

Master Agreement between SCEA and SCSD

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Association Business

1. The district will adhere to the agreement that was in place with SCEA and employees upon joining and authorizing payroll deductions. Payroll deductions cannot be stopped mid-year if that is prohibited by, and clearly and visibly stated on the agreement signed by the employee. In such cases, the Superintendent will obtain documentation from the SCEA Treasurer showing that the employee received clear written notice that payroll deductions could not be terminated in the course of the school year, and will authorize continuation of the deductions through the end of the school year (2015-2016)

Reassignment

1. Clarify reassignment and staff assignments for all certified staff (Pre-K - HS Staff) in the handbook. In the event a certified staff member is changed from a department/grade level, sufficient reason will be given. (2019-2022) **or**
2. (Board Policy Language)
Reassignment – District-initiated movement of an employee from one position or building to another.

Transfer – Movement of an employee from one position or building to another at the request of the employee.

Bargaining Agreement

1. SCEA and the district will create a master agreement that will be posted on the district website by August 15, 2024. (2024-2026)

Bereavement Leave

The team agreed that clarification was needed regarding bereavement leave. Bereavement leave may be taken in the event of the death of family members or friends. Employees may use three (3) days of paid bereavement leave and two (2) additional days of AFD Leave annually for bereavement. Employees who have used their 3 bereavement days and 2 additional days of AFD Leave allowed annually may request permission to use additional days of AFD Leave by submitting a written request to the Assistant Superintendent of Human Resources. Documentation, such as a funeral notice, will be required for such a request to be considered. Policy GCBDA (Professional Short-Term Leaves and Absences- This is the wrong policy to reference as it does not have to do with bereavement, only sick leave and personal leave) will be revised to reflect this agreement. (2009-2010)

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1. The Human Resources department will develop leave forms that will clearly outline the steps in the approval process, including guidelines regarding how staff may request an exception to policy. Leave requests that fall within policy guidelines may be approved at the building level. All leave requests that do not appear to meet approval criteria will be forwarded to the Assistant Superintendent for Human Resources, who will grant or deny the request.
 2. District Policy GCBDA will be changed to eliminate the requirement that personal leave be used for business that cannot be performed on Saturday, Sunday or before or after school hours.
 3. District Policy DCBDA will be changed to grant authority to the Assistant Superintendent for Human Resources to approve use of AFD leave days as Personal Leave beyond the number specifically allowed by policy.
 4. The District Calendar Committee was reconvened in the fall of 2010 and asked to consider recommending changes to the 2011-2012 academic/teacher calendar so that all Early Release Days for Professional Development do not occur on Fridays. The Assistant Superintendent for Human Resources will present the Calendar Committee's recommendations to the Board of Education no later than December 2010.
 5. The district will ensure that all professional staff members receive an annual overview of all leave policies and procedures related to personal leave. (2010-2011)

60 **Calendar**

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1. Calendar concerns identified by teachers will be forwarded to the district calendar committee for consideration. (2008-2009)

64 **Calendar Committee**

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1. As part of the District Calendar Committee's work, a survey will be distributed to teachers in advance to determine specific interests/concerns related to the calendar.
 2. During the first District Calendar Committee meeting, committee membership will be reviewed to ensure adequate representation from all stakeholders. If possible, at least one teacher from each building should be included on the committee.
 3. The District Calendar Committee will include at least one representative from the 2011 SCEA Negotiations Team. (2011-2012)
 4. The Calendar Committee will be advised that the teachers brought a concern about embedded snow make up days to the Negotiations Committee. (2015-2016)

74 **Class Size**

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1. The district will follow District policies related to class size and hire additional staff to address any class size issues. (2008-2009)
 2. The Class Size policy (IHB-R) will be revised to clarify the resolution process for addressing concerns related to class size. Missouri School Improvement Plan (MSIP)

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standards will be used to determine appropriate class size for courses/classes/grade levels not specifically listed in policy IHB-R. If MSIP standards for such a class are not available, the Assistant Superintendent for Human Resources will determine a reasonable class size. The work “vocal” will be removed from class size standards for music. The term “seminar” will be omitted and replaced with “non-instructional and/or advisory type classes.” The Term “regular class” will be omitted and replaced with “core-content area”. Vocational/Technology class size will be limited to the number of work stations available in a classroom.

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The team also agree that the district will ensure that a review of student case loads occurs periodically throughout the school year at times when enrollment is relatively stable. (2009-2010)

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- 3. Maintain class size focus where it has been, and work to maintain class size as previously set as SCSD desirable, knowing that there may be fluctuations. K-2 (21); 3-4 (24); 5-6 (26); 7-8 (27); 9-12 (29) (2014-2015)

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Recommendations from The Elementary Special Interest Committee (ESIC) 2020
All sections with two students over the max=Teacher’s Assistant

KDG-2nd (17-20)	3rd-4th (20-23)
1 Teacher -17 students	1 Teacher -20 students
2 Teachers -34 students	2 Teachers -40 students
3 Teachers- 51 students	3 Teachers- 60 students
4 Teachers- 68 students	4 Teachers- 80 students
5 Teachers- 85 students	5 Teachers- 100 students

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Climate Committee

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- 1. The district will authorize building administrators to approve occasional and brief absences out of the building, by building employees, during the school day.
- 2. Each school will annually assess school climate.
- 3. Building Climate Representatives will be selected by mutual agreement between the principal and the building representative for the majority association of teachers at each school. Climate representatives will meet with administrators on a monthly basis to identify and discuss concerns affecting the building. Representatives should include both professional and support staff.
- 4. The Human Resource office will clarify the procedures and persons responsible for recording, tracking, and reporting employee’s attendance.

- 110 5. The district will provide training in Interest-Based Bargaining to selected staff members
111 in leadership positions and/or those serving as Building Climate Representatives.
112 (2010-2011)
- 113 6. a. Use building rep as a safe place and train on appropriate assertiveness
114 b. Provide better communication about program reviews to employees
115 c. Explore the possibility of providing additional professional development days in the
116 school year.
117 d. Explore the possibility of increasing the number of early release days for professional
118 development.
119 e. Include good news about the St. Charles School District as part of the negotiations
120 process. (2016-2017)
- 121 7. A district committee will be formed to review the BCC/Certified Group Discussion
122 processes and consider recommendations that include:
- 123 ● Re-train staff
 - 124 ● Re-visit form
 - 125 ● Talk to all staff about what it is and how it works for both processes
 - 126 ● Examine what goes to climate committee
 - 127 ● Make building rep a gatekeeper
 - 128 ● Certified Discussion Group must go to principal first - gatekeeper can reinforce
 - 129 ● Lunch (principal and building rep) – touching base
 - 130 ● One training for all (staff and admin) on a yearly basis
 - 131 ● Anonymous only at climate committee level, not when it goes to gatekeeper
 - 132 ● No verbal – must be written
 - 133 ● Review the process/redefine process
- 134 A committee (Admin/SCEA/SCESSA/SCTEA) will develop the plan & have ready by August
135 1, 2017 (2017-2018)

136 **Collaboration**

- 137 1. Both high schools will make use of video conferencing for collaboration between SCHS
138 and SCW. (2008-2009)

139 **College Education Unit – CEU**

- 140 1. Technical School teachers may utilize college credit and CEU's to move across the
141 Teacher's Salary Schedule to the BA+15 column and to the BA+24 column in the same
142 manner as teachers who hold Bachelor's Degrees and Teaching Certification. No teacher
143 may move to the Masters Column unless the teacher has earned a Master's Degree.
144 (2008-2009)
- 145 2. It was agreed that Continuing Education Units (CEU) may be used as graduate credit to
146 advance on the Teachers Salary Schedule beyond the Masters Degree in the same
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148 manner as they have been allowed for advancement beyond a Bachelor's Degree in the
149 past. CEUs may be approved and credit awarded according to the standards and
150 procedures established by the Curriculum and Instruction office. No teacher in the
151 district may move to the Masters Column unless the teacher has earned a Master
152 Degree. This agreement is not retroactive. Only CEUs earned after June 30, 2009 will
153 count toward movement on the Masters + column of the salary schedule. (2009-2010)

154 **Coach's/Club Sponsors**

155 1. All assistant coach positions that were cut, due to District financial issues, will be
156 reinstated for the 2017-2018 school year. To compensate for the extra cost, all extra duty
157 stipend increases will be suspended for at least one year. The District will examine costs
158 and compare other District coaching salaries to determine stipend increases for
159 2018-2019. The District Activity Directors will have the ability to determine the
160 appropriateness of adding assistant coaches to programs according to needs and
161 number of players. District coaches will be encouraged to limit amount of fundraising.
162 (2017-2018)

163 **Counselors**

164 1. The District will add or allocate staff at both middle schools to better meet the needs of
165 at-risk students. The District recognizes the benefits of having at least one full time
166 counselor in each building and will increase counseling services at the elementary level
167 to meet the unique needs of students in buildings where a full-time counselor is not
168 currently available. (2008-2009)

169 **Department Chairs**

170 1. The district will form a committee to review and recommend revisions to the
171 responsibilities, duties, procedures, and compensation for the following extra-allowance
172 positions:

- 173 ● Department chairperson
- 174 ● Grade level chairperson
- 175 ● Team leader
- 176 ● Professional Learning Community (PLC) leader
- 177 ● Academic team leader
- 178 ● Special Education chairperson

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180 2. The committee will also recommend clear procedures and guidelines for the selection,
181 evaluation, and retention of the identified positions.

182 3. Committee recommendations will include implementation guidelines (processes,
183 timelines, etc.).

184 4. The committee will present all recommendations to the Board of Education no later
185 than February 2011. (2010-2011)

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187 **District Initiatives**

188 1. In consultation with building principals & DPDC, the curriculum and Instruction
189 department will develop a plan to ensure adequate time, support, and resources for
190 implementation of district initiatives, such as Standards-Based Grading. (2012-2013)

191 **District Policy**

192 1. Changes to policies affecting teacher welfare (Section G), made after this agreement is
193 approved and before the 2010 agreement is approved, will take effect at the beginning
194 of the 2010-2011 school year with the exception of policy changes required by
195 state/federal law or in situations deemed necessary by the Board of Education. When
196 the Board is considering a change to Section G policy, the Superintendent will notify the
197 recognized teachers' organization at least 7 calendar days prior to the meeting during
198 which the board would take action. (2008-2009)

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200 **Early Release Day**

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202 1. Create and distribute a needs assessment written by principals, administration, and SCEA
203 presidents; given in two parts - one for instruction and one for the PD part (written by
204 DPDC) of the ERD. Review needs assessment results with SCEA rep, CO, building
205 administration, DPDC rep. Staff will review results and create their own building plan.
206 Submit plan back to CO for review. The associate superintendent of Curriculum and
207 Instruction will make recommendations given to DPDC and calendar if needed.
208 (2019-2022)

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210 **Employee Termination**

211
212 To ensure that the process for certified employees leaving the district for other employment,
213 resignation, or retirement follows the state statute, is clearly written in district policy, and
214 followed consistently in practice Policy GCBDA was revised, notification ending date 6/1 was
215 added. (2022-2024)

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217 **Evaluations**

218 A clearly established due date for evaluations to be submitted by administration March 7th for
219 non-tenured teachers and May 1st for tenured teachers.

220
221 At least one scheduled observation

- 222 ● Probationary teachers will receive 3 observations total- 2 observations by December
223 31st and 1 observation by February 23rd.
- 224 ● Tenured teachers will receive 2 observations total- 1 observation by December 31st and
225 1 observation by May 1st.
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- 227 ● No observations 3 days before Winter Break or Spring Break unless mutually agreed
228 upon.
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- 230 ● No observations the first week of school.
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232 ● Observation Feedback form will be returned to certified staff within 5 school days of the
233 observation.

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235 ● HR will provide SCEA Leadership a copy of the Evaluation timeline. (2024-2026)

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237 **Extra Duty Employees**

238 Create a committee to look at the point system that will report back to the group next year.

239 ● The committee will look at the Interest which include but not limited to “Does
240 the point system meet today’s needs? Is it fair, consistent and competitive
241 across the board? How do we add new activities? Is supervision safe?

242 ● The committee will include administration and SCEA

243 ● Which extra duty contracts are on the point system?

244 ● We need to clarify and communicate who is on the extra duty contracts.

245 ● Use the “gate” proceeds from sporting events to fund for adjustments.

246 Per new salary schedule, extra duty contracts will increase by the salary proposal over the next 3
247 years (2.5%, 2%, 2%)

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249 **Faculty Meetings**

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251 1. The district will ensure that staff input is considered regarding the structure of faculty
252 meetings. (2010-2011)

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254 **Grade Recording System**

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256 1. The district will form a committee to study the current Grade Book program and make
257 recommendations to improve efficiency, accuracy, and overall implementation. The
258 committee will consider the interests and potential solutions identified by the joint
259 bargaining team. The committee will present recommendations to the Board of
260 Education during the 2010-2011 school year.

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262 ● The committee will include the Director of Instructional Technology, teachers,
263 administrators, parents, and other individuals at the discretion of the district.
264 (2010-2011)

265 2. Gradebook set-up is currently in process

266 a. A lead teacher will be trained in each building who will be able to answer questions.

267 i. Instructional Technologist (Tina Lauer) will be available to answer questions
268 that the lead Gradebook teacher is unable to answer

269 ii. Application Support Specialist (Alexis Green) will be available to answer questions
270 that the instructional technologist is unable to answer

271 b. Open training dates will be set up this summer that teachers may voluntarily choose
272 to attend (mid to late July). Duplicate training will be offered at the beginning of the
273 school year.

274 c. The IEP component of the new Gradebook product will be set up mid June

- 275 d. Additional training days for the SPED component will be set up this summer that
276 teachers may voluntarily choose to attend.
- 277 e. Remove the requirement to make up the last snow day at the end of the 2013-2014
278 school year. This day will be moved to teacher work calendar for 2014-2015 to
279 precede the first day of school* (compensated in 2013-2014) – recommended to BOE
280 for approval; Teachers can trade off ½ day of attendance* if they attend summer
281 Gradebook training
- 282 f. Create a refresh webinar for certain areas – overview by May
- 283 g. The goal will be for the SBG component to be finished prior to fall parent teacher
284 conference

285

286 **Instruction**

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288 Refer to the Curriculum Committee and ask that they identify instructional priorities
289 related to curriculum. Dr. Tormala will facilitate this process. (2014-2015)

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291 **Instruction Delivery Model**

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- 293 1. A district level committee with building sub-committees will be formed to study
294 instructional delivery models (schedules) with the goal of implementation in 2011-
295 2012.
- 296 2. The committee should include the following stakeholders:
- 297 ● Teachers (various subjects, grade levels, etc.)
 - 298 ● Administrators
 - 299 ● Support Staff
 - 300 ● Parents
 - 301 ● Secondary students (grades 7-12)
- 302 3. The committee will consider the interests identified by the joint bargaining team. The
303 committee will present recommendations to the Board of Education during the 2010-
304 2011 school year. (2010-2011)

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306 **Insurance**

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- 308 a. The Insurance Committee would present to the SCEA negotiating team for information
309 and input before final recommendations to the Board. The negotiation team would
310 need to be identified earlier for this purpose.
- 311 b. Create a standardized means of sharing information with staff such as question and
312 answer, Power point, etc.
- 313 c. Communicate to staff how much money we are saving through self-funding, employer
314 provided a clinic, etc.
- 315 d. Insurance committee will report updates to staff after each meeting.
- 316 e. Insurance committee gathers input (such as survey, focus group, etc.) prior to/and
317 during work as appropriate. (2016-2017)

318

319 The district insurance committee will review the current Short-Term Disability plan and
320 Consider recommendations that include:

- 321 ▪ Divide regular deductions owed over several months
- 322 ▪ Employee option per tax consequences
- 323 ▪ Have a structured communication to all employees
- 324 ▪ Who doesn't qualify
- 325 ▪ Elimination period – when
- 326 ▪ Remove graduated system

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328 The district insurance committee will have any possible changes ready to be in place by
329 January 2019. (2018-2019)

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331 To ensure the district continues to provide a high-quality health plan for all full-time
332 employees, while still maintaining fiscal responsibility,

333
334 The Benefits Committee will use the 2019-2020 school year to study and propose
335 restructuring of our health plans to address the interests. Then bring back to negotiations
336 or the SCEA leadership team in early 2020 and then seek Board approval in fall of 2020 for
337 implementation on January 1, 2021.

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339 Short-Term Disability Insurance: (follow up from the 2018 negotiations)

340
341 2018 Negotiation Team agreed to assign the Benefits Committee to find a solution to our
342 current Short term disability policy which only benefits a small portion of our employees.

343
344 The Benefits Committee recommends that the district end, as of January 1, 2020, our
345 mandatory participation in Short Term Disability Insurance Option and a Long Term
346 Disability Option which employees could elect or decline on a voluntary basis to fit their
347 personal needs.

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349 Education for employees if choosing an HSA option. (2019-2022)

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351 **Mandated Training Videos**

352 *Certified staff will have one designated day on the district teacher calendar to watch up to 6.5
353 hours worth of videos and take required quizzes

354 *Certified Staff can watch the videos from any location

355 *Videos must be completed by the end of the first full week in September.

356 *If teachers need to complete more than 6.5 hours of videos, SCEA Leadership and CO will
357 work on a plan for certified staff to watch the videos
358 (2024-2026)

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360 **Maternity/Paternity Leave**

361 Maternity/paternity leave will increase up to:

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- * 7 weeks of unpaid leave (unless you have accrued sick leave), plus an additional conversion week (3 personal days, including up to 2 sick days converted to personal) can be used for regular birth
 - * 9 weeks of unpaid leave (unless you have accrued sick leave), plus a conversion week (3 personal days, including up to 2 sick days converted to personal) can be used for c-section birth. (2017-2018)
1. District Policy GCBDA will be revised to clarify “excessive absences”.
 2. HR will provide informational packets for staff for distribution at building meetings.
 3. HR will conduct training for Administrators regarding policy implementation. (2012-2013)

373 **Meeting Representation**

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375 In all certified staff-principal conferences dealing with documented performance concerns

376 associated with the certified staff member’s evaluation, or other areas of documented

377 concern, transfer, suspension, or dismissal, the teacher shall be informed in advance of the

378 purpose of the meeting. Certified staff will be allowed up to 3 working days to obtain

379 appropriate representation (building representative, colleague, etc.). If needed or if time

380 sensitive, administrators may make arrangements for classroom coverage for a building

381 representative to be at the meeting. Exceptions to this practice will be made at the

382 discretion of the Superintendent or designee. (2015-2016)

383 **Mental Health**

384 To improve learning conditions to be more responsive to the students’ and teachers mental

385 health concerns

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- Administrators and staff will monitor mental health of students and staff
 - SCEA and SCSD will work to promote district successes
 - See attachment of topics discussed in negotiations (2022-2024)

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390 **Negotiations**

391

392 It was agreed that a maximum of one release day for teachers serving on the Meet and

393 Confer team may be allowed in order to participate in the Meet and Confer process. The

394 district will be reimbursed for any associated substitute teacher costs by the majority

395 Association. (2009-2010)

396

397 Admin/SCEA/SCSSA/SCTEA will review and make recommendations no later than

398 November 2017 for revisions to Board Policy GCQDA that references dates and processes

399 that are no longer standard practices that need to be updated. (2017-2018)

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401 **Nurse Calendar**

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- A nurse calendar will be created to reflect the 180 contracted days with an additional 90 flex hours which will be scheduled by the nurse and building principal.

- 405 ● If additional time is required for a nurse to be present, beyond their 90 flex hours, a time
406 sheet will be filled out, with prior discussion and approval from their building principal.
407 (2022-2024)

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409 **Parent-Teacher Conference**

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- 411 1. Time parameters will remain the same (6.5 hours of conferences in lieu of compensation
412 day)
413 2. Principal will seek staff input before setting final P/T schedule (2012-2013)

414

415 **Personal Leave**

416 District Policy GCBDA will be revised so that the only restrictions to personal leave are as
417 follows:

- 418 ▪ No more than three (3) professional employees from one (1) building may
419 use personal leave on any one (1) day
420 ▪ Personal leave may not be taken the day before or after winter and/or spring
421 break. (2011-2012)

422

422 **Plan Time**

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- 424 1. Hire additional FTE in special areas to improve schedule flexibility as to increase the
425 amount of total and continuous plan time for elementary teachers. (2008-2009)
426 Both high schools will consider common planning time for PLC teams when building
427 master schedules (2008-2009)
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429 2. Ensure that teachers have a 250 minute plan period for lesson planning, grading, and
430 parent contact.
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432 3. The Assistant Superintendent of Human Resources will remind to building principals
433 about the parameters of preparation time and duty-free lunch times outlined in Policy
434 GCJ.
435
436 4. The Assistant Superintendent of Human Resources will work with elementary principals
437 to review plan time schedules for consistency. (2015-2016)

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440 **Professional Development**

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442 The teams agreed to share questions/issues raised with the Curriculum and Development
443 department and District Professional Development Committee. The questions/issues raised
444 included, but was not limited to, the following:

- 445 ▪ Is there a Flow-Chart of decision-making process related to PDC issues (including
446 professional travel)?

- 447 ▪ What are the definitions, roles, structures (committee representation, selection
- 448 process, etc.) related to Professional Development and Professional Learning
- 449 Communities?
- 450 ▪ How are the Early Release Day activities (planning, schedules, expectations, etc.)
- 451 determined?
- 452 ▪ Is there coordination/discussion between the District Calendar Committee (Early
- 453 Release Days vs. full day professional development) and the District Professional
- 454 Development Committee?
- 455 (2009-2010)

456 Approval is needed from the assistant superintendent of Human Resources for absence on the

457 District Full-Day Professional Development Day.

- 458 ● The district will communicate, clarify, and enforce policy.
- 459 ● The district will set Absence Management (formerly known as AESOP) to notify
- 460 principals of absences. (2022-2024)

461 **Retired Resident Teachers**

462 Retired resident staff from the City of St. Charles School District can maintain their

463 in-district transfer for that building level as long as the retired staff member continues to

464 reside in the SCSD.

465

466 **Safety**

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- 468 1. Appropriate staff will be notified of violent students per “Missouri Safe Schools”
- 469 guidelines and plans will be made for working with such students, which may include staff
- 470 training.
- 471 2. The district will share with the district’s Code of Conduct Committee all interests related to
- 472 student and staff safety identified by the joint bargaining team.
- 473 3. The district will encourage employees of all schools to collaborate regarding successful
- 474 strategies related to student and staff safety.
- 475 4. Each school will include a goal related to student behavior and discipline in its School
- 476 Improvement Plan.
- 477 5. The district will continue to explore alternative placements for K-12 students with chronic
- 478 disciplinary issues.
- 479 6. All actions taken under this issue will comply with the IDEA, Section 504, and other laws
- 480 Applicable to students with disabilities. (2010-2011)

481

482 **Salary Adjustments**

483 2 year salary agreement for Certified Staff and Nurses

484 Certified staff will average a 2.5% increase on the salary schedule

485 All eligible certified staff will take a step on the salary schedule

486 The remaining balance will be added to the starting salary

487 *increase from \$46,000 to \$46,670

488 Column BA 15-M: moved all FTEs from the 2023-2024 off the salary schedule to a

489 graduated step called BA 15-N

490 Column MA-Q: moved all FTEs from the 2023-2024 off the salary schedule to a
491 graduated step called MA - R
492 Column MA 30-R: moved all FTEs from the 2023-2024 off the salary schedule to a
493 graduated step called MA 30-S
494 Note: No additional staff will be added to the graduated steps of BA 15-N, MA-R or MA
495 30-S unless agreed upon between the administrator team and SCEA
496 No additional staff will be added to BA-N per the 2008-2009 Professional
497 Agreement

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499 Should the highest salaried steps on columns BA 15, MA, and MA 30 on the regular
500 salary schedule become greater than graduated steps of BA 15-N, MA-R or MA 30-S,
501 money will be added to BA 15-N, MA-R or MA 30-S to keep their salaries greatest on
502 their respective graduated steps.

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504 Strike the following statement: No additional teachers will be added to BA 15-N per the
505 2010-2011 Professional Agreement due to the graduated row being added back

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507 Nursing staff will take a step on the salary schedule

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509 **District will continue to provide board paid health, dental and vision plans to all full
510 time employees

511 **Stipend for PhD, EdD, NBCT (including guidance counselors and social workers), SLPs
512 with Certification or Clinical Competence and LCWs \$3000/year

513 **Certified staff and nurses will be able to make lane changes if certified staff and nurses
514 notify Human Resources by November 1st of the contracted year

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516 Extra Duty contracts will receive a 2.5% increase

517 Substitute Teacher will receive a 2.5% increase (2024-26)

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519 **Certified staff:**

520 An average of 2.5% increase on the cost of the 2024-2025 salary schedule

521 All eligible certified staff will take a step on the salary schedule and any additional
522 savings from retired teachers will be added to the 2.5% salary increase

523 **The exact use of the additional funds will be agreed to by the administration
524 and SCEA salary committee during the 2024-2025 school year

525
526 Should the highest salaried steps on columns BA 15, MA, and MA 30 on the regular
527 salary schedule become greater than graduated steps of BA 15-N, MA-R or MA 30-S,
528 money will be added to BA 15-N, MA-R or MA 30-S to keep their salaries greatest on
529 their respective graduated steps. (2024-26)

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531 **Nursing staff:**

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All eligible nurses will take a step on the salary schedule and any additional savings from retired nurses will be used on the salary schedule

1. The exact use of the additional funds will be agreed to by the administration and SCEA
2. Salary committee during the 2024-2025 school year
3. District will continue to provide board paid health, dental and vision plans to all full-time employees
4. Stipend for PhD, EdD, National Board Certification (including teachers, guidance counselors, and social workers and nurses), SLPs with Certification of Clinical Competence and Social Workers with their LCSW \$3000/year
5. Certified staff and nurses will be able to make lane changes if certified staff and nurses notify Human Resources by November 1st of the contracted year
6. Extra Duty contracts will receive a 2.5% increase
7. Substitute teachers will receive a 2.5% increase (2024-26)
8. 2-year salary, 2024-2026
9. 2-year language, 2024-2026
10. Open up language after one year in 2025 if SCEA and district administration cannot find a resolution to an issue discussed at the monthly Central Office administration and SCEA leadership meeting with up to 2 issues using the IBB process.
11. A notice of intent to open negotiations must be provided to both parties by December 1, 2024.

555 Salary & Pay for Unused Absence from Duty Leave

556 Sick Leave Payout Revisions

557 a. Recommend that the Board of Education revise GCBDA as follows:

558 Change wording under “Pay for Unused Absence from Duty Leave” to, “Effective
559 beginning with the 2022-2023 school year, certified/professional employees
560 who have full-time equivalent (FTE) years of service (combined part-time and
561 full-time FTE, this service does not have to be continuous) in the St. Charles
562 School District, as outlined below, will be paid for any unused AFD leave (up to
563 180 days) for written notification of intent to retire/resign/ or leave employment
564 as a result of non-renewed,one-year only contract or reduction in force (RIF) at
565 the conclusion of the work agreement for that fiscal year at the following rates:

566

	Notification by 12/1	Notification 12/2 through 1/31	Notification 2/1 through 6/1
1-9 years FTE	\$60/day	\$50/day	\$40/day

10-19 years FTE	\$70/day	\$60/day	\$50/day
20 or more years FTE	\$80/day	\$70/day	\$60/day

567 b. In case of the death of an employee to whom pay for unused leave is owed
568 pursuant to Board policy, the unused leave will be paid to an individual designated by the
569 employee. The designation will be assumed to be the same one made by the employee
570 during the annual benefits open enrollment process, unless the employee otherwise
571 notifies HR of an alternate designation. If no designation is made, unused leave will not
572 be compensated. (2022-2024)

573 **Sick Leave Payout for Unused Absence from Duty (AFD)**

- 574 ● Once a certified professional employee accrues over 150 days in AFD they can cash out days over
575 the 150 days annually at the maximum amount for their years of service (see the sick leave
576 payout chart above).
- 577 ● The employee must submit a request to Human Resources by December 1st for the AFD payout.
578 Payment will be received within 60 calendar days. (2022-2024)

579 **Salary Schedule Revisions**

- 580 1. We recommend a 3.5% increase in dollars allocated to the Certified Staff and Nurses
581 Salary Schedules for 2022-2023. The actual increase per position will be determined by
582 use of the salary schedules attached.
- 583 2. We recommend an average increase of 3% in dollars allocated to the Certified Staff and
584 Nurses Salary Schedules for 2023-2024, to be allocated as follows:
 - 585 1. All eligible certified staff and nurses would take a step on the schedule.
 - 586 2. Any funds unused for the purpose of providing a step will be used to continue
587 the indexing of the salary scheduled. The exact use will be agreed to by the
588 administration and SCEA salary committee during the 2022-2023 school year.
- 589 3. All other previous agreements related to benefits and stipends for specific certifications
590 are agreed to be continued.
- 591 4. Extra-allowance contract 2022-2023 = 3.5% increase; 2023-2024 = 3% increase
- 592 5. Add language to the bottom of the salary schedule: certified staff and nurses will be
593 able to make lane changes if certified staff and nurses notify Human Resource by
594 November 1st of the contracted year.

595 This is the language from policy regarding advancing columns on the salary schedule:

596 Contract modifications for graduate credit (CEUs) and/or a master's or higher degree shall be
597 granted at the beginning of the fall semester only. Verifications of credit (official transcript) for

598 contract modification form must be received by the office of the Assistant Superintendent for
599 Human Resources on or before November 1st. (2022-2024)

600

601

Scheduling

602

603 Middle School administrators will develop an improved master schedule while considering the
604 perspectives of all stakeholders. (2008-2009)

605

606

Special Education

607

1. By the end of September, building administrators will work with special education
608 teachers individually to set up a designated IEP writing time and discuss possible IEP
609 meeting days.

610

611

2. Streamline the transition IEP process from building to building

612

613

3. There will be one, district committee that uses the Interest-Based Bargaining Process to
614 address the needs of Special Education and Specialized Special Education which includes
 - 615 ○ Any district-wide self-contained special education classroom designed
616 specifically for students with intensive care needs
 - 617 ○ Autism and/or Multiple Disabilities
 - 618 ○ Emotional Disturbance
 - 619 ○ Specific classrooms will be identified annually by the Assistant Superintendent of
620 Special Services

621

4. This committee will address

622

- Staffing

623

- Protection of plan time and duty-free lunch

624

- District-wide specialized special education classes—classroom with restrooms
625 for toileting needs

626

5. This committee will have members from all Pre-K-12 levels in:

627

- Special Education

628

- Specialized Special Education

629

- Administration

630

- SCEA Leadership

631

632

6. Time-Line

633

- There will be a Special Education survey given to Special Education teachers
634 designed by the negotiations team and sent out at the beginning of May 2024.

635

- The District Special Education committee will meet starting in September 2024
636 to

637

- Review the Special Education survey

638

- Develop a plan

639

- Report out at the SCEA/Administrators Leadership Monthly meeting by
640 January 2025. (2024-26)

641

642

7. The Assistant Superintendent of Special Services, Principals and Teachers will collaborate
643 when a concern arises regarding the specialized rooms (omitting personnel issues).

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8. Building administrators with district-wide specialized special education classrooms will provide the district-wide specialized special education teachers' schedules to the Assistant Superintendent of Special Services that includes a plan period and lunches 2 weeks before school starts.
9. There will be one district committee using the Interest-Based Bargaining Process to address the concerns of Special Education and Specialized Special Education which includes:
 - Any district-wide self-contained special education classroom designed specifically for students with intensive care needs
 - Autism and/or Multiple Disabilities
 - Emotional Disturbance
 - Specific classrooms will be identified annually by the Assistant Superintendent of Special Services
10. The special education committee will address
 - Staffing
 - Protection of Plan time and duty-free lunch
 - District-wide specialized special education classes— providing a classroom with restrooms for toileting needs
11. Members from all Pre-K-12 levels:
 - Special Education
 - Specialized Special Education
 - Administration
 - SCEA Leadership
12. Time-Line
 - Special Education survey designed by negotiations team and sent out to Special Education teachers at the beginning of May 2024.
 - District committee meet starting in September 2024 to
 - Review the Special Education survey
 - Develop a plan
 - Report out at the SCEA/Administrators Leadership Monthly meeting by January 2025
13. HR will communicate to the building administrators and teachers including Counselors/RTI Specialists/ Instructional Coaches: if needed, teachers will be paid the same rate as subbing for teachers to sub for paraprofessionals during their plan period.
14. Special Education Coordinators will provide annual training on Special Education expectations for all teachers starting in the 24-25 year.

Staffing

1. Explore the expansion of Lindenwood's Work and Learn Program to Jefferson.

- 691 2. Add an instructional coach for Jefferson for 2015-2016 who, among other
- 692 things will work with K-4 coaches to create shared resources for K-6
- 693 teachers.
- 694 3. Instructional Coaches will share Lucy Calkins powerpoint with templates
- 695 (provide teacher access to the Teacher Share drive)
- 696 4. Continue to focus on lower class sizes, monitoring cases of high enrollment
- 697 numbers at the high school level and the impact in light of SBG.
- 698 (2015-2016)

699

700 **Staffing Models**

701 A Strategic Planning for Fiscal Responsibility Task Force consisting of district

702 stakeholders will study and recommend efficient staffing models for grades

703 7-12. If possible, the task force will develop recommendations as early as

704 December 2012 for potential implementation in 2013-2014.

705 (2012-2013)

706

707 **Standard-Based Grading**

- 708 1. Department chairs/team leaders/building climate committees will serve as
- 709 liaison/safe place for questions from staff regarding SBG
- 710 2. The High School SBG Committee and Department heads will work together
- 711 to clarify re-take procedures and work to develop fidelity in the
- 712 application of how students qualify for retakes
- 713 3. DPDC will continue providing support for SBG implementation
- 714 4. The high schools will use a variety of methods to emphasize the meaning
- 715 of a 1 at the high school level
- 716 5. The elementary, intermediate, and middle schools will educate students
- 717 and parents about the changing meaning of a 1 as students move up levels
- 718 6. More assessment information will be provided to parents and students to
- 719 enhance understanding of the proficiency scales
- 720 7. The high school SBG committee will review and consider 3 columns for
- 721 behavior instead of 6
- 722 8. Buildings will address technology needs of supporting SBD implementation
- 723 9. Principals will review SBG information in Student/Parent handbook with
- 724 reference to website for additional information
- 725 10. The district and schools will increase parent communication regarding SBG
- 726 which might include utilization of the video explaining SBG on
- 727 parent-teacher conference night, providing more feedback to parents and
- 728 students about academic progress, utilizing the student/parent handbook
- 729 and website to provide SBG information
- 730 (2015-2016)

- 731
- 732 Establish structures and representation for the high SBG committee process
- 733 i. SCH and SCW administrators and teachers will serve as co-facilitators
- 734 and planners of committee work

- 735 ii. Identify student performance indicators to be used
- 736 iii. Honor loose/tight process for SBG work
- 737 1. Tight – why are we doing this and what is required
- 738 2. Loose – how we do it – moving parts
- 739 iv. Survey students, staff, and parents annually
- 740 v. Explore outside review of district SBG structures and processes

741 **Student Needs**

742 SNC’s Recommendations:

- 743 ● SEL Professional Development for all staff
- 744 ● SEL Behavioral Team to support teachers
- 745 ● District-Wide system to support struggling students
- 746 ● Triumph Academy for elementary
- 747 ● School within a school for gen. Ed students
- 748 ● Behavioral Paras to work with Karl
- 749 ● Behavioral Interventions for high school students
- 750 ● SEL Curriculum for all schools (Mind UP?)
- 751 ● Mentoring Program for At-Risk students
- 752 ● Social Workers/Behavioral Specialist in each school

753

754

755 **Substitutes**

- 756 1. A district committee will be formed to review and consider recommendations that
- 757 include:

- 758 ● Increase number of perm subs in the district (with special offer)
- 759 ● Increase pay rate for subbing a certain amount of days
- 760 ● Recruiting at colleges
- 761 ● Subbing – medical benefits (insurance) for retirees
- 762 ● Combine demands for in-service
- 763 ● Raise cap on Pay for Unused accumulated sick days (150)
- 764 ● Increase dollar amount employees would pay for unused accumulated
- 765 sick days (Policy/Practice)
- 766 ● Sub culture/climate issues
- 767 ● Incentives for teachers = perfect attendance
- 768 ● Complete building to building plan improvement, goals, etc.
- 769 ● Communication piece for staff
- 770 ● Dr. appointments should be called in when made/District Clinic
- 771 (usage)/etc.

- 772 2. The committee (Admin/SCEA) will develop a plan to begin implementing by August 2018.
- 773 (2018-2019)

774 Sub Committee Recommendations January 17, 2019:

- 775 ● Pay increase (for years of service)
- 776 ○ 1-3 years of subbing increase pay by \$
- 777 ● Timely use of AESOP
- 778 ● Universal ID badges for substitutes (in process of being handled.Dr.L)

- 779 ● Accessible technology/email address
- 780 ● Daily classroom visits from teachers and principals
- 781 ● District recognition for substitute teachers
 - 782 ○ Years of service
 - 783 ○ Days of service per year
 - 784 ○ Ideas: breakfast/luncheon
 - 785 ○ Cafeteria lunch tickets (eat in our cafeteria free on the day they are subbing)
- 786 ● PD in general...look at doing more in the summer at a higher pay rate (possibly look at an increase from \$10.00 hours)
- 787
- 788 ● Recognition of Staff that has 95% or better attendance
- 789 (can be put in the opening day on a slide or in the program)
- 790 ● Possibly post district student attendance and district staff attendance on the opening day (not building specific)
- 791
- 792 ● Educate the staff on pay for sick days when they retire
- 793 ● Insurance for retired teachers
 - 794 a. 84.5 days per year to sub as a teacher (550 hours) without losing retirement
 - 795 benefits 84.5 days x \$94 = \$7,943
 - 796 b. Teachers responsible for keeping track of their own hours not to go over 550
 - 797 hours
 - 798 (2018-2019)
 - 799
- 800 3. Increase the sub rate for certified teachers that sub on their plan time equivalent to the
- 801 Certified Staff average salary increase each year.
- 802 4. For example, the average certified staff increase is 2.5% for the 2024-2025 school year so
- 803 the sub rate increase would be 2.5%.
- 804 2023-2024 = \$.70 per minute which equates to \$42.00 per hour
- 805 2024-2025 = \$.72 per minute which equates to \$43.20 per hour
- 806 2025-2026 = \$.74 per minute which equates to \$44.40 per hour
- 807 5. The daily substitute teacher rate will increase 2.5% per year for the duration of this
- 808 contract
- 809 6. Allow **Counselors/RTI Specialists/ Instructional Coaches** to get paid to sub one hour or
- 810 class period per day. (2024-26)
- 811
- 812 Additional Perks:
 - 813 ● The district will pay for a school lunch.
 - 814 ● The district will provide a Complimentary Activity Pass to SCW and SCHS events.
 - 815 ● Frontline substitute certification: The district will reimburse the Frontline
 - 816 training fee after completing 25 days of substitute teaching in the district.
 - 817 Substitutes are responsible for filling out the form to collect the \$180 on the
 - 818 next pay period.
- 819 Increase pay for substitutes:
 - 820 ● The negotiating teams will re-evaluate the increased pay for substitutes in the
 - 821 spring 2024.
 - 822 Increase retired SCSD teacher substitute pay

823 ● The district will increase the pay for a SCSD retired substitute teacher from \$115
824 to \$175 to be reviewed annually

825 ● The district will advertise to the retired SCSD teachers to inform them of the
826 following:

827 *47.5 days of substitute teaching would equal the amount needed to cover the base insurance
828 plan for the year (amount subject to change annually).

829 *53.5 days of substitute teaching would equal the amount needed to cover the premium
830 insurance plan for the year (amount subject to change annually).

831 * 45.5 days of substitute teaching would equal the amount needed to cover the HSA insurance
832 plan for the year (amount subject to change annually).

833 Increase retired SCSD nurse substitute pay

834 ● The district will increase the substitute nursing pay from \$24 to \$30 per hour

835 Longevity pay for substitutes

836 ○ The district will increase pay after substituting 30 cumulative days per year for
837 certified, and non-certified substitutes daily substitute pay will increase \$10 per day
838 from the current rate.

839 ○ Substitutes complete a Google form when they complete 30 days of substituting that
840 school year. (2022-2024)

841 The district and SCEA will review and revise the current Substitute Teacher Handbook.

- 842 ● The district will explore other universities to expand the LindenTeach concept.
- 843 ● The district will advertise the training sessions for substitute certification and test.
- 844 ● The district will recruit community members to substitute teach (flyers, social media,
845 etc). (2022-2024)

846 **Substituting During Plan Time**

- 847 ● The district will increase the rate of 56 cents per minute to 70 cents per minute to
848 substitute on plan time (this would equate to \$42.00 for 60 minutes.)
- 849 ● When a teacher doubles up classes to cover a teacher that is out; that teacher would get
850 70 cents per minute during the time they are teaching double classes. (2022-2024)

851 **Student Behavior**

852 To ensure optimal student learning and adequate teacher support with the increase in the
853 variety and severity of student's needs which require more differentiation on the teacher's part
854 we will

855

856 Form a core committee to study all of these and farm out to sub-committees:

- 857 ● Look at student transfers (of non-employee students)
- 858 ● Look at residency
- 859 ● Alternative class groupings
- 860 ● Look at staffing needs/models (adequate para support, traveling teacher's schedules,
- 861 blocking scheduling, specialty class schedules)

862

863 Committee will report out to staff in Spring 2020 at the latest. We are ALL committed in keeping
 864 our class size small. We (Administration and SCEA leadership) need to study staffing needs and
 865 models to address the district's current needs. We will report out to staff in the Spring of 2020
 866 in not along the way of the committee work. (2019-2022)

867

868 To address students' disruptive behavior and ensure the safety and learning of students and the
 869 safety of the teachers and staff, we will

870

871 Expand Parent University to reach parents of challenging students

872

873 Move forward with the 18-19 "Updates" from the Student Needs Committee:

- 874 ● Student needs monthly meetings
- 875 ● Addressing student needs in CSIP: Student Performance/Parent Involvement/Highly
- 876 Qualified Staff (5 year plan)
- 877 ● Planning universal training for all staff (19-20 school year)
- 878 ● Exploring the addition of district behavioral paras
- 879 ● District will create a Mental Health Committee
- 880 ● Administrator training
- 881 ● Page on district website to support parents
- 882 ● Look into Orchard Farm's SIP (Student Improvement Program) (2019-2022)

883

884 **Student Instruction**

885 1. A district committee will be formed to look at programming/spacing/training

886 While reviewing and considering recommendations that include:

- 887 ● Find space for kids in crisis (calming room)
- 888 ● Provide special training with knowledge & techniques to have/work in
- 889 crisis
- 890 ● Roll out trauma informed training to all
- 891 ● Help with self-education for staff
- 892 ● Develop a consistent plan for dealing with the kids in crisis-global
- 893 response
- 894 ● Facilitate support w/o having to diagnose and label
- 895 ● Events for families at schools – more consistently
- 896 ● Schedules – Consider creative scheduling that would enhance
- 897 programming/spacing/training
- 898 ● Home visits – gifts and recognition of kids in crisis
- 899 ● Big Brothers/Big Sisters – Mentoring
- 900 ● Special trained Para's in each building

- 901 ● Possible Pilot
- 902 - A program like Triumph Academy at the K-8 levels
- 903 - ½ time intervention and ½ school classroom program
- 904 ● Educate own families
- 905 - Build Relationships
- 906 - Parent University
- 907 2. The committee (Admin/SCEA) will develop a plan throughout the 2018-2019
- 908 year. (2018-2019)

909

910

911 **Technology**

- 912 1. Director of Technology to:
- 913 ● Update the technology support contact information for each building
 - 914 ● Explore the possibilities of supplying laptops for freshman students with
 - 915 a possible roll up plan
 - 916 ● Look at models for what works in 1 to 1 implementation
 - 917 ● Review guidelines for digital citizenship for students
 - 918 DPDC will:
 - 919 ● Provide ongoing technology training and professional development &
 - 920 assist as needed in proposed additional PD time
 - 921 District will:
 - 922 ● Embed technology topics every other month into the Certified
 - 923 Discussion Group – disseminate minutes
 - 924 ● Explore a plan to focus on technology focused professional development
 - 925 – possible additional day
- 926 2. The District Technology department will implement a new process to ensure technology
- 927 is ready. This process includes: teachers completing a priority list at the end of the school
- 928 year for the upcoming year, buildings prioritizing school needs/projects with technology
- 929 dept., and full communications between technology dept. custodial/maintenance dept.
- 930 and schools. Each building plan will be fully communicated throughout the summer,
- 931 updating progress.
- 932 3. A cost and workload analysis will be completed to ensure the technology department is
- 933 properly staffed to complete the summertime process. This process will start in the
- 934 summer 2017 .(2017-2018)

935

936 **Training**

937 Both high schools will provide PLC training to high school teachers

938 who have not yet had it. (2008-2009)

939 **Traveling Teachers**

- 940 1. Between May 1st and August 1st every year:
- 941 2. HR places and reviews the traveling teacher schedule every year
- 942 3. Building administrators will share their master schedule and traveling teachers plan
- 943 time and travel time with CO to be reviewed to make sure Board policy is followed for
- 944 plan time and travel time (add board policy). And accommodating faculty meeting time
- 945 to ensure the traveling teacher can attend at least one building’s faculty meeting as

- 946 necessary
- 947 4. CO will share traveling teachers' schedules with SCEA leadership
- 948 5. Traveling teachers will receive their traveling schedule by teachers' first contracted day
- 949 (2025-26)
- 950

951 Review meeting: Administrators will invite traveling teachers to meet during the week prior to the first

952 day of school to discuss needs that could include but not limited to:

- 953 ● Laptop, desktop, or other electronic needs at each building, if necessary
- 954 ● Resources needed to teach
- 955 ● Travel time: 20 minute travel time outside of the traveling teacher plan time except to and from
- 956 Harris Elementary which may require 25 minutes.
- 957 ● Check-in options (paper/pencil in office, phone call to office or email)
- 958 ● Plan time: a teacher receives a minimum 30 consecutive minutes of plan time daily during
- 959 instructional time (note: not before or after school) and ensures a minimum of 250 minutes per
- 960 week
- 961 ● Traveling teacher teaches one subject area if possible
- 962
- 963 ● Keep on-going communication open throughout the year to discuss any concerns that arise
- 964 while working through the traveling teacher schedule
- 965
- 966 ● A designated traveling teacher parking spot close to the entrance of the building with a sign
- 967 indicated for traveling teachers. The number of spots will be equal to the number of traveling
- 968 teachers. (2025-26)
- 969 ● Administration will restate the purpose of the classroom teachers' schedule that determines why
- 970 some special area teachers now currently travel.
- 971 ● The building principal and the special area teachers will examine the special area teaching
- 972 schedules on a building-by-building basis to maximize both instructional and plan time.
- 973 (2022-2024)

974

975

976 **Transfer *see also Assignment***

977 Clarify transfer and staff assignments for all certified staff (Pre-K - HS Staff) in the

978 handbook. In the event a certified staff member is changed from a department/grade

979 level, sufficient reason will be given.

980

981 **Term of Agreement**

982 Changes to policies affecting teacher welfare (Section G) made after this

983 agreement is approved and before 2017 agreement is approved, will take

984 effect at the beginning of the 2016-2017 school year with the exception of

985 policy changes required by state/federal law or in situations as determined by

986 the Board in its judgment and at its sole discretion. When the Board is

987 considering a change to a Section G policy, the superintendent will notify the

988 recognized teachers' organization at least 7 calendar days prior to the
989 meeting during which the board would take action.

990

991

Addendum to the 2014-2015 SCEA Agreement

992

993 This amendment is intended to correct and provide clarification to the 2014-2015 Agreement, as the
994 original wording created unintended results. The original wording to be revised is related to issue #5)
995 "How can we adequately compensate the experienced tech school staff? " Highlighted wording has been
996 added. Adjust Vocational Tech Instructors' ability to move across the salary schedule (See below)). Same
997 timeline for documentation as teachers' transcripts (November 1). Make adjustments for 2014-15 and
998 moving forward Verification of credit/CEUs (official transcripts or documents required for salary
999 modification must be received by Human Resources on or before November 1.

1000

BA = TAC

1001

BA 15 = ICEC

1002

BA 24 = ICEC + 10 college credit hours or CCEC

1003

MA = CCEC + 30 college credit hours

1004

MA 30 = CCEC + 30 college credit hours

1005

PhD = CCEC + 60 college credit hours

1006

Employees in the categories listed below may utilize CEUs in lieu of college
1007 credit in the following

1008

manner:

1009

o Earn 1 CEU for 10 seat hours

1010

o Earn CEUs as designated on an official document from the professional
1011 development

1011

institution

1012

o Registration can be paid for by the district, but the individual must pay
1014 for the CEUs/credit.

1014

1015

o If the whole training is paid for by the district with CEUs after
1016 completion, the employee can

1016

choose to pay for the training to receive CEUs

1017

o Submit a form (provided as an attachment to this addendum) to be
1019 completed by the

1019

professional development provider verifying the number of hours of
1021 seat time if an official

1020

1021

document with that information is not otherwise issued by the
1023 professional development

1022

1023

provider

1024

Job Categories include:

1025

1026

• Electrical Trades

1027

• Combination Welding

1028

• Building Trades - Carpentry

1029

• Brick and Stone Masonry

1030

• HVAC

1031

• Auto Body Collision Repair

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- Auto Service Tech
- Power Equipment Technology
- Advanced Manufacturing
- Industrial Maintenance
- Alternative Energy

Employees should check with HR to ensure that courses taken are eligible for advancement

on the salary schedule if they are not clearly related to the position held

1044 **Addendum for the Extra Salary Agreement**

1045 **DETERMINING FACTORS**

1046

1. 1047 Student contact hours required beyond the normal teaching day.

1048 This category is defined to include those hours when the adviser/coach is in direct contact with
1049 students on a regular basis and includes practice time, dressing time, performance time, and
1050 travel time. Listed below are the number of points given for student contact hours.

1051

1052	1-30 hours	1 point
1053	31-60 hours	2 points
1054	61-90 hours	3 points
1055	91-120 hours	4 points
1056	121-150 hours	5 points
1057	151-180 hours	6 points
1058	181-210 hours	7 points
1059	211-240 hours	8 points
1060	241-270 hours	9 points
1061	271-300 hours	10 points
1062	301-330 hours	11 points
1063	311+	12 points

1064

2. 1065 Average number of students per adviser/coach.

1066 The number of students to be considered in awarding points represents the
1067 average number of student participants involved during the mid-point of the sport or activity
1068 season. In addition, one student manager is allowed toward the student total per team,

1069

1070 In determining the number of points to be awarded for each position, the number of
1071 advisors/coaches involved in an activity is divided into the number of student participants to
1072 determine the student to advisor/coach ratio. Points are awarded as indicated below.

1073

1074

1075	1-10 students	1 point
------	---------------	---------

1076	11-18 students	2 points
1077	19-27 students	3 points
1078	28+	4 points
1079		

3. 1080 Degree of public exposure and public expectations.

1081 This item is a subjective one, with points awarded by a neutral committee's estimate of the size
 1082 of the crowds, the probability of media coverage, and the public relations responsibilities
 1083 required of the adviser/coach, all of which contribute to pressures on the individual. Points are
 1084 awarded as indicated below.

1085		
1086	Exceptional	7 points
1087	Above average	5 points
1088	Average	3 points
1089	Some	1 point
1090	None	0 points

4. 1091 Preparation Time.

1092 Hours counted in this category include reasonable pre-activity preparation and/or planning.
 1093 Since it would be impossible to get an accurate count of the actual hours, five categories were
 1094 developed. In this factor, as with the previous one, odd-numbered values were given in order to
 1095 eliminate fine distinctions between the broad categories.

1096		
1097	Exceptional	7 points
1098	Above average	5 points
1099	Average	3 points
1100	Some	1 point
1101	None	0 points
1102		

5. 1103 Equipment and materials management.

1104 Each advisor/coach position will be analyzed in terms of whether equipment and materials
 1105 management is a major or minor factor, with points awarded accordingly.

1106		
1107	Minor Factor	2 points
1108	Minor factor	1 point
1109	Not significant	0 points
1110		

6. 1111 Assigned adults supervised on a regular basis.

1112 This factor recognized that some positions required the supervision of adults assigned to the
 1113 activity. It does not include supervision of volunteer adults or student assistants. Points are
 1114 awarded as listed below.

1115		
1116	4 or more adults	4 points
1117	3 adults	3 points
1118	2 adults	2 points
1119	1 adult	1 point
1120	0 adults	0 points

1121

7. 1122 Instructional and organizational skills necessary to conduct the activity.

1123 A neutral committee determines for each position the level of instructional and organizational
1124 skills necessary to carry out the activity successfully.

1125

1126 Above average 3 points

1127 Average 2 points

1128 Some 1 point

1129 Primarily Supervisory 0 points

1130

8. 1131 Obligated travel supervision.

1132 This category recognized that some advisers are required to supervise students while traveling
1133 outside the immediate area of the school district. Points are awarded by considering the number
1134 of commitments outside the county.

1135

1136 More than ½ out of county 3 points (51%+)

1137 ½ or less out-of-county 2 points (25% to 50%)

1138 Primarily local and in-county 1 point (0% to 24%)

1139

1140 Henndrickson, G. "Establishing Salary Schedules for Supervising Extracurricular
1141 Activities."

1142 NASSP BULLETIN, February, 1977.

1143

1144

Honoring Previous Agreements

The district agrees to honor previous agreements as described in the attachments following the signature page.


The above represents the Tentative agreements reached by the Board of Education, Administration, and SCEA.

 3-8-24
Rodney Lewis, Assistant Superintendent –HR Date
Board Team Chairperson

 3-11-24
Jason Sefrit, Superintendent, Date
Board Team

 3-8-24
Kellie Peters, SCEA Team Chairperson Date

The following signatures reflect that the Board of Education has voted to approve and the SCEA has ratified this Closure agreement.

 3-14-24
Donna Towers, BOE President Date

 3/15/24
Brendan Kearns, President of SCEA Date