

Polson School District #23 Sabbatical Proposal Application Packet

The following pages include the guidelines, evaluation criteria, and procedure for submitting a proposal for sabbatical for certified staff in accordance with section 10.8 of the Polson Public Schools / Polson Education Association Collective Bargaining Agreement dated 2007-2009.

Language from Master Agreement Article 10.8

Full Sabbatical Leave. A Teacher who has served seven (7) consecutive years in School District No. 23 is eligible for a Full Sabbatical Leave for up to one (1) year. The first Full Sabbatical Leave shall be instituted for the 2009-2010 school year.

The purpose of the leave shall be such as to directly reflect on the classroom Performance of the Teacher and prime consideration by the Board of Trustees in granting leave shall be the future benefits of the School District as a result of the leave.

Pay Levels will be granted as normal and the Teacher will be paid full salary and benefits at the rate he/she would earn if continuing teaching duties. The Teacher upon return to the School District will be placed at the Level and lane he/she would have been on if the leave had not been taken.

The number of Sabbatical leaves during any one school year shall be limited to one (1). The recipient of the leave shall enter into a contract with the School District in which he/she shall be obligated to reimburse the School District for the gross amount of the salary paid while on leave should he/she elect through his/her own choice to not return to or resign from the District within five (5) years of the conclusion of the leave. However if the teacher leaves the district after three (3) years but before five (5) years of having taken a sabbatical, and the leave is due to unforeseen circumstances, then the teacher may request to negotiate a lesser reimbursement with the Board of Trustees. The employee on Sabbatical shall retain all accumulated leave and tenure privileges. Applicants for the Sabbatical must submit an application to the Superintendent by February 1 of the school year prior to the year of intended leave. Final awarding of the Sabbatical shall rest with the Board of Trustees and will be done at the next regular board meeting after receipt of the request. If applicants are eligible, the Board of Trustees shall grant at least one (1) Full Sabbatical Leave every four (4) years.

The recipient shall notify the district by March 1 of the sabbatical year that the recipient intends to return to the district the following year after the conclusion of the awarded sabbatical.

A new employee hired to replace a teacher on Sabbatical Leave will be hired with the express understanding that she/he is replacing a regular teacher temporarily on Sabbatical Leave and will have no expectation of continued contracted employment beyond the term of his/her current contract as a replacement. Such a

replacement employee may apply for any open position for which she/he is qualified without expectation of guaranteed hire. If subsequently hired for an open position, she/he will be placed on the salary schedule and seniority list with full recognition of his/her replacement experience with the District. Except as specifically provided herein, such replacement teachers are fully covered by all the terms of this Master Agreement between the parties.

10.8 (B) Partial Sabbatical Leave. Pursuant to the same requirements of the Full Sabbatical Leave as stated in 10.8 (A), a Teacher may apply for a Partial Sabbatical Leave each year that a Full Sabbatical Leave is not to be considered by the Board of Trustees. If applicants meet the same criteria set out in the Full Sabbatical Leave including time requirements, procedural requirements, professional qualifications, and satisfies the purpose, then the Board of Trustees may grant one (1) Partial Sabbatical Leave each year a Full Sabbatical Leave is Not under consideration by the Board.

Pay Levels will be granted as normal and the Teacher will be paid at one-half the rate he/she would earn if continuing teaching duties. The Teacher upon return to the School District will be placed at the Level and lane he/she would have been on if the leave had not been taken.

The number of Partial Sabbatical leaves during any one school year shall be limited to one (1) and the recipient of the leave shall enter into a contract with the School District in which he/she shall be obligated to reimburse the School District for the gross amount of the salary paid while on leave should he/she elect through his/her own choice to not return to or resign from the District within three (3) years of the conclusion of the leave. The employee on Sabbatical shall retain all accumulated leave and tenure privileges.

The recipient shall notify the district by March 1 of the sabbatical year that the recipient intends to return to the District the following year after the conclusion of the awarded sabbatical.

A new employee hired to replace a teacher on Partial Sabbatical Leave will be hired with the express understanding that she/he is replacing a regular teacher temporarily on Partial Sabbatical Leave and will have no expectation of continued contracted employment beyond the term of his/her current contract as a replacement. Such a replacement employee may apply for any open position for which she/he is qualified without expectation of guaranteed hire. If subsequently hired for an open position, she/he will be placed on the salary schedule and seniority list with full recognition of his/her replacement experience with the District. Except as specifically provided herein, such replacement teachers are fully covered by all the terms of this Master Agreement between the parties.

10.8 (C) Sabbatical Committee. A committee shall be formed consisting of two Trustees, two teachers, one from the high school district and one from the elementary district, and the Superintendent or other administrator appointed by the Superintendent.

The Committee shall create a rubric by June 30, 2008, which states the requirements to apply for Full or Partial Sabbatical as formerly stated and more specifically states the educational and professional requirements for each applicant to design their proposed sabbatical to meet the purpose for the Sabbatical Leave. The intent of the rubric is to provide Teachers, Administrators, Trustees, and the community with a clear and unambiguous set of requirements to assess each application and assist the Board of Trustees in granting the proposal that provides the most benefit to the District and meets the purpose of a sabbatical as states herein.

The committee shall convene each year upon reception of any and all applications prior to February 1 and review each application to determine whether each application meets the requirements stated herein and complies with the requirements as stated in the rubric. The Committee shall notify the Board of Trustees as soon as possible that they have reviewed the application(s) and request the applicant be put on the next regular board meeting for action on the proposed sabbatical(s). The Trustees shall take action on approving an eligible sabbatical on or before the April regular board meeting.

Timeline:

- Application packet should be completed and submitted to the Superintendent no later than the week prior to the date of the November Board meeting in the school year prior to the year of the requested sabbatical leave.
- Application packet submitted to the Board at the November Board meeting of the school year prior to the requested leave.
- November Board meeting through January Board meeting, Trustees that negotiate with PEA meet to review all application packets.
- January Board meeting, trustee negotiators bring rubric scores and all relevant, preliminary anecdotal comments to the full Board.
- February meeting, Board takes action to approve satisfactory sabbatical leave request.

The completed application packet will include the following information and documentation. Documents and materials will be organized according to sequence listed below. Documents will be properly headed and all materials paginated.

- Section 1 - Statement of sabbatical purpose, or abstract
- Section 2 - Detailed plan
- Section 3 - Plan to improve student learning and achievement
- Section 4 - Plan to improve applicant's professional practice
- Section 5 - Explanation of the sabbatical's impact beyond the applicant's classroom
- Section 6 - Explanation of the sabbatical's impact in the school, district and extended community.
- Appendix A – Building principal review
- Appendix B – Letters of support, if desired
- Appendix C – Other supporting documents

PSD Board Chair

Applicant Name

Date

Date

Section 1 - State the purpose of this sabbatical proposal (detailed abstract including overall goal):

Section 1 - Purpose		
(2) Exemplary	(1) Acceptable	(0) Not Acceptable
Purpose is clearly stated. It has direct ties to student learning. Teacher demonstrates how the sabbatical will have a direct positive impact on his/her classroom and beyond.	Purpose is stated. It may have indirect ties student learning. Teacher demonstrates that sabbatical will have direct impact on classroom.	Purpose is not stated. There is no foreseen impact on the teacher's classroom.

Section 2 - Detailed plan for sabbatical. Include timelines, responsible parties, coordination with outside agencies or groups (if applicable), and all other information explaining the planning, conduct, and activities upon return from sabbatical.

Section 2 – Detailed Plan		
(2) Exemplary	(1) Acceptable	(0) Not Acceptable
Plan provides the detail necessary to present a clear explanation of the intent of the sabbatical. Goals are clearly stated and timeline reflects a well-conceived path to achieving those goals. Plan provides thorough detail for post-sabbatical activities.	Plan has adequate detail and clearly explains the intent of the sabbatical. Goals are clearly stated. Timeline reflects a path toward achieving sabbatical goals. Post-sabbatical activities are described.	Plan lack detail and intent may be difficult to understand. Goals are absent or unclear. Lacks a specific timeline related to achievement of goals. Description of post-sabbatical activities are absent.

Section 3 - Plan to improve student learning:

Section 3 – Student Learning		
(2) Exemplary	(1) Acceptable	(0) Not Acceptable
Proposal aligns with and exemplifies district and school vision, goals, and strategic plan. Proposal is exceptionally well-	Outcomes clearly stated and relate to district and school vision, goals, and strategic plan. Proposal is grounded in theory or previous	Outcomes not clearly stated and unaligned with district and school vision, goals, and strategic plan. Proposal lacks grounding in theory or

grounded in theory or previous scholarly work. Implementation isn't hindered by significant logistical and fiscal constraints.	scholarly work. Implementation isn't hindered by logistical and fiscal constraints.	previous scholarly work. Implementation may be unrealistic due to logistical and fiscal constraints.
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Section 4 - Plan to improve applicant's professional practice:

Section 4 – Professional Practice		
(2) Exemplary	(1) Acceptable	(0) Not Acceptable
Opportunities for professional growth are clearly cited with strong indicators of improved educational practice.	Opportunities for professional growth are cited without clear indicators. Improved professional practice is possible but not clearly evidenced.	There is no clear link between the sabbatical experience and the improvement of professional practice.

Section 5 - Explanation of the sabbatical's impact beyond the applicant's classroom:

Section 5 – Impact Beyond the Classroom		
(2) Exemplary	(1) Acceptable	(0) Not Acceptable
Contributions are exceptionally meaningful to colleagues and school and district professional development. Plan includes descriptions of methods to provide for dissemination or delivery of professional development to colleagues.	Contributions to professional development and colleagues are clearly articulated and appropriate.	Contributions are not clearly articulated or are inappropriate.

Section 6 – Explanation of the sabbatical's benefits to the community:

Section 6 – Community Relations		
(2) Exemplary	(1) Acceptable	(0) Not Acceptable
All stakeholders support the proposal with written or verbal testimony and research is provided that	There is evidence provided that there is support from all stakeholders. Administration, Native American	Not having met with, or not having evidence of meeting with the stakeholders.

supports the proposal's merit.	Community, and their peers must support the proposal or, the research supports the proposal and all stakeholders understand it.	
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Appendix A – Building principal review:

To be completed by the applicant’s building principal.

The applicant is currently an employee in good standing and has presented this proposal. After reviewing the proposal, I have the following comments to make:

Appendix A – Building Principal Review		
(2) Exemplary	(1) Acceptable	(0) Not Acceptable
Proposal is exceptionally meritorious. Procedure reflects exceptionally planning and methods. Overall presentation exceeds professional standards and expectations.	Proposal has merit. Proposal is clear and well-developed with appropriate methods to achieve outcomes. Overall presentation of proposal meets professional standards and expectations.	Proposal lacks merit. Insufficient planning and description of methods for achieving goals. Overall presentation of proposal does not meet professional standards and expectations.

**Identify feasibility of hiring a suitable replacement during period of sabbatical:
(circle one):**

(2) Very Likely (1) Likely (0) Not likely

Building principal signature:

Date:

Appendix B – Attach letters of support, if desired

Appendix C – Attach other supporting documentation, if applicable