

Formal Agreement 2020-2021

**Between Southeast of Saline
Education Association
and
USD #306 Board of Education**

August 2020

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Article I

NEGOTIATION PROCEDURES AND GROUND RULES MUTUAL AGREEMENT

- All meetings will be published and all meetings will be open to the public.
- Negotiation meetings and times will be set by mutual agreement.
- Approximate time limits will be set for each negotiation meeting at the previous meeting.
- Each team will have a central spokesman who can recognize other members to speak to a certain point.
- Caucuses will be of reasonable length.
- Minutes for the negotiation meetings will be taken by an agreed upon person. Both sides will have the opportunity to review the minutes prior to publication.
- When possible all proposals and counter proposals will reflect the monetary impact on the district when they are presented.
- The party presenting the proposal or counter proposal will be responsible for this information.
- The Formal Agreement document will be updated annually upon completion of negotiations.
- Finalized package items shall be available online each year, and a copy thereof presented to each certified employee, board member, or interested patron requesting such.

Article II

TEACHER CONTRACT

The teacher contract shall include specific teaching assignments at the time it is issued. However, after the Principal and Superintendent consult with the teacher(s) in an informative meeting with both parties presenting their views, the Administration or Board of Education have the right, authority and responsibility to assign, transfer, and/or reassign any teacher at any time to any employment or assignments. The teacher shall be notified in writing immediately following the above meeting of any change in assignments. Teacher contracts can be for as few as 185 days and no more than 187 days with the median number of days being 186. Any reference in the contract to “a day’s salary” shall be defined as 1/186 of the annual salary.

PLAN PERIODS

A daily planning period will be scheduled for each teacher. Secondary teachers will be allowed the time equivalent of one of their daily classes and elementary teachers will be allowed a minimum of 360 minutes per regular work week. Exceptions for non-typical weeks can be made. Less than full time teachers’ plan time will be prorated.

LUNCH PERIOD

All teachers are to have a 25 minute lunch period.

WORKDAY MEETINGS

No more than one hour of a full workday may be scheduled for meetings. No meetings will be scheduled on half day workdays.

SUPPLEMENTAL PAYMENTS

ADDITIONAL CONTRACT EXTENSIONS

Additional extensions to Teachers' contracts will be paid at the rate of one divided by the standard calendar length of the Teacher's salary (1/186) on the salary schedule for the number of days contracted.

STIPENDS FOR CONCURRENT CREDIT CLASSES

A \$250.00 per class stipend will be paid in the May payroll to the contracted teachers that teach a concurrent credit class.

EXTRA DUTY PAY

Certified teachers pay for extra duty will be \$11.00 per hour.

PROFESSIONAL DUTY PAY

Teachers assigned to Departmental meetings (subject matter, grade level, standing committees) held outside the duty day shall be compensated at a rate of \$20.00 per hour. Attendance at such meetings shall be required when the building administrator and a majority of impacted teachers agree to the times and dates of such meetings. Universal meetings (staff meetings) which everyone attends as part of the contract and which are limited to 60 minutes per month will not receive compensation.

SUBSTITUTE PAY FOR PLAN PERIOD

Certified teachers substituting during their planning period will be paid sub pay plus 10% (110%) an hour for that time substituting in another class. All leave will be documented K-12 and handled consistently K-12. All grouping assignments will be of manageable size and configuration. If a substitute teacher is not available for an elementary special class (Music, PE, Art, Computer Lab, Library Class), the students' homeroom teacher will facilitate the class and receive compensation for substituting during their planning period. Special classes will not be combined unless each special class teacher (or substitute teacher) is present and in agreement (example: PE/Music integration).

ABBREVIATED CONTRACT COMPENSATION

The compensation rate shall be the corresponding percent of their abbreviated contract times 1/(186) of their annual salary.

Example: A staff member is under a 50% contract. They participate in a full day of professional development. The staff member's salary would be \$40,000 if they were under a full (100%) contract.

The additional compensation would be: $(\frac{1}{2}\text{day}) \times (\$40,000) \times (1/(186))$ [$.5 \times \$40,000 \times 1/(186) = \107.53]

ADDITIONAL ENDORSEMENTS

The Board of Education may have the need to request that a teacher obtain additional endorsement in order to teach a subject or course for which there is no licensed person or staff.

When so requested by the BOE and agreed to by the teacher, the teacher will be reimbursed upon successful completion the cost of the tuition for the required course work. If the teacher purchases the books or materials needed to complete the course those shall be the property of the teacher. If the book and materials are purchased by the BOE, they shall be the property of the District. If purchased by the BOE, the teacher will have the option of reimbursing the District for their full price and retaining the course materials as their own.

The course work must be from an accredited institute recognized by the Kansas Department of Education and be applicable and/or required by the KSDE to obtain additional endorsement or license requested by the BOE.

Further, if a knowledge test for licensure or endorsement is required by KSDE, the fee for the required knowledge test will also be reimbursed.

To qualify for reimbursement for the completed coursework and test fee, the acquisition of an additional endorsement or license must be at the request of the BOE. When determined it is necessary to seek a current staff member to obtain licensure or an endorsement in an area of need, all current members of the USD 306 Teaching Staff shall be made aware of the need and the opportunity to become licensed/endorsed. If there is no interest expressed following the notification and an appropriate wait time, the Administration will have the authority to approach specific staff members. If multiple applications are submitted, the Administration will select from the candidates as they would any position.

In consideration for this reimbursement, the employee agrees to remain as an employee of USD 306 for a period of not less than five (5) years after the completion of all coursework required for the additional endorsement. If the employee decides to leave USD 306 prior to the completion of the five-year agreement, the Employee agrees to pay USD 306 for the education expense provided under this agreement as prorated amount of 20% per year for each year the agreement is unfulfilled, as follows:

- One year completed; 4 years unfulfilled = 80%
- Two years completed; 3 years unfulfilled = 60%
- Three years completed; 2 years unfulfilled = 40%
- Four years completed; 1 year unfulfilled = 20%
- Five years completed; 0 years unfulfilled = 0%

CALENDAR COMMITTEE

Teacher representatives will be part of the district calendar planning committee.

Article III

TEACHER EVALUATION

(Probationary and Professional)

SOUTHEAST OF SALINE

**PROFESSIONAL GROWTH
AND
EVALUATION PROGRAM**

FUNDAMENTAL BELIEFS AND PURPOSES OF A TEACHER EVALUATION PROGRAM

FUNDAMENTAL BELIEFS:

- **To recognize outstanding performance**
- **To provide for the improvement of performance**
- **To promote individual growth**
- **To allow decision on continued employment to be based upon specific information**

PURPOSES:

The main purpose of the evaluation system is for the improvement of individual performance. The system is not designed to compare the performance of one teacher to another. The USD 306 teacher evaluation committee believes that:

- **The process will improve instruction for all students.**
- **The process will communicate standards and expectations for district-wide teacher performance and responsibilities.**
- **The process will enable teachers and administrators to clearly identify areas of teacher strength and needs for teacher growth.**
- **The process will provide information and documentation for decisions regarding teacher assignments, retention and dismissal.**
- **The process will meet local, state and federal requirements pertaining to teacher evaluation.**

PROCEDURES:

I. Each teacher...

- A. In the first two(2) consecutive years of employment shall be evaluated at least two (2) times per year.**
- B. After the second year of their employment will be evaluated on the “professional” staff timeline and procedures.**

II. The Process

- A. Prior to a formal observation, the teacher will complete the teacher pre-observation planning form followed by a brief pre-conference meeting between the teacher and the evaluator.**
- B. The evaluator will complete both informal and formal observations of the teacher.**
- C. Within two weeks of each evaluation, there shall be a conference between the teacher and evaluator to discuss the evaluation and to determine performance objectives.**
- D. Within these two weeks, the teacher may make a written response to the evaluation which would be filed with the evaluation.**
- E. The evaluation will be signed by the teacher at the conference as an indication that the teacher has seen and discussed with the evaluator the evaluation. The signature does not mean that the teacher is in agreement with all that has been stated on the evaluation form.**

III. Evaluation Schedule

A. Orientation of new staff (within the first two weeks of employment): discuss evaluation procedures, form, time schedule, etc.

B. 1st 60 Days of 1st semester: first evaluation of teachers in first two years of employment.

C. February 15: first evaluation of teachers who have been employed more than two years.

D. 1st 60 Days of 2nd semester: second evaluation of teachers in first two years of employment.

The evaluation may be done anytime before these dates but must be done by these deadlines.

IV. Improvement Process

If a teacher's performance does not meet the expectations outlined by the teacher evaluation tool, or upon administrative discretion, the teacher may be placed on a Performance Improvement Plan.

A. Description of Performance Improvement Plan:

- 1. The Performance Improvement Plan is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. Employees not meeting the minimum expected level of Standard performance in one or more of the evaluation tool's six competencies will be recommended for placement on a Performance Improvement Plan.**
- 2. The purpose of the Performance Improvement process is to provide targeted support aimed at the goal of improved performance. The justification of placement on an improvement plan will be based on administrative judgment of any deficiencies of the six competencies. An accurate evaluation can not be compiled on formal visits alone. The evaluation is to be based on day-to-day encounters between evaluator and evaluatee as well as informal classroom visits. It is essential that a teacher be made aware of any performance that is deemed Below Standard in writing on an ongoing basis.**



B. Steps in the Performance Improvement Plan:

1. An administrator confers with the teacher and gives written notification of placement on the Performance Improvement Plan. Written notification is also provided regarding deficiencies of performance and competencies that are not being met.

2. The teacher may appeal the decision, but must do so within five (5) working days to the Superintendent. Within five working days of receiving the appeal, the superintendent will either affirm or deny the need for a Performance Improvement Plan in writing.

3. The Performance Improvement Plan will be established by the administrator performing the evaluation and the teacher. Components of the plan should include a time frame in which the competency(ies) is/are to be met, the expectations to be met, assistance that will be provided, a description of how progress will be monitored and how data will be used to determine if targeted improvement(s) are being met. Regular and frequent communication should take place between the administrator and the teacher about the progress being made. A formal monthly meeting between the administrator and the teacher, in which an advocate of the teachers choice may attend, will take place to review the plan and the progress being made. A monthly report will be provided to district administration and the Board of Education.

4. At the end of the time frame outlined in the improvement plan, the administrator will meet with the teacher to inform him or her of continued assignment on the Performance Improvement Plan, removal from the Performance Improvement Plan, alternative interventions that may be needed or other planned action to be taken or recommended to the Board of Education. A copy of the administrator's report is provided to the teacher.



PROFESSIONAL COMPETENCY DOMAINS

COMPETENCY 1: PLANNING

The teacher plans successful lessons that are suitable to diverse learners.

COMPETENCY 2: CLASSROOM MANAGEMENT

The teacher provides a positive climate conducive to learning with expectations for student behavior.

COMPETENCY 3: INSTRUCTIONAL STRATEGIES

The teacher uses a variety of effective teaching strategies and skills that engage all learners at an appropriate level.

COMPETENCY 4: EVALUATION AND COMMUNICATION OF STUDENT PROGRESS

The teacher assesses and communicates student performance to students and parents.

COMPETENCY 5: PROFESSIONAL LEARNING

The teacher demonstrates professionalism through professional development and leadership.

COMPETENCY 6: PROFESSIONALISM

The teacher demonstrates professionalism through words and actions.

COMPETENCY 7: TECHNOLOGY INTEGRATION

The teacher uses technology to enhance student learning.

COMPETENCY 1 : PLANNING

The teacher plans successfully.

- Follows appropriate curriculum.
- Differentiates lessons and materials to meet the individual needs and capabilities of students.
- Paces lessons according to time allotment.
- Maintains deadlines and schedules.
- Has materials, supplies, and equipment ready.
- Diagnoses student needs prior to instruction.
- Provides evidence of short and long-range planning.
- Follows a logical lesson plan sequence.

Distinguished	Proficient	Standard	Below Standard
Learning activities are highly suitable to diverse learners and support the instructional outcomes. Lessons and/or unit structure is clear and progression of activities is highly coherent. The teacher's effective planning results in all students being productively engaged from the beginning to the end of the class period.	All the learning activities are suitable to the students or to the instructional outcome. The lessons/units have a clearly defined structure around which activities are organized. The teacher's planning results in most of the students being engaged the majority of the class period.	Most of the learning activities are suitable to students or to the instructional outcomes. The lesson/unit has a recognizable structure although the structure is not uniformly maintained throughout. The teacher's planning results in some of the students being engaged the majority of the class period.	Few of the learning activities are suitable to students or instructional outcomes. The lesson/unit has no clearly defined structure. The teacher's planning results in few of the students being engaged.

SUMMARY:

COMPETENCY 2: CLASSROOM MANAGEMENT

The teacher provides a positive climate conducive to learning with expectations for student behavior.

- Establishes routines and procedures.
- Maximizes on-task learning.
- Applies reasonable, consistent and specific positive or negative consequences for student behavior.
- Maintains dignity of the learners.
- Maintains a safe and orderly classroom.
- Ensures equitable participation.
- Creates and maintains a positive student-teacher rapport.
- Establishes an attitude of mutual respect, tolerance, and cooperation.

Distinguished	Proficient	Standard	Below Standard
<p>Teacher response to misbehavior is highly effective and sensitive to students' individual needs. Teacher always demonstrates genuine respect for all students. Students exhibit respect for teacher as a person both in the classroom and during non-instructional time. Routines and transitions for handling materials and supplies are seamless.</p>	<p>Teacher response to misbehavior is appropriate and successful and respects the student's dignity. Teacher demonstrates respect for all students. Most students exhibit respect for teacher as a person both in the classroom and during non-instructional time. Routines and transitions for handling materials and supplies are established and with a minimum loss of time.</p>	<p>Teacher response to student misbehavior is evident, but with uneven results. Routines for handling materials and supplies are established with some loss of instructional time.</p>	<p>Teacher response to misbehavior is inconsistent, overly repressive or does not respect the student's dignity. Routines and transitions for handling materials and supplies are ineffective, resulting in a substantial loss of instructional time.</p>

SUMMARY:

COMPETENCY 3: INSTRUCTIONAL STRATEGIES

The teacher uses a variety of effective teaching strategies and skills that engage all learners at an appropriate level.

- Demonstrates a variety of instructional techniques.
- Uses proximity to monitor learning involvement and work.
- Provides opportunities for students to self-assess their work.
- Utilizes technology.
- Uses a variety of staff and instructional resources.
- Paces lessons according to time allotment.
- Uses both guided and independent practice.
- Communicates student deadlines and schedules.
- Provides a clear description of the learning task.
- Demonstrates knowledge in content areas.
- Uses verbal and nonverbal cues.
- Summarizes the instructional activity.
- Reviews and reteaches.
- Checks progress.
- Uses high quality questioning.
- Provides individual assistance.

Distinguished	Proficient	Standard	Below Standard
Through various strategies, activities, and school resources, teacher always instructs and facilitates student learning. Teacher demonstrates superior knowledge of content. Teacher consistently uses technology to enhance student learning. Key components of a successful lesson are evident.	Through various strategies, activities, and school resources, teacher instructs and facilitates student learning. Teacher knowledge of content is proficient. Teacher uses appropriate technology to enhance student learning. Key components of a successful lesson are visible.	Teacher uses a basic set of strategies and activities. Teacher engages students. Content knowledge is adequate. Teacher use of technology is sometimes effective. Some key components of a successful lesson are visible.	Teacher uses a limited set of school resources. Teacher seldom engages students. Teacher avoids the use of technology. Teacher knowledge of content is insufficient. Key components of a successful lesson are not evident.

SUMMARY:

COMPETENCY 4: EVALUATION AND COMMUNICATION OF STUDENT PROGRESS

The teacher assesses and communicates student performance.

- Uses data to improve content/curriculum for increased student achievement.
- Provides evaluation criteria to students.
- Explains assessment information to parents and students.
- Uses a variety of assessment data to diagnose student progress (norm-referenced, criterion-referenced, teacher-made, and/or state assessment).
- Provides specific and timely feedback to students.

Distinguished	Proficient	Standard	Below Standard
<p>The teacher clearly communicates assessment criteria to students and parents. Using a variety of methods, the teacher always gives timely and accurate feedback to students and uses that feedback to adjust instruction. The teacher regularly provides opportunity for students to assess and monitor the quality of their own work.</p>	<p>The teacher usually communicates assessment criteria to students and parents. Using a variety of methods, the teacher frequently gives timely and accurate feedback to students and uses that feedback to adjust instruction. Teachers provide opportunity for students to self-reflect.</p>	<p>The teacher gives feedback to students and parents and sometimes adjusts instruction.</p>	<p>The teacher's feedback to students and parents is of poor quality, inconsistent, and untimely.</p>

SUMMARY:

COMPETENCY 5: PROFESSIONAL LEARNING

The teacher demonstrates professionalism through professional development and leadership.

- Demonstrates willingness to participate in the school improvement process and staff development activities.
- Seeks professional development opportunities in both content and instruction.
- Actively participates in assisting other colleagues.
- Supports or sponsors student activities.
- Serves on committees.

Distinguished	Proficient	Standard	Below Standard
The teacher participates in school and district projects, making a substantial contribution and assumes a leadership role within the school or district. The teacher seeks out opportunities for professional development and conducts action research in the classroom.	The teacher participates in school and district projects. The teacher seeks out opportunities for professional development and leadership activities.	The teacher participates in required professional development and leadership activities.	The teacher exhibits limited participation in professional development and leadership activities.

SUMMARY:

COMPETENCY 6: PROFESSIONALISM

The teacher demonstrates professionalism through words and actions.

- Maintains a positive attitude toward students, faculty, and community.
- Handles response to parental concerns with great sensitivity.
- Effectively communicates with parents.
- Routinely provides information to parents regarding instructional programs and classroom events.
- Adheres to laws, policies, rules, and regulations.
- Promptly adheres to administrative requests.
- Uses appropriate grammar and mechanics.
- Uses appropriate vocabulary and style for level of audience.
- Holds high standards of honesty, integrity and confidentiality.
- Dresses appropriately.

Distinguished	Proficient	Standard	Below Standard
The teacher initiates positive relationships toward all staff and parents. The teacher's spoken and written language is correct and expressive. The teacher demonstrates a high standard of professional conduct.	The teacher maintains positive relationships toward staff and parents. The teacher's spoken and written language is correct and clear. A standard of professional conduct is evident.	The teacher maintains necessary relationships with staff and parents to fulfill the duties the school requires. The teacher's spoken and written language is usually correct. Meets professional conduct requirements.	Staff and parent relationships are strained. The teacher makes frequent mistakes in spoken and written language. Professional conduct is lacking.

SUMMARY:

COMPETENCY 7: TECHNOLOGY INTEGRATION

The teacher uses technology to enhance student learning.

- Models effective and appropriate use of technology for digital age work and learning.
- Promotes creative and innovative thinking.
- Engages real world issues and authentic tasks/problem solving with digital tools and resources.
- Collaborates and promotes collaboration in both learning and reflection of learning, both inside and outside of the school.
- Leverages technology to customize and personalize a student-centered learning environment.
- Promotes, models and teaches digital citizenship.
- Engages in continued learning around effective technology integration.
- Technology is not viewed as a separate subject of event, but is integrated into daily learning when and where appropriate.
- Gives students alternate means of discussion and asking questions through the use of email, blogs, social networking, or other appropriate medium.

Distinguished	Proficient	Standard	Below Standard
Teacher consistently uses technology to enhance student learning. Use of technology tools is well suited for the task, providing learning opportunities that would otherwise not be possible.	Student technology use is well thought out and planned. Students are exposed to and use a variety of technology tools to create, collaborate with peers, communicate, and problem solve. Teacher demonstrates an understanding and knowledge of multiple tools available to students. Technology use is aligned with the goals of the lesson.	Some student technology use is evident, or a limited set of technology tools are used. Use of technology is limited by students, focusing mostly on teacher productivity. Teacher demonstrates some understanding of technological tools available to the students, but use of these tools is limited or misaligned with the goals of the task.	Student use of technology is very limited and sporadic. Technology use is primarily teacher centered. Student technology use is limited to research and word processing activities (substitution level). Teacher does not demonstrate an understanding of basic technology tools available for student use.

SUMMARY:



TEACHER PRE-OBSERVATION PLANNING FORM

Teacher:

Date/Time of Pre-Conference:

Date of Observation:

Grade Level/Curriculum Level Observed:

Main skill/objective taught during the lesson observed:

1. Briefly describe the students in this class, including those with special needs.
2. How was prior knowledge assessed?
3. What instructional strategies do you plan to use to engage students in the content?
4. What instructional materials or resources will you use?
5. How do you plan to assess student achievement of this lesson?
6. How will you use the results of the assessment?
7. Please list other information you feel pertinent for the observer to know.

**SOUTHEAST OF SALINE
SUMMATIVE TEACHER APPRAISAL REPORT**

(To be completed by the administrator no later than the 60th day of each semester.)

TEACHER:

SCHOOL YEAR:

TEACHING ASSIGNMENT:

DATE COMPLETED :

Probationary Teacher: 1st yr. 2nd yr. 3rd yr.

COMPETENCY 1: PLANNING Rating:

COMPETENCY 2: CLASSROOM MANAGEMENT Rating:

COMPETENCY 3: INSTRUCTIONAL STRATEGIES Rating:

**COMPETENCY 4: EVALUATION AND COMMUNICATION OF STUDENT
PROGRESS Rating:**

COMPETENCY 5: PROFESSIONAL LEARNING Rating:

COMPETENCY 6: PROFESSIONALISM Rating:

COMPETENCY 7: TECHNOLOGY INTEGRATION Rating:

(page 1 of summative report)



Evaluator's summary of progress:

Teacher comments:

Signature of Teacher:

Date:

Signature of Evaluator:

Date:

***The teacher's signature on this page acknowledges receipt of this document and does not indicate agreement or disagreement with the content. The teacher may attach a response to this document within two weeks of the date of signature.**

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TEACHER FILES

One Official File

There shall be one official file for each teacher which shall be maintained in the office of the Superintendent. The file will contain all evaluations and any disciplinary actions concerning the teacher.

Available to Teacher

Material placed in the teacher's file shall be available for inspection by the teacher during normal business hours. At the teacher's written request, a representative of the Association may inspect the teacher's file. Teacher credentials and confidential references or evaluations obtained prior to employment shall not be available for inspection by the teacher. When a file is reviewed, the name, date and reason for such review shall be recorded on a log contained within the file.

Teacher Response

A teacher shall have the right to respond, in writing, to any material in the teacher's file and the response shall be affixed to the material and kept in the teacher's file.

Right to Copy

The teacher shall have the right to receive a copy of any of the contents of his/her file at no charge to the teacher.

Data

There shall be no anonymous data placed in the teacher's file. Material that may adversely affect a teacher's employment status may not be placed in the teacher's official file until the teacher has had the opportunity to read the material and to sign and date the actual copy to be filed along with the supervisor's signature.

Allegations

Any allegation or anonymous charge, which is unproven through a thorough documented investigation, shall not be placed or maintained in a teacher's official file.

Article IV

REDUCTION IN PROFESSIONAL STAFF WORKFORCE

SECTION I: Philosophy and Guidelines

When it becomes necessary to reduce the number of certified staff members in the district, the following philosophy will govern their release:

Because the school exists for the child and the main obligation of the Board of Education is to provide the best education possible, the Board will, through procedures carried out by the administration, determine which teachers can best serve the needs of the student.

The Board has the exclusive authority to eliminate licensed staff positions consistent with the provisions of this agreement. Elimination of licensed staff positions may result from decreases in student enrollment, changes in the educational program, severe financial conditions, or other circumstances determined by the Board.

Such determination will be made in keeping with the following guidelines.

1. Following determination by the Board that a need exists to consider the reduction or elimination of licensed staff positions, the administration shall prepare a list of all licensed staff positions where staff reduction may be feasible and shall make recommendations to the Board concerning which staff positions may be eliminated with the least negative impact upon the instructional program of the district.
2. In the event that a reduction of personnel becomes necessary, the Board shall first accomplish the same through normal attrition when possible.
3. Should a vacancy due to retirement, resignation, or for any other reason occur for which the licensed staff member being considered for contract nonrenewal be qualified by current certification and successful experience in the district, that position shall be offered to the staff member as an alternative to contract non-renewal.
4. As defined by the courts of the State of Kansas, where there are Professional and Probationary teachers in the department and all are qualified by competence, interest and training, the Probationary teacher (s) shall be the first terminated when staff reduction is required.

SECTION II: Recall

1. If a teacher's contract is non-renewed because of elimination of position, that teacher's name will be placed on a recall list for a period of two (2) years. If a position becomes available during that period for which that teacher is qualified by certification, the teacher will be notified of the vacancy by certified mail sent to the last known address.
2. Should the teacher be interested in renewing employment with the district, they shall complete and return appropriate application forms not less than ten (10) working days after the mailing date of the vacancy notice.
3. If the teacher is selected as a qualified applicant based upon the factors used in the Reduction in Force process as those factors currently apply to the teacher, the teacher will accept or reject the position in writing within three (3) days of the offer of employment.

If the teacher rejects the appointment offer or does not respond within the time limits heretofore established, the name of the teacher will be removed from the recall list.

SECTION III: Retention of Benefits

1. If the recalled teacher has had a minimum of three years successful service with Southeast of Saline Unified School District 306 and has been recalled within the stated period the teacher shall retain full sick leave benefits, tenure placement on the salary schedule, and faithful service benefits.
2. If the teacher has had less than three years of successful service with Southeast of Saline Unified School District No. 306 and has been recalled within the two year period, all sick leave, tenure, and any other benefits will be considered forfeited.
3. If a teacher's contract is non-renewed because of elimination of his/her position and the teacher has met the requirements for early retirement as delineated in the Voluntary Early Retirement Policy, the notification date of February 1 of the retirement year will be waived. The teacher may apply for early retirement benefits for up to 6 months following notification of nonrenewal of contract. This change will be retroactive to January 1, 2010.
4. Teachers who qualify for faithful service benefits and who are non renewed because of elimination of their position shall be granted all faithful service benefits they have earned. Recalled teachers are no longer eligible for these benefits if they have previously taken them.



SECTION IV: Health Insurance

1. The non-renewed teacher shall be eligible for health insurance as defined by the Consolidated Omnibus Budget Reconciliation Act (COBRA).

Article V

Fair Dismissal of Teachers / Due Process

1. The Board and Association agree to the mutual benefit of a Fair Dismissal procedure for experienced teachers. This provision balances the relative security earned through an extended and successful probationary period with employer expectations of continued quality professional performance.
2. If a teacher is terminated, he/she shall be afforded the rights to this procedure to appeal that decision.
3. For the first three years of licensed employment with the district, teachers are considered probationary and may be non renewed prior to the statutory deadline for any reason except as protected by Constitutional or other nondiscrimination protections.
4. Starting in Year Four of teaching with the district, teachers shall have earned professional status. At its discretion, the Board may formally grant professional status to any teacher earlier.
5. Professional teachers may be non-renewed for just cause, including ineffective performance, provided the procedural process is closely observed. While timelines are expected to be followed, extenuating circumstances may be considered for minor procedural errors. If the proposed nonrenewal is to be based on ineffective performance, the district evaluation procedure shall be followed. The professional- teacher will be informed his/her performance is substandard and the full evaluation process will be utilized, including a measurable plan of improvement. The plan of improvement shall be collaboratively developed.
6. If the nonrenewal is based on other reasons, including disciplinary factors or reduction in force, those separate procedures as outlined in the Agreement shall be followed prior to the termination or nonrenewal.
7. If the professional teacher is non-renewed, he/she shall be notified in writing prior to the statutory continuing contract date. The notification shall include the reasons for the nonrenewal. The non-renewed teacher will have fourteen calendar days from the postmark/witnessed hand-delivery of the letter to file a written request with the Board clerk for a hearing.
8. Within seven calendar days, the parties shall meet and select a mutually agreeable third party to conduct a hearing. If that is not possible, the third party shall be an arbitrator selected by alternately striking names from either the KSDE list or the AAA list. The third party so determined shall conduct the hearing and shall perform the duties of a hearing officer.

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9. During the hearing, the entire basis for the non renewal shall be proffered by the district and the teacher may present his/her response. If, in the opinion of the hearing officer, more time and/or information is needed for an appropriate decision, it shall be allowed. Otherwise, the hearing shall be closed at the end of the presentations. The recommendation by the hearing officer shall be solely to advise whether to sustain or reverse the nonrenewal. The recommendation of the third party shall be rendered in writing to both parties within seven calendar days of the conclusion of the hearing.

 10. The recommendation of the Hearing Officer shall be taken into consideration by the Board during executive session as to whether to sustain the non-renewal or to reinstate the teacher, with any lost pay. The decision of the Board shall be delivered in writing to the teacher no later than three days following the executive session.

 11. It is the intention that all reasonable efforts shall be made to render the decision prior to August first.

Article VI

PROGRESSIVE DISCIPLINE

Teacher discipline is to be used to address an incident or deficiency. It will culminate with the resolution of the issue or lead to a progression of escalating discipline, in accordance with this agreement. Discipline is sometimes necessary to deal with infractions of school rules, board policy, law or other acts which are disruptive to the educational process. Teacher Discipline should occur as close to the infraction/incident as possible and be as specific as possible in its focus.

Progressive discipline requires detailed record keeping. It includes conference summaries, written directives and formal disciplinary documents.

The specific components of the progressive discipline system to be used in USD 306 include, but are not limited to those listed below.

Administrators will have the discretion to decide which component is most appropriate, depending on the nature and/or frequency of the offense, to address the behavior of the teacher.

The teacher has the right to counsel of his/her choosing present at any discipline hearing.


In the event the misconduct is being reported by a parent a joint meeting with the parent(s), teacher and principal should occur.

A. Coaching - An opportunity for the employee and the supervisor to informally discuss work-related problems and concerns. The coaching session is designed to help the employee:

- Recognize mistakes or deficiency.
- Accept the standard that is required.
- Clarify expectations and standards
- Understand the consequence of failing to meet the standard.

B. Oral Reprimand- Used to get the attention of the employee while the situation is still correctable. The primary purpose of this step is to alleviate any misunderstanding and to clarify the direction for necessary and successful correction of the problem. An oral reprimand should:

- Clearly indicate the nature of the problem, cite the work standard, rule or policy governing the situation, and explain precisely as possible what corrective action is expected.
- Point out that future behavior of similar type may result in more serious disciplinary action.
- Be confirmed in writing, clearly defined as an “oral reprimand” with a copy given to the staff member and a copy retained by the administrator.



C. Written Reprimand - A written reprimand may or may not be preceded by coaching or an oral reprimand, depending on the type or severity of the violation. A written reprimand will:

- Include a review of prior disciplinary action.
- Notify the employee of the specific work rule or standard being violated.
- Be based on facts and information of record as opposed to hearsay or that which is not verified by fact.

A Corrective Action Plan may be implemented if the administrator believes it to be necessary and the USD 306 Plan of Improvement process may be utilized. If a Corrective Action Plan is implemented it will be time specific in the expectation of improvement.

The teacher will be advised that a copy of the reprimand (and the Corrective Action Plan, if utilized) will be placed in his/her file.

The teacher shall have the right to attach a written response to a disciplinary document placed in the teacher's personnel file within fourteen (14) calendar days after presentation of the original document to the teacher. The written response shall be attached to the disciplinary document.

If a Corrective Action Plan is utilized, periodic reviews will be conducted to ascertain the Teacher's progress towards corrective action. When satisfactory correction has been achieved, the Teacher will be notified in writing and a copy of the written notification will be attached to the Written Reprimand and Corrective Action Plan in the Teacher's Personnel File.

Article VII

SUSPENSION

The suspension of a teacher from a teaching assignment shall be for good cause. The suspension shall not exceed ten (10) school days unless the alleged cause for the suspension affects the safety of the students or staff, constitutes a felony crime, or the teacher does not maintain or possess required licensure (this does not apply to teachers whose licensure application or renewal is under processing by KSDE).

At the point of the suspension, the teacher will receive written notice of the suspension from the Superintendent that will include the reasons for suspension which are known at the time. However, the district shall have the option of issuing additional suspension(s) for additional reason(s) not known at the time of the initial suspension and shall notify the teacher of any such additional suspension(s) and the reason(s) at the point of the imposition of any subsequent suspension(s).

Within two (2) business days of receipt of the suspension notice the teacher may appeal the suspension to the Board of Education by submitting a written request for a hearing to the Clerk of the Board.

No earlier than three(3) business days from the receipt of a written request and no later than the next regular meeting of the Board, a hearing will be conducted by the Board. The hearing will be conducted in a closed session unless the teacher requests that it be held in open session.


At the hearing with the Board of Education, neither the teacher nor the Board may present new witnesses or new evidence unless the parties mutually agree. The teacher may be represented by counsel.

By the close of the third business day following the hearing, the Board of Education will provide the teacher either in person or by certified mail the written findings of the hearing.

The teacher may file a grievance pertaining to an alleged violation of the procedures set forth in this article within the timelines set forth in the grievance procedure.

In lieu of suspension or at the close of the suspension(s), the Board of Education has the following options:

1. Return the teacher to his/her assignment.
2. Return the teacher to his/her assignment with progressive discipline, if warranted. Such progressive discipline may include those components as indicated above.
3. Administratively transfer the teacher to a new position in which he/she is certified. In no event will the teacher be assigned to work for which they are not certified or for work that is classified employment.
4. The Board may impose a short or long term suspension without pay provided all legal due process specified herein has been afforded the teacher.

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5. Or, termination from employment. For those teachers who qualify, the District's Fair Dismissal Policy will be followed.

Article VIII

Grievance Procedure

A "grievance" is a complaint by a teacher or group of teachers based on an alleged violation, misinterpretation, or misapplication of the Current Master Contract, the Board of Education Policies and the BOE approved faculty handbook(s).

The term "teacher" will include any staff person employed by the Southeast of Saline Schools who is covered by the Negotiated Agreement.

Grievances for consideration of alleged violations of handbook or board policy must be submitted in writing within twenty (20) school days of the date of the alleged violation.

Grievances for consideration of compensation issues (salary, supplemental, extra duty, etc.) may be submitted anytime within the contract year in which the alleged violation occurs.

Failure to file any grievance within such period shall be deemed a waiver thereof.

Procedures

Level One

Informal Phase: The aggrieved person should request an informal conference with his/her administrator or other immediate superior. The purpose of the informal meeting is to give the administrator and grievant the opportunity to resolve the grievance in an informal way.

Level Two

Formal Phase: If the grievant is not satisfied with the disposition of his/her grievance on an informal basis, or if no decision has been rendered within the specified time frame after the discussion of the grievance, he/she may pursue the grievance by filing in writing with the administrator. Any of those present may call in supporting witnesses and have representation of their choice. The administrator shall present his/her decision in writing to the grievant.

Level Three

If the aggrieved person is not satisfied with the disposition of his/her grievance at the formal phase of level two, he/she may file the grievance with the Superintendent. The Superintendent will meet with the grievant in an effort to resolve it. At the meeting the Superintendent or his

designee, the building principal, and the aggrieved teacher will be present. Any of those present may call in supporting witnesses and have representation of their choice.

Level Four

If the grievant is not satisfied with the decision at level three, he/she may file an appeal in writing with the BOE. The hearing shall be conducted in executive session. This executive session shall include the building principal, aggrieved teacher, and Superintendent of Schools. Any of those present may call in supporting witnesses. Either party may have representation of their choice. A board member shall conduct the hearing.

Time Frame

At levels 1-3, five (5) school days will be allotted to file the grievance and then within ten (10) school days following the filing of the grievance a response shall be given. At level 4, five(5) school days are allotted to file the grievance and within thirty calendar days the School Board will conduct a hearing and respond in writing.

Association Grievance

If a grievance affects a group of teachers and appears to be associated with system wide policies, it may be submitted by the NEA Southeast directly at Level 3.

Chain of Command

Parental and community concerns will be resolved at the lowest possible administrative level, starting with the teacher unless district, state or federal policy or laws are violated. If a concern is unresolved at that level, the next levels (in order) are the teacher's supervisor, the superintendent, and finally the Board of Education. Anonymous concerns will not be considered in teacher evaluations.

Article IX

LEAVE

Section I: Association Day

The Association proposes the creation of one association day per year for teachers to use for business of the teachers' association. This is in addition to professional days used for professional development. The Association Day would be for lobbying for education, leadership training for the Association, or Association meetings and/or workshops.

Teachers wishing to take an Association day must apply for the leave at least one week before the day is to be taken and have it approved by SES administrators.

Section II: Discretionary and Sick Leave

Employees shall be given 10 discretionary days per year, regardless of the number of years employed. Should employment end mid-contract, days will be prorated at 1.11 days per month for nine month employees and determined accordingly for certified employees on extended contracts. Any unused discretionary days may accumulate as sick leave days for each employee.

The first ten days of leave for any employee per year will be deducted from the current year discretionary days. Discretionary leave will be deducted from the 10 days in the order in which it is approved. Certified employees may request leave on the PDP toolbox well in advance of the event to ensure that discretionary days are used for the event(s). Sick leave days will then be left to be used for any additional sick leave days needed after discretionary days have been exhausted. After all discretionary days have been used, an employee may then use their accumulated sick leave days for the following reasons:

1. Employee's own illness
2. Death and illness of spouse, children, siblings, parents, in-laws, grandparents, grandchildren, aunts, and uncles.
3. Special Appeal to the administration for approval (leave for death and illness of friends of employee)

1/186 of the teacher's salary will be deducted for absences exceeding the teacher's available leave. The leave policy shall apply to maternity cases.

Sick Leave Days can be accumulated up to 80 Days. A year end balance exceeding 80 days will be reimbursed at a rate of \$50/day.

Discretionary/Sick Time will be deducted in ½ hour increments.

The use of discretionary days the first and last week of school, one day before or after breaks or during professional development days is discouraged.

Section III: Illness and Disability Pool

Any teacher participating in the pool is eligible to use up to ten (10) days of pool leave per year after their accumulated leave has been used.

- a. Days deducted from the accumulated leave of a pool participant shall become a permanent part of the pool and shall not be refunded to that person.
- b. Each pool participant who wishes to participate in the pool will sign up on the approved district form.
- c. Sign up will take place prior to October 1st each year.
- d. Any days remaining in the pool as of June 30th will be carried over to the next year
- e. The yearly pool shall consist of a minimum of 150 days.
- f. If the total days in the pool are less than 150 days on October 1 (or the nearest working day) all names of pool participants shall be placed in a drawing to select those to contribute a day until the total of 150 days is reached.
- g. Plan participants whose names are drawn shall be notified that a day of discretionary or sick leave has been deducted from their accumulated leave.
- h. Plan participants whose names are not drawn shall be notified that no day of leave will be deducted.

Any teacher who has submitted the approved district form prior to October 1 is eligible to make an application for illness or disability leave from the pool after their accumulated leave is depleted.

Approved reasons to access the pool leave will be consistent with the guidelines established for sick leave:

1. Employee's own illness
2. Death and illness of spouse, children, siblings, parents, in-laws, grandparents, grandchildren, aunts and uncles.
3. Special Appeal to the administration for approval (leave for death and illness of friends of employee). Approval of the application shall be made by the district office.

Teachers receiving leave days from the pool are not obligated to pay back those days to the pool. It is the intent that such days are not lent, but granted to the individual.



Section IV: Catastrophic Leave

When an employee exhausts the maximum number of discretionary days and sick leave pool days, they may petition the superintendent for catastrophic leave. Catastrophic leave will be limited to extreme circumstances in which the employee needs additional leave limited to the guidelines established for drawing from the sick leave pool. The granting of catastrophic leave and the amount of days to be used will be determined by a committee made up of the superintendent, one elementary teacher and one secondary teacher. The superintendent will inform the employee if catastrophic leave has been granted, and how many days will be granted.

Section V: Leave Pre-Approval

Certified employees may request leave on the PDP toolbox well in advance of the event to ensure that discretionary days are used for the event(s). Sick leave days will then be left to be used for any additional sick leave days needed after discretionary days have been exhausted.

Section VI: Emergency Leave


Emergency Leave is available at the rate of not more than two days per year. Said days will be deleted from the accumulated sick leave balance. Emergency Leave will be granted in the event of sudden and/or extraordinary circumstances as determined by the Superintendent of Schools.

Section VII: Jury Duty

Loss of time due to Jury Duty shall leave the employee's pay intact with all money paid for such service being paid to the District 306 office. These funds shall be placed in the General Fund under Instructional Salary-Substitute Teacher. Any time Jury Duty is on any non-school day, the Jury Duty pay will be retained by the teacher.

Section VIII: Professional Leave

Recognizing that professional advancement and current subject matter information is very relevant to good teaching techniques and dissemination, as well as teacher improvement, the Board of Education and the Teachers' Association of USD 306 agree that:

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- Any instructor requesting to attend a professional development opportunity should submit that request through normal administrative channels via the PDP toolbox. The decision to grant/deny the request will then be made.
 - Professional development opportunities include but are not limited to workshops and conferences for both instructional and extra duty responsibilities as well as professional teacher association opportunities such as lobbying and training. The district will pay only the cost of a substitute for association activities unless the employee is requested to attend by the district.

Article X

USD 306 SOUTHEAST OF SALINE						
2020-21 SALARY SCHEDULE						
	BS	BS+15	BS+30	MS	MS+15	MS+36
A	\$39,150	\$41,150	\$43,150	\$45,150	\$47,150	\$49,150
B	\$39,750	\$41,750	\$43,750	\$45,750	\$47,750	\$49,750
C	\$40,350	\$42,350	\$44,350	\$46,350	\$48,350	\$50,350
D	\$40,950	\$42,950	\$44,950	\$46,950	\$48,950	\$50,950
E	\$41,550	\$43,550	\$45,550	\$47,550	\$49,550	\$51,550
F	\$42,150	\$44,150	\$46,150	\$48,150	\$50,150	\$52,150
G	\$42,750	\$44,750	\$46,750	\$48,750	\$50,750	\$52,750
H	\$43,350	\$45,350	\$47,350	\$49,350	\$51,350	\$53,350
I	\$43,950	\$45,950	\$47,950	\$49,950	\$51,950	\$53,950
J	\$44,550	\$46,550	\$48,550	\$50,550	\$52,550	\$54,550
K		\$47,150	\$49,150	\$51,150	\$53,150	\$55,150
L		\$47,750	\$49,750	\$51,750	\$53,750	\$55,750
M		\$48,350	\$50,350	\$52,350	\$54,350	\$56,350
N		\$48,950	\$50,950	\$52,950	\$54,950	\$56,950
O		\$49,550	\$51,550	\$53,550	\$55,550	\$57,550
P		\$50,150	\$52,150	\$54,150	\$56,150	\$58,150
Q		\$50,750	\$52,750	\$54,750	\$56,750	\$58,750
R		\$51,350	\$53,350	\$55,350	\$57,350	\$59,350
S			\$53,950	\$55,950	\$57,950	\$59,950
T				\$56,550	\$58,550	\$60,550
U				\$57,150	\$59,150	\$61,150
V					\$59,750	\$61,750
W					\$60,350	\$62,350
X					\$60,950	\$62,950
Y					\$61,550	\$63,550
Z						\$64,150
AA						\$64,750
BB						\$65,350
	STEPS	600				
	COLUMNS	2000				

Section II: Salary Schedule Guidelines

1. The salary schedule applies to all certified personnel except the Superintendent of Schools and Principals.
2. To progress to Column 2 or 3: Hours earned must be graduate hours earned after BA or BS degree requirements have been met. The graduate hours earned must be approved by the Administration of USD 306 (note undergraduate hours exception below). Column Two (2) and Three (3) hours earned beyond the BA or BS need not apply towards an advanced degree.
3. To progress to Column 5 or 6: Hours earned must be graduate hours earned after MA or MS degree requirements have been met. The graduate hours earned must be approved by the Administration of USD 306.
4. Interpretation of Columns:
 - a. Bachelor of Arts or Bachelor of Science Degree (minimum-124 hours).
 - b. Bachelor's Degree plus 15 additional graduate hours received after BA or BS degree requirements have been met. The additional graduate hours to be approved by the Administration of USD 306. Undergraduate hours may be approved in certain situations by the Professional Development Committee (effective 8/16/10).
 - c. Bachelor's Degree plus 30 additional graduate hours received after BA or BS degree requirements have been met. The additional graduate hours to be approved by the Administration of USD 306. Undergraduate hours may be approved in certain situations by the Professional Development Committee (effective 8/16/10).
5. Master of Arts or Master of Science Degree.
 - a. Master's Degree plus 15 additional graduate hours received after MA or MS degree requirement have been met. The additional graduate hours to be approved by the Administration of USD 306.
 - b. Master's Degree plus 36 additional graduate hours received after MA or MS degree requirement have been met. The additional graduate hours to be approved by the Administration of USD 306.
6. The Board of Education may, at its discretion, pay salaries "above schedule" to staff members who (1) perform duties above and beyond the normal teacher load, (2) hold positions that require a Master's Degree for certification, or (3) hold positions that

"Supply and demand" require higher salaries to promote the general welfare of the school system. (When an individual has been employed under this paragraph; the President of the Teachers' Association will be notified of the salary paid "above the schedule"). Any additional amount will be paid outside the salary schedule.

7. Staff member shall receive credit for the number of college hours on file in the office of the Superintendent at the time the contract is drawn up. Staff members who acquire enough additional college hours to allow them to advance on the salary schedule will have a new contract drawn up prior to the beginning of the school term. Transcripts for salary advancement are due in the District Office on or before September 1.

Section III: Nurse's Salary

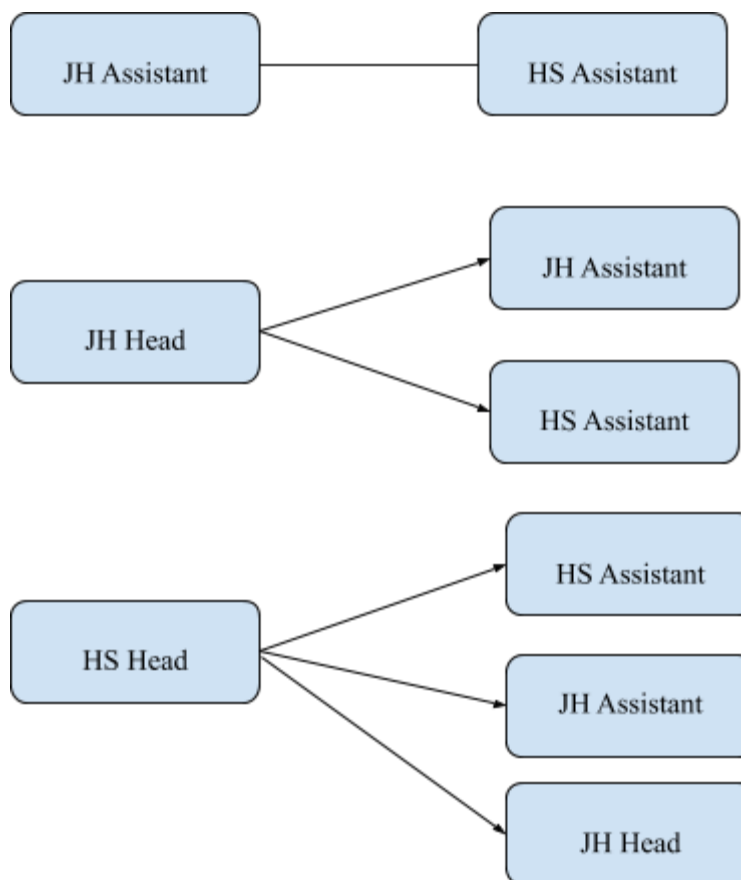
The School Nurse will be placed on the teacher salary schedule and be afforded the same benefits and provisions as those of the teacher.

Article XI

Supplemental Salary

New coaches and sponsors of KSHSAA or equivalent activities and National Organizations as well as drama productions and musical directors are to be placed on the supplemental salary schedule at the appropriate level according to their level of experience, including non-SES experience. This does not include local organizations and sponsorships as duties for these vary school to school. Coaches who transfer from one level to another (high school to middle school; middle school to high school) retain their years of experience in the same activity.

The following diagram indicates the allowed credit for experience as it applies to the coaching sports. The move must be within the same sport to apply. (Boys Basketball/track and Girls Basketball/track are considered the same sport).



USD 306 SOUTHEAST OF SALINE SUPPLEMENTAL SALARY SCHEDULE												
BASE SALARY	\$38,000.00		2020-21									
HIGH SCHOOL	YEARS	1-2	YEARS	3-4	YEARS 5-6		YEARS 7-8		YEARS 9-10		YEAR 11	
ACTIVITIES DIRECTOR	0.12	4560	0.13	4940	0.14	5320	0.15	5700	0.16	6080	0.17	6460
HEAD FOOTBALL, BASKETBALL, WRESTLING	0.12	4560	0.13	4940	0.14	5320	0.15	5700	0.16	6080	0.17	6460
HEAD VOLLEYBALL, XCOUNTRY, TRACK, GOLF	0.11	4180	0.12	4560	0.13	4940	0.14	5320	0.15	5700	0.16	6080
HEAD BASEBALL, SOFTBALL, CHEER	0.11	4180	0.12	4560	0.13	4940	0.14	5320	0.15	5700	0.16	6080
ASST. BASKETBALL, FRESHMAN BB	0.07	2660	0.08	3040	0.09	3420	0.10	3800	0.11	4180	0.12	4560
ASST. FOOTBALL, ASST. WRESTLING	0.07	2660	0.08	3040	0.09	3420	0.10	3800	0.11	4180	0.12	4560
ASST. VOLLEYBALL, XCOUNTRY, TRACK	0.06	2280	0.07	2660	0.08	3040	0.09	3420	0.10	3800	0.11	4180
ASST. BASEBALL, SOFTBALL	0.06	2280	0.07	2660	0.08	3040	0.09	3420	0.10	3800	0.11	4180
JUNIOR HIGH SCHOOL	YEARS	1-2	YEARS	3-4	YEARS 5-6		YEARS 7-8		YEARS 9-10		YEAR 11	
ACTIVITIES DIRECTOR	0.08	3040	0.09	3420	0.09	3420	0.095	3610	0.10	3800	0.12	4560
HEAD COACH FB,VB,BB,WR	0.07	2660	0.075	2850	0.08	3040	0.086	3268	0.091	3458	0.096	3648
HEAD COACH TRACK	0.08	3040	0.085	3230	0.09	3420	0.095	3610	0.10	3800	0.105	3990
ASST. FB,VB,WR,TR,BB	0.045	1710	0.05	1900	0.055	2090	0.06	2280	0.065	2470	0.07	2660
High School SPONSORSHIPS	YEAR	NO 1	YEAR	NO 2	YEAR NO 3		YEAR	NO 4	YEAR	NO. 5		
ART CLUB	0.01	380	0.015	570	0.02	760	0.025	950	0.03	1140		
CRISIS TEAM CHAIR	0.01	380	0.015	570	0.02	760	0.025	950	0.03	1140		
DANCE TEAM	0.06	2280	0.065	2470	0.07	2660	0.075	2850	0.08	3040		
FCCLA/FFA	0.06	2280	0.065	2470	0.07	2660	0.075	2850	0.08	3040		
FOREIGN LANGUAGE	0.01	380	0.015	570	0.02	760	0.025	950	0.03	1140		
FORENSICS	0.06	2280	0.065	2470	0.07	2660	0.075	2850	0.08	3040		
INSTRUMENTAL 7-12	0.06	2280	0.065	2470	0.07	2660	0.075	2850	0.08	3040		
JAZZ BAND	0.06	2280	0.065	2470	0.07	2660	0.075	2850	0.08	3040		
PEP BAND	0.01	380	0.015	570	0.02	760	0.025	950	0.03	1140		
MADRIGALS	0.06	2280	0.065	2470	0.07	2660	0.075	2850	0.08	3040		
MUSICAL DIRECTOR	0.04	1520	0.045	1710	0.05	1900	0.055	2090	0.06	2280		
MUSICAL DIRECTOR - ASSISTANT	0.02	760	0.025	950	0.03	1140	0.035	1330	0.04	1520		
NATIONAL HONOR SOCIETY	0.01	380	0.015	570	0.02	760	0.025	950	0.03	1140		
PDC CHAIR	0.01	380	0.02	760	0.03	1140	0.04	1520	0.05	1900		
SCHOLARS BOWL - HIGH SCHOOL	0.065	2470	0.075	2850	0.085	3230	0.095	3610	0.105	3990		
SCHOOL PLAY	0.04	1520	0.045	1710	0.05	1900	0.055	2090	0.06	2280		
SCIENCE CLUB	0.04	1520	0.045	1710	0.05	1900	0.055	2090	0.06	2280		
STEAM TEAM (Race Car/Robotics)	0.03	1140	0.035	1330	0.04	1520	0.045	1710	0.05	1900		
STUCO - HIGH SCHOOL	0.05	1900	0.055	2090	0.06	2280	0.065	2470	0.07	2660		
TEEN TRUST SPONSOR	0.01	380	0.02	760	0.03	1140	0.04	1520	0.05	1900		
TROJOURNAL	0.01	380	0.015	570	0.02	760	0.025	950	0.03	1140		
VOCAL DIRECTOR	0.05	1900	0.055	2090	0.06	2280	0.065	2470	0.07	2660		
YEARBOOK	0.02	760	0.025	950	0.03	1140	0.035	1330	0.04	1520		
SOPHOMORE CLASS	0.01	380	0.015	570	0.02	760	0.025	950	0.03	1140		
JUNIOR CLASS	0.04	1520	0.045	1710	0.05	1900	0.055	2090	0.06	2280		
SENIOR CLASS	0.03	1140	0.035	1330	0.04	1520	0.045	1710	0.05	1900		
Junior High SPONSORSHIPS	YEAR	NO 1	YEAR	NO 2	YEAR NO 3		YEAR	NO 4	YEAR	NO. 5		
CHEERLEADER - JUNIOR HIGH	0.04	1520	0.045	1710	0.05	1900	0.055	2090	0.06	2280		
STUCO - JUNIOR HIGH	0.01	380	0.015	570	0.02	760	0.025	950	0.03	1140		
SCHOLARS BOWL - JUNIOR HIGH	0.02	760	0.025	950	0.03	1140	0.035	1330	0.04	1520		
INSTRUMENTAL 5-6	0.01	380	0.015	570	0.02	760	0.025	950	0.03	1140		
VOCAL K-6	0.01	380	0.015	570	0.02	760	0.025	950	0.03	1140		



Article XII

Health Insurance

Board of Education contribution to health insurance is \$481.57.

Article XIII

Retirement

Voluntary Early Retirement (Available only to staff who did not opt for 403 B retirement)

1. When used in this policy, the term "professional employee" means person employed by the Board of Education as teachers, counselors, librarians, and administrators who hold a certificate issued by the State Board of Education and employed by the Board of Education in a professional educational or instructional capacity.
2. When used in this policy, the term "school year" means that period of time from July 1 to June 30 of any year.
3. Any professional employee
 - (a) age 60 through 64 and in good standing (not in the process of being terminated), may elect to take early retirement under the terms and conditions set forth in this policy.
 - (b) or one who meets the KPERS 85 point early retirement plan.
4. A professional employee is eligible for early retirement if such person:
 - (a) has a minimum of ten (10) years in the district to receive full early retirement benefits, 50% if employed in the district five (5) years; 60% benefits for six (6) years; 70% benefits for seven (7) years; 80% benefits for eight (8) years; and 90% benefits for nine (9) years of service in the district.
 - (b) is part-time (1/2 time or more) with benefits prorated according to an average of the last three years of employment.
5. A professional employee applying for early retirement shall have the responsibility to provide all facts, information, verification and documentation necessary to prove eligibility for early retirement and to determine benefits to be paid.
6. A professional employee may apply for early retirement by giving written notice to the Superintendent of Schools. Such written notice shall be submitted on or before the 1st day of March preceding the anticipated retirement date, however, the Board of Education will have discretion to approve application after February
 1. Written notice shall include the following information:
 - a. a statement of the applicant's desire to take early retirement

- b. the anticipated date of retirement
 - c. the applicant's birth date and age on the date of retirement
 - d. the current mailing address and telephone number of the applicant
 - e. the applicant's current base contract salary
 - f. whether the applicant desires health insurance coverage through the school district health insurance program. If applicant desires coverage, responsibility for premium payment lies with the Applicant.
7. Following final action by the Board on any applicant for early retirement, the Superintendent of Schools shall notify the applicant in writing of the final disposition and the rate and amount of annual early retirement benefits to be paid.
8. Persons who meet the requirements qualify to receive \$4,250 a year until their 65th birthday. A person who enters the program at 55 who has at least 10 years of service in the district would receive \$4,250 a year or \$42,500 by the time they reach the age of 65. A person retiring at 58 would receive \$29,750 by age 65 and a person retiring at 60 would receive \$21,250.
9. The following terms and conditions shall apply to the school district's early retirement plan:
- a. The early retirement benefits shall be payable by the school district in twelve (12) equal monthly payments beginning with the first pay period in July. (this is amended as of April 20, 2006 to say "*The early retirement benefit shall be payable at the beginning of each school year in July in a lump sum per the negotiated agreement. This money will be run through the 403 b plan administered by the district.*") Any social security or tax obligation shall be deducted from the monthly payment as required by law. (*the preceding sentence is deleted as of April 20, 2006 because all social security and tax obligations are taken care of through the 403 b*)
 - aa. (This is added as of April 20, 2006, to say "*In order to be in compliance with IRS regulation 409 a, the early retirement benefit will be channeled through the 403 b plan over a five year period. This necessitates that the \$4,250 amount is multiplied by the number of years of retiree eligibility to 65 and then divided by five. This means that employees with more than five years of retirement benefit will have their distribution consolidated into just five yearly payments.*")
 - b. A professional employee taking early retirement shall have the option to maintain health insurance coverage at the employee's expense through the school sponsored health insurance program provided payment is made one (1)

month in advance or deducted from early retirement benefits. This provision will be effective only if allowable by the insurance carrier and only until the time that the professional employee attains the age of sixty-five (65).

- c. The spouse of a professional employee who has attained the age of 65, has the option of taking out a single health insurance plan until he/she has reached age 65.
 - d. A professional employee who takes early retirement shall have the responsibility to keep the school district informed of his/her mailing address and telephone number.
 - e. USD 306 retirees may be re-hired if the following conditions are met:
 - 1. Retirees so hired be confined to either the State's determined Hard-to-Fill positions or the vacant position(s) meets the state requirements of a locally determined Hard-to-Fill position. Based on CURRENT KPERS regulations, this would be the only way a retiree could draw KPERS and teach in their former district. But, as we now we have 13 different categories, this is a "future consideration" issue.
 - 2. The retired teacher agrees to a salary reduction equal to the prevailing KPERS penalty. Currently, the KPERS penalty is different for different categories of retirees; and this practice of adding "grandfathered and great-grandfathered" categories may continue.
 - 3. Amended 9-e Certified employees who have officially retired from the district and returned to serve as a district employee are still eligible to receive the retirement benefits. Approved: 8/9/2007
 - f. If any provision of this early retirement plan is determined to be in violation of federal or state laws or regulations, the Board and the Association shall within fifteen (15) days examine the alleged infraction and open negotiations to satisfactorily resolve the problem.
10. If death should occur to the recipient during the early retirement agreement, the Board of Education will honor the agreement for the remainder of that school year only (up through the June payment). Payment will be made to the beneficiary so designated under KPERS. (as of April 20, 2006, item 10 will be stated as: *If death should occur to the recipient during the early retirement agreement, the Board of Education will honor the agreement for the remainder of that school year only*).
11. Under extenuating circumstances, a teacher may enter voluntary early retirement with Board approval.

Faithful Service Benefit (Available only to staff who did not opt for 403 B retirement)

All full-time equivalent certified teachers who have completed said years of service to the district, including those years of service to the district prior to unification, shall be awarded a supplement upon their departure and/or retirement according to the following schedule:

Years of Service	Salary to be Paid
20 years of service	20 days salary of terminating year
21 years of service	21 days salary of terminating year
22 years of service	22 days salary of terminating year
23 years of service	23 days salary of terminating year
24 years of service	24 days salary of terminating year
25 years of service	25 days salary of terminating year
26 years of service	26 days salary of terminating year
27 years of service	27 days salary of terminating year
28 years of service	28 days salary of terminating year
29 years of service	29 days salary of terminating year
30 years of service or more	30 days salary of terminating year

If an employee who has qualified for the faithful service benefit by completing at least 20 years of service in the district dies while still employed, his/her designated beneficiary would receive all benefits earned by the employee.

403 (b) Plan

The Board of Education implemented a 403 (b) savings plan during the 2012-2013 school year. District contribution of \$300 to all certified staff members in the plan. District contributions of \$900 total to certified staff members contributing at least \$900 individually. Those electing to enroll in the proposed 403 (b) plan will no longer be eligible for the current district retirement plan and faithful service benefit.