior to, or at the time of, the removal, and shall submit written justification concerning the removal to the principal as the principal determines. Upon submission of a written justification as to the incidents that caused the removal of the student, the principal shall respond in writing to the teacher explaining the actions taken.

C. Threats of Criminal or Civil Action

A teacher shall report to the Superintendent any threats of criminal or civil action against, arising out of, and in the course of his or her employment with the schools. Except in cases where the Board and/or Schools is the adversary party, the Board will select and provide legal counsel to defend a teacher of the schools in any suit arising out of the performance of his or her duties for, or employment with, the Schools, provided the Board by resolution determines that the action was taken in good faith and shall save the teacher harmless from any liability, cost, or damage in connection therewith, inclusive, but not limited to the payment of any legal fees, except where the liability, cost or damage is predicated on, or arises out of, the bad faith of the teacher, or is a claim or judgment based on his or her malfeasance in employment.

D. Reprimand, Warning, or Discipline

Any reprimand, warning, or discipline of a teacher for any infraction of rules or delinquency in professional performance shall be issued in a professional manner.

1. Every effort should be made that reprimands shall not be conducted in the presence of students, other teachers, or parents.
2. Progressive discipline (oral warning, written reprimand, suspension, and dismissal) shall be followed in a progressive order except in cases of gross violation(s) of policy, rule, regulation, conduct, or law.
3. Any record of an oral warning shall be purged from the personnel file three (3) years from the date of the infraction.
 - a. When an oral warning has been given, the appropriate administrator shall prepare a written record stating the date and reason for such oral warning and the written record shall be dated and initialed by both the teacher and the administrator and placed in the teacher's personnel file.
 - b. This oral warning file shall be used only to document step one (1) in progressive discipline.
4. This Section shall apply to all disciplinary documentation currently in personnel files.

E. ECA Schedule

1. When the Administration determines that additional staff positions need to be added to any currently established ECA positions in the Master Contract, it will notify the Association at the Corporation-Association Discussion meeting prior to any action being taken.

2. In the event that a new position (s) not included in the Master Contract is needed, the Administration shall bring the proposed position(s) to a Corporation-Association Discussion meeting.
3. At the next contract negotiations, those positions will be discussed and added to the Master Agreement ECA schedule if both parties agree to the continued need of the positions.

F. School Reform and Accountability

1. Commitment to Student Achievement. Westfield Washington School Corporation is committed to providing educational opportunities that enable its students to excel. In keeping with the objectives and purposes of Indiana's school accountability legislation (P.L. 221), each school shall detail for the State and the community the gains that they have achieved and establish a continuous improvement plan that focuses on student achievement.
2. Process. Each school within the Corporation shall have a school-based improvement team consisting of three (3) Administrator appointments, three (3) community members (appointed by the principal) and three (3) bargaining unit members (appointed by the Association). Appointment to the team shall be for the school year and either the building principal or the Association's local president may ask the other to replace one (or more) of its appointees if that appointee has been habitually absent from meetings. The principal may appoint a non-member/non-participant as the secretary.
3. The role of the School Improvement Committee members shall be to:
 - a. Participate collaboratively in the preparation of a plan that continuously improves the total education of students within that school and insures the school's continued accreditation.
 - b. Participate collaboratively in recommending how funds awarded to the school, as performance-based awards shall be disbursed.
4. Each team may make decisions concerning matters in that building that are set forth in I.C. 20-7.5-1.5 as mandatory subjects of discussion and permissive subjects of bargaining. The parties agree that the other has met its obligation to "discuss" that subject as the term "discuss" is defined in I.C. 20-7.5-12(o), for the duration of the school year in which the decision is made, provided that the:
 - a. Team has been created in accordance with this Section,
 - b. Team arrived at its decision through collaboration and consensus,

- c. Team's decision will impact only the building in which the decision is made and will not cause the rights of any bargaining unit member to be abridged or violated,
 - d. Team's decision does not require the expenditure of funds not allocated for that building's use, and
 - e. Actions of the team concerning a mandatory subject of discussion or permissive subject of bargaining shall not be evidence of acquiescence by either party as to the specific subject as it relates to any other building within the school corporation.
5. Each school-based improvement team shall meet no less than four (4) times during the year. A quorum (majority of committee members) shall be required and minutes shall be kept, approved, and distributed to all bargaining unit members within the school and to other groups as deemed appropriate by the Administration or the Association.
6. Should the school-based improvement team encounter restrictions that it does not have the authority to remove or become deadlocked, it may request assistance from the corporation-level school improvement council. Prior to submitting the plan to the Board of School Trustees for its action, each team will provide its school improvement plan to the Superintendent for review by the corporation-level school improvement council.
7. The Corporation shall have a school improvement council consisting of the Superintendent, an Administrator (appointed by the Superintendent), the local Association president, and a bargaining unit member (appointed by the Association). The Superintendent may appoint a non-member/non-participant as the secretary.
8. The roles of the corporation improvement council members shall be to:
 - a. Participate collaboratively to help school-based improvement teams resolve problems and deadlocks,
 - b. Participate collaboratively to monitor individual team efforts and provide advice and assistance when requested,
 - c. Participate collaboratively to review agreement or directive conflicts to determine whether the approving authority may need to convene to consider a waiver or modification,
 - d. Participate collaboratively to recommend how funds awarded to the corporation at large as performance-based awards shall be disbursed,

- e. Evaluate a school improvement team's request for additional funds for school improvement before forwarding it with its recommendation to the Superintendent, and
 - f. Route the professional development plan component of each school's school improvement plan to the Association for its review.
9. The corporation school improvement council shall require a quorum (majority of committee members) to meet, shall keep, approve, and distribute minutes to school based improvement teams (and other groups as deemed appropriate), and reach decisions through collaboration and consensus after considering the input of all constituents.
10. General Provisions
- a. For the purposes of this Section, consensus shall be interpreted as having been reached when the majority of the members of a group agree that a particular decision is the best choice and the remaining members agree to support the decision.
 - b. Student performance on standardized and Core 40 tests may not be used to evaluate the performance of any bargaining unit employee.
 - c. Should the provisions of the Indiana Code dealing with school improvement and accountability be revised or repealed, the affected provisions of this Section shall be subject to renegotiation and either party may declare such affected provisions void if agreement cannot be reached within 60 days. Either party may initiate such negotiations by serving written notice to the other party.
 - d. The Association as exclusive representative shall appoint all bargaining unit members participating in subcommittees and workgroups associated with school improvement.

G. Committee Recruitment

This section and the provisions herein apply only to committees formed by the Administration. Discussion and bargaining teams are not considered committees and therefore are exempt from this section.

1. The percentage of teacher positions the exclusive representative may appoint to serve on a statutory or locally created district-wide committee may not exceed the percentage of teachers in the school corporation who are members of the exclusive representative. If multiplying the number of teacher positions on the committee by the percentage of teachers in the school corporation who are members of the exclusive representative does not produce a whole number, the product must be rounded up to the nearest whole number. The percentage of positions applies to the number of teacher positions on a committee and not to the total number of positions on a committee.
2. The percentage of teacher positions the exclusive representative may appoint to serve on a statutory or locally created school-wide committee may not exceed the percentage of teachers in the school who are members of the exclusive representative. If multiplying the number of teacher positions on the committee by the percentage of teachers in the school who are members of the exclusive representative does not produce a whole number, the product must be rounded up to the nearest whole number. The percentage of positions applies to the number of teacher positions on a committee and not to the total number of positions on a committee.
3. A committee to which this section applies may not address subjects of bargaining. A school employer's appointment of a teacher to a committee is not an unfair practice as it relates to the appointment of the teacher committee members.
4. A committee selected solely by the Administration shall not be considered a sole instrumentality and as such may not be used to satisfy the Administration's discussion responsibilities outlined in I.C. 20-29-6-7.
5. The appointing authority for committees shall take notes at meetings and distribute them in a timely matter to all teachers. Committee members in turn are responsible for soliciting input from those they represent and reporting the same back to the committee for consideration.

SPECIAL JOB ARRANGEMENTS

The Board supports job arrangements that best use personnel resources while insuring the highest quality of instruction for students. Recognizing that these arrangements may create unique personnel management situations, it is imperative that participants be aware of the special provisions pertaining to such situations and carefully analyze their involvement.

A. Job Sharing for Certificated Personnel

Job sharing is defined as an arrangement where two (2) people assume responsibility for a position formerly worked by one (1) individual. Teachers who wish to be considered for job sharing must submit an application to their building administrator for approval focusing on areas of compatibility between partners.

1. The phrase "job sharing" shall mean two (2) teachers sharing one (1) full-time position on a prorated basis such as, but not limited to, 50/50, 60/40, or one (1) semester each. Job sharers shall not be deemed part-time employees. The following provisions apply to job sharers:
 - a. Both teachers who desire to participate in the job sharing program are certificated for the position they wish to share.
 - b. Both teachers mutually agree to the job share.
 - c. The principal of the building in which the job share is to take place agrees to the job share.
 - d. The Superintendent agrees to the job share.
 - e. The Board, based on the recommendation of the Superintendent, will make the final determination as to whether a position will be considered for job sharing.
2. Teachers desiring to work together as a job sharing team shall develop a detailed proposal setting forth their plan for sharing one (1) full-time position for the full school year.
 - a. This plan shall cover such issues as teaching duties, preparation time, and non-classroom duties of the position such as attendance at meetings, parent-teacher conferences, and required in-service activities. Each member of the job sharing team shall have the responsibility for the development and implementation of such a plan.
3. Members of a job sharing team shall be entitled to all rights of a full-time teacher subject to:

- c. Effective August 15, 2000, the Board shall pay job sharing teachers a prorated amount toward the fringe benefits set forth in the Master Contract with teachers working less than 50% of the time receiving 50% of all fringe benefits and all others receiving full fringe benefits.
 - d. Members of the job share team may elect to receive a preparation period based on 50% or more instructional time per day. This would be three (3) classes out of seven (7) periods, four (4) classes out of nine (9), or seven (7) classes out of fifteen (15).
 - e. Retirement is based on State criteria of ninety (90) days to one hundred nineteen (119) days equals a half-year of experience and one hundred twenty (120) days or more equals a full year of experience regardless of the amount of time contracted each day.
4. The job share shall be a commitment for a period of one (1) school year.
 - a. The job share may be renewed only on an annual basis by resubmitting the plan.
 - b. Teachers who desire to renew a job share for an additional year must notify the principal's office in writing by April 1.
5. If one employee of the job share team chooses to return to full-time teaching:
 - a. The job share position shall revert to a single employee position, and the employee of the two (2) employees who shared the position with the most seniority will have first choice in electing to retain, as a full-time position, the job shared position or to return to a position presently vacant.
 - b. An employee whose current assignment is not available due to a reduction in positions shall be placed in another teaching assignment in accordance with the employee's certification and seniority. In this regard:
 - (1) a teacher who was employed by the school corporation as a full-time teacher prior to participation in a job share will be considered for full-time employment.
 - (2) a teacher who was a part-time employee shall be eligible for the same percentage of contract held prior to the job share.
 - c. If no position is available for the member with the least seniority, the teacher will be placed on a recall list until a position is available. March 1 will be the deadline each year for employees sharing one position to request to return to a full-time teaching position.

B. Looping

Looping is a voluntary agreement by two (2) or more teachers, which allows each teacher to stay with the same students as the students progress through consecutive school years of instruction.

1. Two (2) teachers who wish to participate in a looping arrangement must submit a signed proposal to their building principal outlining the instructional advantages for the students. The teachers must currently occupy positions in the grade levels that are affected.
2. The term of a looping arrangement shall be two (2) or more years. The Principal or Superintendent may terminate a loop. If only one (1) of the participating teachers in a loop wishes to withdraw from a looping plan, such a withdrawal will be at the sole discretion of the Superintendent or designee. Following the termination of a looping arrangement, the teachers will return to the positions they held prior to the looping arrangement. In the event that insufficient positions exist to accommodate this return, the provisions of the Sections referring to Vacancies, Transfers, and Promotions and Justifiable Decrease in Teaching Positions/Recall in Certificated Staff, whichever are applicable, shall apply.

C. Part-Time Teachers Compensation

1. Part-time high school teachers teaching one (1) class shall be paid 22.5% of full time pay, 2.5% of which being considered compensation for having no preparation period, and will be considered less than 50% employees for insurance benefits purposes.
2. Part-time high school teachers teaching two (2) classes shall be paid 45% of full time pay, 5% of which being considered compensation for having no preparation period, and will be considered less than 50% employees for insurance benefits purposes.
3. Part-time teachers at other levels shall be compensated the percent of full time pay equal to the percent of day for which they are contracted, with those contracted for 50% or more of the day being entitled to full insurance benefits.
4. Part-time teachers contracted to teach 50% or more of a day shall receive full preparation periods as part of their contracted day.

D. Other Category Teachers Compensation

1. Substitute Teachers

When Westfield Washington Schools has no knowledge nor reasonably should have knowledge that a teacher's absence or separation shall require a replacement teacher for a period of at least fifteen (15) consecutive work days in any given school year, Westfield Washington Schools may employ the replacement teacher as a non-bargaining unit substitute teacher.

2. Per Diem Teachers

When Westfield Washington Schools has knowledge or reasonably should have knowledge that a teacher's absence or separation shall require a replacement teacher for a period spanning not less than fifteen (15) consecutive work days and up to sixty (60) consecutive work days in any given school year, Westfield Washington Schools shall employ the replacement teacher as a per diem, non-contractual basis bargaining unit teacher (hereinafter referred to as a per diem teacher).

3. Temporary Replacement Teachers

When Westfield Washington Schools has knowledge or reasonably should have knowledge that a teacher's absence or separation shall require or requires a replacement teacher for a period extending beyond sixty (60) consecutive work days in any given school year:

- a. Replacement teachers employed on a temporary contract may be subject to the evaluation process to the extent time and circumstances allow and as determined by Westfield Washington Schools.