

Labette County Unified School District 506

Negotiated Agreement



By and between the USD 506 Board of Education and
the Labette County Teachers Association

2015 – 2016

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Article I: Placement on Salary Schedule

All teachers shall be given full credit on the salary schedule set forth in this Agreement for full years of outside teaching experience up to a maximum of fifteen (15) years. Prior teaching experience must have been in an accredited school district in the State of Kansas or other teaching experience in a school district that is State or North Central Association accredited.

Article II: Teacher Contract Length

The salary schedule is based on a teaching contract of 175.5 days. Extra months teaching contracts shall be equated at a daily rate of 1/187 of the annual salary less the fringe dollars identified on the schedule. Ten-month contracts shall be 203 days, and eleven-month contracts shall be 223 days.

Article III: Advancement on Salary Schedule

Normally, teachers shall move vertically on the schedule with each additional year of experience. Moves will be made horizontally when additional hours of education credit have been acquired, moving directly across to the next schedule and then down one step for the service increment.

Teachers at the limit of a column will remain at that point until they have accomplished necessary education credit to advance to the next column through additional hours of education credit. Such advancement shall be horizontal one column and one step down.

The hours above a degree must be taken after the degree was granted and toward an advanced degree, be graduate hours, or be approved by the superintendent. The move from one position to another, both vertically and horizontally, will be made once a year, at the beginning of the contract year. Hours earned during the summer prior to the beginning of the school year will count in determining the salary step at which the teacher will be assigned.

In order to continue vertically in one salary column, a teacher must secure a minimum of six hours of approved college credit every five years.

In-service points as converted to college hours (20-1) shall count toward movement on the salary schedule.

All in-service points may count toward re-certification. However, only those in-service points which are earned outside of the contract day, are not funded by district funds or district contributions, and are activities approved by the District Professional Development Council for points shall count towards advancement on the salary schedule.

Transcripts of accumulated in-service points and documented college credit (hours) which, has been approved by the district professional development council must be submitted annually to the Board office prior to May 30th for salary schedule advancement.

The maximum number of points allowed for salary schedule advancement in any one year shall not exceed 100 points, and must be filed annually.

Article IV: Leaves

1. Personal Leave

Each full-time teacher shall have four (4) days of personal leave per year. Leave for part-time teachers shall be in proportion to their full-time equivalency.

Personal leave may not accumulate. Teachers shall have the option annually of being paid \$60 for each unused personal leave day or rolling those days into sick leave, subject to the maximum accumulation of sick leave as stated in this section. This designation must be made in writing and filed with the superintendent by May 1. The designation shall remain in effect in subsequent years until changed by the teacher.

The use of personal leave during the month of May shall be limited to emergencies or personal business that cannot be handled outside of school hours.

Personal leave shall not be used on Professional Development, In-Service, or Workdays or to extend holidays or spring break, except in extenuating circumstances approved by the superintendent.

2. Sick Leave

Each full-time teacher shall have eight (8) days of sick leave per year. Leave for part-time teachers shall be in proportion to their full-time equivalency.

Teachers with an extended contract shall receive additional sick leave at the rate of 0.5 days for every ten days or portion thereof of extended time.

Unused sick leave may accumulate up to seventy days (70).

Use of sick leave for illness or disability purposes shall be defined as the illness or disability of the employee or illness, disability, or death in the immediate family.

The term "immediate family" shall include spouse, child, stepchild, grandchild, siblings, parent, or grandparent. Additionally, any of those categories listed would be expanded to include "in-law."

In addition to the accumulated days of sick leave, each full-time teacher shall also have for his/her use the number of days equal to his/her accumulated sick leave on the first duty day. Said days shall be referenced as "sub-deduct days." Sub-deduct days may be used for sick leave. A sub-deduct day shall provide the requesting teacher full daily salary less regular substitute wages for each sub -deduct day awarded. The purpose of a

sub-deduct day is to provide a continuing income for teachers who are faced with illness or injury and have used up all their accumulated sick leave. Sub-deduct days are in addition to the accumulated days of sick leave and may be available to a teacher when said teacher has exhausted all accumulated sick leave. Teachers, before using a sub -deduct day, shall exhaust their accumulated sick leave. Any teacher who desires a sub-deduct day shall make their request for a sub-deduct day from their building principal. Said request shall be in writing, either in paper or electronic form and shall include the number of sub-deduct days requested and a brief explanation for the request. The building principal shall forward the request to the superintendent, building association representative where the teacher is employed and the president of the association. Each designated person receiving the sub-deduct request shall expeditiously indicate their support for or denial of the request to the building principal based upon the information provided by the requesting teacher. If two or more persons from among those designated to review the request approve said request, the requesting teacher shall receive the agreed upon sub-deduct day(s).

Sick leave may be used as bereavement leave.

3. Eulogizing, Singing, or Providing Music at Funerals

Occasionally, a teacher is asked to eulogize, sing, or provide music at funerals. Teachers will be allowed two days per contract year for requesting paid leave in this category. Teachers may request such leave by filling out the district's leave form.

4. Absences not covered by sick leave policy

Occasionally, a teacher may find it necessary to be absent for reasons not covered by leaves. Teachers will not be paid for days they do not teach, except as covered by the leave policies, or engagement in some professional activity or unusual situation approved by the superintendent or Board. Deductions of days absent will be made as explained below.

Salary payments for substitute help will be paid directly through the business office.

In the event of salary deductions after sick leave benefits have been used or when a non-school business absence occurs, the rate of pay deduction will be:

for nine month employees, 1/187th of the contracted salary; for
ten month employees, 1/203rd of the contracted salary; for eleven
month employees, 1/223rd of the contracted salary; for twelve
month employees, 1/238th of the contracted salary.

The Board of Education may require a physician's statement that the employee is not physically capable of fulfilling their regular assigned duties. Failure to provide such a statement could result in Board action to terminate sick leave benefits at that time.

5. Family and Medical Leave

In compliance with the Family and Medical Leave Act of 1993, USD 506 provides up to 12 weeks of unpaid, job-protected leave to “eligible” employees for certain family and medical reasons. Employees are eligible if they have worked for a covered employer for at least one year, and for 1,250 hours over the previous 12 months.

Article V: Pay for Unused Sick Leave

Unused sick leave not to exceed 70 days will be paid at the rate of \$50 per day when the teacher retires or leaves U.S.D. 506 employment, provided the teacher has a minimum of 10 years of service in U.S.D. 506.

Article VI: Activity Ticket

Each teacher of U.S.D. 506 shall be issued an activity ticket, which shall be honored at all regular school functions held within the district.

Said ticket shall not be honored at basketball tournaments and special events.

Said ticket shall be honored for employee, spouse, and children who have not yet graduated from high school.

The Board of Education will have an expectation that those teachers in attendance at school functions will assume a reasonable amount of general supervision as needed.

Article VII: Individual Development Plan (I.D.P.)

Each teacher who uses or plans to use a professional day must have an I.D.P. on file. Said plan shall be kept current annually.

Article VIII: Employee Cafeteria Plan

Employee benefits may be selected as a salary reduction from the district 125 Cafeteria Plan.

Each teacher shall by September 1 designate in writing salary reductions. Such designation shall be done only once each year.

Article IX: Health Insurance Rebates or Refunds

Any refund paid by the district’s health plan back to the district will be returned to the participant. Each participating employee shall receive a proportionate share of the refund based on their proportionate share of the total premium paid by all employees during the plan year the refund was earned.

Article X: Selection of Health Insurance Carrier

The Board shall review annually the health insurance company and plan, for the purpose of considering changes in same.

Article XI: Release From Contract

When a teacher asks to be released from a contract with the district, the Board's first obligation is to the children in the district.

If a suitable replacement can be found and it is felt that the educational program of the school will not be impaired, a teacher may be released from the obligations of a contract providing the teacher pays for the liquidated damages at the time such request is made. Accrued sick leave or unpaid compensation or other compensation against the \$1,500 liquidated damages will be applied to the amount owed to the district for early release.

In the event said release from contract is granted after May 15 and prior to July 1, said teacher shall pay a sum of \$500 toward expenses involved in securing a satisfactory replacement.

In the event said release from contract is granted July 1 or after, said teacher shall pay a sum of \$1,500 toward expenses involved in securing a satisfactory replacement.

Applicable payment toward expenses shall accompany the request for release from contract.

Article XII: Resignation or Retirement

Certified staff that turn in an official resignation or retirement letter to the Board of Education before Thanksgiving break begins will receive a \$500 stipend, and if by February 1st they will receive a \$250 stipend.

Article XIII: Health Insurance Benefit

The Board shall pay, in addition to salary, a fringe benefit for teachers. The Board agrees to pay the cost of the lowest tier single plan of the district provided health insurance to be applied towards a district health insurance plan. Said benefit will not exceed \$490.37 per month. The plan will cover all certified/licensed teachers employed at least .5 FTE

Certified/licensed teachers who began employment prior to August 11, 1998, and choose not to enroll in the district's health insurance plan, will receive a benefit of \$64 per month as cash. This is a fixed cash amount; it shall not increase even if the Board's contribution to the insurance plan increases. Teachers hired after August 11, 1998, must use their benefit for the purpose of purchasing the district's health insurance plan. New employees who do not wish to purchase the health insurance plan will forfeit the benefit amount. Should those who choose the cash option later decide to join the district's health plan, they shall forfeit the cash since it

will be applied to the insurance plan. Furthermore this is a one-way decision, in that a person moving from a cash option to an insurance fringe cannot later go back to the cash option.

Article XIV: Teachers' Professional Meetings and Work Days

Section A: Professional Meetings Request

1. There are appropriate and valuable professional meetings which individuals wish to attend. Such meetings would include curriculum meetings; curriculum workshops (which may not include college credit); study, consulting and/or observation of other teachers and school educational programs which merit observations; and state or regional subject and curriculum oriented meetings, school improvement and pedagogical improvement meetings, and others as deemed valuable by the teacher and administration.
2. Requests for attendance to national meetings shall be handled individually by the Board of Education.
3. Teachers who wish to attend professional meetings should make application to the superintendent in writing at least two (2) weeks prior to said meeting.
4. For those professional meetings approved by the superintendent, the Board will provide the following allowances:
 - a. The Board will pay a substitute, when necessary.
 - b. Meal expense will be allowed not to exceed twenty-five dollars (\$25) per day, or proportionate amount. (Payment made only for meals approved in advance and upon presentation of paid receipt.)
 - c. A school car shall be used as transportation when the car is available. When the school car is not available, mileage as per prevailing state rate from school to destination and return trip will be allowed (provided advance written approval is secured from the superintendent of Schools). Other reasonable transportation expenses, including tolls and parking, shall also be paid.
 - d. Actual lodging expense, subject to the superintendent's prior approval, will be allowed for each day of the meeting.
 - e. The registration fee and other related expenses shall be paid, subject to the prior approval of the superintendent.
 - f. Payment to be made upon presentation of receipts, itemized statements, and a signed claim voucher by the claimant.

Section B: Professional In-service Meetings and Work Days

1. All workdays shall be free of meetings called by the administration.
2. The professional staff shall have one-half (1/2) day (from the normal start of the duty day to 11:45) on the last day of the first, second, and third nine weeks to prepare grades.
3. There shall be two (2) workdays, one at the beginning of the school year and one at the end of the school year.
4. Verified Semester grades shall be due in the principal's office on or before the last teacher workday of each semester.

Article XV: LCTA Meetings

Two LCTA members shall be allowed to attend two meetings during the year without substitute pay being deducted (a maximum of four substitutes per year).

All other teachers shall be in attendance at their assigned duties on the date of the teachers' meeting.

It is hereby agreed that school shall be in session during the K.N.E.A. meetings and that the two days shall be incorporated into the Spring Break.

The two spring break days shall not be subject to being used as "make-up days for lost school days."

Article XVI: Job Openings

Professional staff vacancies will be posted in each building and in the district newsletter when the listing goes to placement bureaus, or after the Board of Education acts upon the resignation, whichever comes first.

Article XVII: Reduction in Force

The following steps will be utilized by the district's administrative staff to reduce the teaching staff.

To determine the number of teaching positions to be reduced, the Board of Education and the administrative staff will ascertain the educational program for the district to meet the educational goals established by the Board.

The number of teachers needed to implement the district's education program will then be determined by the administrative staff based on those educational goals as determined by the Board.

In the event the Board decides that the size of the teaching staff must be reduced, guidelines in the rules will be followed.

1. Insofar as possible, reduction will be accomplished by attrition due to resignations and retirement.
2. Non-tenured teacher in the curricula area and/or level that the Board has determined reduction is necessary.
3. Needs for reduction beyond the above methods shall be based on program continuation, individual full certification in teaching area, need for supplemental assignments, school and district accreditation and *district tenure in the various departments or level in which the individual is presently teaching.

Department and levels shall be as follows:

Elementary Primary K-6

Elementary Junior High Grades 7-8

Elementary: Music, P.E., Title I, Library

Secondary: Language, music, science, business, social science, math, guidance, vocational individual programs.

*District tenure will follow the teacher to the level or department at which they (the teacher) are presently teaching.

Article XVIII: Daily Preparation Period

1. All teachers shall, in addition to a minimum twenty (20) minute duty free lunch period, have daily preparation time within the instructional day during which they shall not be assigned to any other duties.
2. That time shall be guaranteed as follows:
 - a. Elementary – a minimum of 250 minutes weekly for a full 5-day week (no less than a 30-minute block of time on each day)
 - b. High School – one class period per day
3. Part-time teachers shall receive planning time proportionately to their equivalency.

Article XIX: Calendar

The superintendent will prepare the school calendar after providing all certified staff an opportunity for input on the school calendar. The superintendent will submit a calendar recommendation to the Board for approval. A summary of staff input on the school calendar shall be shared with the Board along with the superintendent's calendar recommendation.

A list of the abbreviations or codes that are used on individual paychecks with an explanation as to what they represent and a copy of the school calendar adopted and approved by the Board shall be

attached to the negotiated agreement for informational purposes as appendix items. It is specifically agreed by the Board and the Association that the inclusion of the list of abbreviations and/or the school calendar in the negotiated agreement does not make these items negotiable in the future.

Article XX: Supplemental Pay

1. Percent To Be of Individual Step
2. Supplemental pay shall be computed based on step less \$2,000.

Head Football Sr. High	12%	Conditioning program outside the school day	6%
Ass't Football Sr. High	8%	High School Band Director	9.5%
Head Basketball Sr. High	12%	Play (maximum of 2 plays per year)	3%
Ass't Basketball Sr. High	8%	Musical Vocal	3%
Head Wrestling Sr. High	12%	Musical Drama	3%
Ass't Wrestling Sr. High	8%	Musical Instrumental	1%
Head Track Sr. High	10%	Intramural Dir. & Supervisor	4%
Ass't Track Sr. High	7%	Head Sponsor Yearbook	4%
Head Volleyball Sr. High	10%	Head Sponsor STUCO	2.5%
Ass't Volleyball Sr. High	7%	Head Sponsor Senior Class	2.5%
Head Baseball Sr. High	10%	Head Sponsor Junior Class	2.5%
Ass't Baseball Sr. High	7%	Dept. Chairmen	2.5%
Head Softball Sr. High	10%	Head Sponsor Grizzly Spirit	2.5%
Ass't Softball Sr. High	7%	Head Sponsor FBLA	2.5%
Boys' Tennis Sr. High	8%	Head Sponsor FFA	2.5%
Girls' Tennis Sr. High	8%	Head Sponsor FHA	2.5%
Golf Sr. High	6%	Head Sponsor VICA	2.5%
Cross Country Sr. High	8%	Head Sponsor HOSA	2.5%
7th & 8th Football	6%	Elementary Yearbook Sponsor	3%
7th & 8th B. Basketball	6%	Debate	5%
7th & 8th G. Basketball	6%	Forensics	5%
7th & 8th Volleyball	6%	Dance Team Sponsor	5%
7th & 8th Track	6%	Elementary Music/Band	1.5%
Swim Coach	6%		
Varsity Cheerleader Coach	7%		
Freshmen Cheerleader Coach	5%		
Jr. High Cheerleader Sponsor	5%		
7th & 8th Ass't Coach - 3% of base minus \$2000			

* Supplemental Pay Gatekeepers and Ticket Takers for Musicals and Junior/Senior Plays; Pep Club Trip Sponsor; Official Clock Keeper for home volleyball, football, basketball, wrestling; Official Scorekeeper for home volleyball, football, basketball, wrestling, baseball, softball, track meets: \$8 per hr. with a minimum of \$30 per assignment

Supplemental pay for travel relative to multiple school assignments on the same school day shall be the prevailing state rate per mile, on August 1 of the current school year, for the predetermined district calculation of distance traveled from an assigned school to the next assigned school in the same school day. Travel payments shall be paid monthly for actual predetermined total miles driven by the teacher assigned to multiple buildings in a single school day, for the time period beginning the 1st of each month and concluding the last day of the same month prior to each district monthly payroll date.

<u>From</u>	<u>To</u>	<u>Miles</u>	<u>From</u>	<u>To</u>	<u>Miles</u>
Altamont to Bartlett		14.06	Bartlett to Edna		9.76
Altamont to Edna		13.02	Bartlett to Mound Valley		21.26
Altamont to Meadow View		7.96	Edna to Mound Valley		13.00
Altamont to Mound Valley		7.46	Bartlett to LCHS		13.98
Meadow View to Bartlett		20.92	Edna to LCHS		13.22
Meadow View to Edna		20.72	Meadow View to LCHS		7.87
Meadow View to Mound Valley		15.16	Mound Valley to LCHS		7.66

Supplemental Pay for Extended Day Assignment:

When periods are traded, there will be no supplemental pay. Example: Teach a 7:00 a.m. class and the same number of classes as presently are being taught, leave school at end of school day, or come in after first period, teach same number of classes as present and an after school class.

Supplemental pay of 12% (of individual's step) for an additional period taught for one year when the class is taught outside of the existing work day, and 7% (of individual's step) for an additional period that is taught for one year when the class is taught within the present work day but outside of the school day. Classes shall be equivalent to 50-minute period.

Supplemental Pay for building level technology support and committee meetings that meet beyond the duty day and are assigned or approved in advance by the superintendent shall be compensated at \$10 per hour.

Supplemental Pay Summer Trip Sponsors:

Sponsors who sponsor approved summer state and national trips shall be paid at the rate of \$72 per day except that if the sponsor is on an extended contract the trip days to be sponsored may, at the discretion of the superintendent, be traded for extended contract days.

Supplemental Pay In-School Suspension Supervising:

Teachers who supervise, at the request of the building administrator, the in-school suspension after the close of the school day shall be paid at the rate of \$6 per hour for the time they supervise the students being detained.

Supplemental Pay Summer School:

Supplemental pay for summer school shall be at the Board approved daily substitute teacher amount for a workday no less than five (5) hours.

Supplemental Pay for Curriculum Development

Supplemental pay for approved curriculum development outside the contract day shall be eleven (\$11) dollars per hour employed.

Supplemental Pay for Summer Institute

As funds are available annually and approved by the Board of Education, the superintendent and/or his/her designee, in consultation with the Professional Development Committee, shall schedule an in-district professional learning opportunity designated "Summer Institute" for certified staff members. Participation shall be voluntary; however, those certified staff members choosing to voluntarily participate in Summer Institute, may be required by the superintendent to participate in all or a majority of the scheduled professional learning opportunities as a condition of being allowed to participate in Summer Institute.

Certified staff members choosing to participate in Summer Institute shall be compensated at a rate of no less than eleven (\$11) dollars per hour. Based upon an annual review of available funding, the superintendent may recommend to the Board, a Summer Institute hourly payment, which may exceed eleven (\$11) dollars per hour. Said payment, as recommended by the superintendent and Board approved, shall not obligate the Board to similar payments in future years.

The Board approved payment amount for Summer Institute shall be made only to those certified staff members participating in the designated Summer Institute professional learning opportunity. Certified staff members shall not substitute other professional learning opportunities for Summer Institute payment.

Supplemental Pay for Summer Driver Education:

Driver's Education instructors will be paid \$150.00 per student.

Supplemental Pay for National Board Certified Teachers

The Board shall pay a \$1000 annual stipend for National Board for Professional Teaching Standards, National Board Certified Teachers during the life of the NBPTS license. This stipend shall be in addition to any state stipend for same.

Professional Learning Communities

The district will provide transportation to teachers required to attend Professional Learning Community meetings in any town that is not their home school.

**Supplemental pay for work done outside the workday.*

Article XXI: Salary Schedule 2015-16

The Board reserves the right to pay more than the schedule provides in any position if they deem it best for the welfare of the children in our schools.

The salary schedule shall include seven (7) columns labeled as Bachelor of Science (B.S.), Column B; B.S. + 15, Column C; B.S. + 40 or M.S., Column D; M.S. + 15, Column E; M.S. + 30, Column F; M.S. + 45, Column F¹; and M.S. + 60, or M.S. + M.S., or Ed.S., Column G.

The difference between each vertical row is as follows:

2015-16 SALARY SCHEDULE:

	BS	BS+15	MS	MS+15	MS+30	MS+45	MS+60/	MS+MS
ROW/ COLUMN→	1	2	3	4	5	6	7	
↓	B	C	D	E	F	F1	G	
1 00YRS Exp.	34430	35230	36230	37330	38530	39730	40930	\$500.00
2 01YRS Exp.	34930	35730	36730	37830	39030	40230	41430	increments
3 02YRS Exp.	35430	36230	37230	38330	39530	40730	41930	
4 03YRS Exp.	35930	36730	37730	38830	40030	41230	42430	
5 04YRS Exp.	36430	37230	38230	39330	40530	41730	42930	
6 05YRS Exp.	37005	37805	38805	39905	41105	42305	43505	\$575.00
7 06YRS Exp.	37580	38380	39380	40480	41680	42880	44080	increments
8 07YRS Exp.	38155	38955	39955	41055	42255	43455	44655	
9 08YRS Exp.	38730	39530	40530	41630	42830	44030	45230	
10 09YRS Exp.	39305	40105	41105	42205	43405	44605	45805	
11 10YRS Exp.		40755	41755	42855	44055	45255	46455	\$650.00
12 11YRS Exp.		41405	42405	43505	44705	45905	47105	increments
13 12YRS Exp.		42055	43055	44155	45355	46555	47755	
14 13YRS Exp.		42705	43705	44805	46005	47205	48405	
15 14YRS Exp.		43355	44355	45455	46655	47855	49055	
16 15YRS Exp.			45080	46180	47380	48580	49780	\$725.00
17 16YRS Exp.			45805	46905	48105	49305	50505	increments
18 17YRS Exp.			46530	47630	48830	50030	51230	
19 18YRS Exp.			47255	48355	49555	50755	51955	
20 19YRS Exp.			47980	49080	50280	51480	52680	
21 20YRS Exp.			*	49880	51080	52280	53480	\$800.00
22 21YRS Exp.					51880	53080	54280	increments
23 22YRS Exp.						53880	55080	
24 23YRS Exp.						54680	55880	
25 24YRS Exp.							56680	
							*	
		\$800 increment	\$1000 increment	\$1100 increment	\$1200 increment	\$1200 increment	\$1200 increment	
	* The bottom step on Column 3 will have 0.5% accumulating increase per year							
	* The bottom step on Column 7 will have 1.0% accumulating increase per year							

Article XXII: Appeal Procedure for Problems

The purpose of the appeal procedure is to facilitate free, easy, and effective communication between teachers and the administrative staff in order to secure, in good faith, at the lowest possible level, equitable solutions to problems relative to the negotiated agreement, which may arise from time to time.

The number of people involved in the appeal proceedings is to be minimal, and the appeal proceedings are to be kept as informal as may be appropriate at any level of the appeal procedure.

When a teacher has a problem, relative to the negotiated agreement, the following appeal procedures shall be followed.

1. Discussion of the problem between the teacher and the building principal within five working days after the problem occurs.
2. If a satisfactory solution is not forthcoming from the above conference, the teacher may request within five working days an interview with the superintendent of Schools relative to the problem. The superintendent will then arrange a conference within ten working days after such request with all parties involved in the problem and will make every effort to arrive at a fair and professional solution. The superintendent will make his written response to the appellant within ten working days after the conference.
3. If, in the teacher's estimation, the superintendent's solution does not result in understanding and justice for the employee, the teacher within ten working days may request in writing a conference meeting with the Board of Education to discuss the problem. In such request, the teacher shall state the problem, the negotiated item involved and the solution sought together with any other information such teacher believes is pertinent. This will be an informal meeting held in executive session at the next regularly scheduled Board of Education meeting.

At the next regularly scheduled Board meeting, all parties to the problem will be present, and each shall be allowed to speak, in executive session, on their behalf. The President of the Board of Education acts as chairman at the meeting.

The Board of Education's written decision to the appellant, principal, and superintendent, following said meeting, shall be binding, but shall not set a precedent in any other proceedings.

A prepared form for filing a written appeal relative to a problem is attached as an addendum to this document.

Article XXIII: Reproduction of Negotiated Agreement

The district office will provide each new teacher with a copy of the negotiated agreement and furnish requested copies for each LCTA building representative. The district will also publish the negotiated agreement on the district web site.

Article XXIV: Duty-Free Lunch Period

Each professional employee shall receive a 20-minute duty-free lunch period.

Article XXV: Work Day and Meetings

1. Arrival and Departure Time

The teachers' workday shall be seven (7) hours and forty (40) minutes, including the duty-free lunch. Any absences from the building during the scheduled workday shall require approval of the building principal.

2. Meetings

Unless excused by the person in charge, each teacher shall be present at all teacher meetings called by the Board of Education, superintendent, or principal. On the days there is a faculty meeting in a given building, and as determined by the building administrator more time is needed than is available for the meeting, the building administrator may, for that day, adjust the starting and ending time of the work day so as to give a longer single meeting period, in so long as the teacher work day does not exceed seven (7) hours and fifty (50) minutes.

The building principal shall give written notice at least one (1) week in advance of a meeting that will adjust the starting and ending time of the workday.

No faculty meeting or compensatory time for secondary teachers will begin prior to five minutes after school is dismissed.

Article XXVI: Duration of Agreement

This agreement will become effective July 1, 2014, and will expire on June 30, 2015.

Article XXVII: Dues Deduction

The Board of Education shall upon the written request of a teacher by September 1 deduct teacher association dues within a given contract year, in the amount and over the pay periods indicated on the written form.

The Board shall make a monthly reimbursement each month to the local association of the total dues collected to date for the month, with a list of names and amounts deducted.

Teachers dropping their membership shall notify the LCTA by August 15 and the LCTA shall notify the Board clerk by September 1.

Article XXVIII: District Personnel Files

The school district maintains a district personnel file for each employee of the district.

Individual district personnel files shall be accessible to the respective employee for inspection during reasonable school business hours upon written request to the administrator who is custodian of the individual file.

The individual shall be entitled upon request, at no expense to the individual, to copies of items in the individual file.

Article XXIX: Facility and Equipment Use

The Association shall be allowed access to and use of the district facilities such as buildings, copy machines and computers, etc. The Association will provide paper and consumable supplies for Association business; but will be allowed reasonable use of paper for the purpose of the bargaining process. All use of buildings and equipment shall be scheduled with the appropriate building principal.

No privacy exists for the use of school computers, and appropriate district staff can examine any school computer at any time.

Article XXX: Sick Leave Pool

The purpose of the sick leave pool is to provide a continuing income for teachers who are faced with major illness or injury and have used up all their accumulated sick leave. This pool is not intended for brief absences after sick leave is used up, and will be implemented as follows:

1. Each professional employee shall indicate on a form provided by the district and due by August 1, except in the case of new hires, whether or not he/she intends to participate in the sick leave pool. For new hires, the form shall be due within ten (10) days after the first day of duty. The decision of the employee shall stay in effect until reversed in writing. A roster of those persons participating in the pool will be provided to the Association prior to September 1 of each year and shall be updated if changes occur during the year.
2. If the employee decides to participate in the sick leave pool, the employee will contribute one (1) leave day to the sick leave pool each year. Days contributed by a pool member become a permanent part of the pool and will not be refunded to the pool member.
3. Only those employees participating in the pool will be eligible to apply for days from the pool.

4. Employees, before using the sick leave pool, shall exhaust their accumulated sick leave excluding "sub-deduct days" (see Article IV, Item 2 Sick Leave).
5. Sick leave pool days may be used for the employee or his/her immediate family as defined in Article IV.
6. An employee is only eligible to collect as many days as he/she has accumulated in sick leave at the start of that school year.
7. Any eligible person who desires days from the sick leave pool must make written application to the sick leave screening Board which shall consist of (1) the superintendent of schools; (2) the principal of the building where the applicant is employed; (3) the association building representative where the applicant is employed; and (4) the president of the association. The application must include a written statement from the attending doctor.
8. A tie vote shall be considered an approval of the employee's request.
9. The sick leave pool may not be used to cover participants who are receiving pay from worker's compensation.
10. At the beginning of the new contract year, if the total of accumulated days in the sick leave pool is more than 200 days, the requirement to contribute an additional day shall be waived for all pool members who have participated for at least three (3) consecutive years. The requirement to contribute will be reinstated when the total accumulation falls below 200 days prior to August 1.
11. If the pool is completely depleted, members may voluntarily contribute additional days to replenish the pool.

Article XXXI: Tuition Pool

1. The Board provides \$10,000 per fiscal year for the tuition pool. There shall be no carryover of unused funds from one fiscal year to the next.
2. The tuition pool shall be limited to graduate classes related to a teacher's content area. All courses must be approved by the superintendent prior to the start of the class for which reimbursement is being requested. Tuition reimbursement form is found in the negotiated agreement.
3. The district shall pay up to 3 hours of the tuition and fees, excluding books and materials, upon proof of the successful completion of the course. The year runs from Summer 2014 to Spring 2015.
4. Final transcripts along with receipts for tuition and fees shall be presented to the district office within 30 days of the completion of the course.

5. In the event the total amount of the pool is exhausted, the fees shall be paid in the order the requests were submitted for reimbursement.
6. The superintendent may identify the need for a current staff member to voluntarily add an additional teaching endorsement to their current Kansas teaching license. Should said staff member voluntarily choose to add the requested endorsement, the Board of Education reserves the right to negotiate terms and conditions with said staff member for the payment of any or all related expenses specific to the acquisition of said endorsement.

Article XXXII: Teacher Evaluation

Career teachers are professional educators who are in or beyond their fifth year. Career teachers may choose between two evaluation systems.

One is the traditional summative system (Appendix V) in which the administrator makes periodic classroom observations. The administrator then fills out a summative report and holds a conference with the teacher.

The alternative is a self-analysis/self-reflection system outlined as follows:

1. The career teacher indicates by September 15 of each year whether they intend to follow the self-assessment or the summative evaluation model.
2. The career teacher completes a written self-assessment by September 15 (Appendix VI).
3. By the end of September, the career teacher participates in a self-assessment conference with the administrator. The purpose of this conference is to define/refine the growth target selected by the teacher.
4. The target must be data based and student centered. How will the growth target improve student learning?
5. After the growth target is selected, a growth plan is developed (Appendix VII).
6. The teacher participates in two conferences reflecting on the process. One shall be prior to February 15 and the second at the end of the school year.
7. This may end an annual cycle or lead to a continuation of the same growth goal for the next year.
8. The self-assessment instrument shall be included in the appendix. This shall be for information purposes only.

Article XXXIII: Teachers in Need of Improvement

If a building principal or other administrator charged with supervision duty judges a teacher's performance to be sub-standard, that administrator shall notify the teacher in writing of the improvements needed. The administrator shall develop a plan of improvement.

REQUEST FOR LEAVE

- Type of Leave: ☐ Personal (complete section 1)
☐ Professional (complete sections 1, 2, and 3)
☐ Bereavement (complete sections 1 and 2 and explain relationship)
 Policy GBRI-R
☐ Eulogizing, singing, or music at funerals (complete sections 1 & 2 with explanation)

1.
 Name _____ Date of request _____
 Date of leave _____

2.
 Briefly explain the nature of request (attach copy of brochure if possible) _____

 Location of meeting _____ Method of transportation _____
 Time of Departure _____ Time of Return _____
 Is a substitute required? _____

3.
 Are you requesting the district reimburse your expenses? _____ (If yes, itemize below)

Mileage (round trip miles x 36¢) = _____

Registration Fee = _____

Meals = _____

Lodging = _____

Other (Specify) = _____

Estimated Total Cost = _____

(Attach bills/receipts to Expense Claim)

State Inservice Plan Participant? _____ Leave Requested by: _____

 Teacher's Signature
 LEAVE APPROVED

 Principal's Signature
 LEAVE NOT APPROVED

 Superintendent's Signature

Revised November 2005

FORM REQUESTING PROBLEM RESOLUTION*

1. To: _____
(Building Administrator)
 2. From: _____
(Employee)
 3. Date, time, and place of alleged problem:

 4. Outline the details of the problem (use back of page, if necessary) _____

 5. How do you believe the problem can be resolved? _____

 6. Is the problem, in your opinion, a violation of the negotiated agreement? _____
If yes, please list Article and explain: _____

- Signature _____
- | | | |
|----------|------|------|
| Employee | Time | Date |
|----------|------|------|

Upon receipt of this form, the problem will be addressed.

*This form is not required for review of a problem, however, it may be used at any level of review.

**CONTRACT FOR EDUCATIONAL PROFESSIONAL
LABETTE COUNTY U.S.D. 506, ALTAMONT, KANSAS**

This contract, made and entered into, this ____ day of _____, _____, by and between the Board of Education of Unified School District No. 506, Labette County, Kansas, hereinafter called the "Board" and &01 hereinafter called "Educational Professional".

The parties hereto agree that Educational Professional shall be employed by the Board as an employee of said Unified School District No. 506, Labette County, Kansas, for the school year ____ - _____, as defined and scheduled by the Board, which shall include at least &37 duty days of teaching and other assignments as designated by the Board, including, but not limited to &40 at the salary of &34 for said year payable in twelve (12) equal installments, on or before the fifteenth day of each month, commencing _____, _____, subject to the following terms and conditions:

1. The services to be performed by the Educational Professional hereunder shall be determined and assigned by the Superintendent of Schools, and the Educational Professional shall be subject to the policies, orders, rules and regulations of the Board; however, said policies, orders, rules and regulations are not part of this contract. The Board reserves the right to transfer or reassign the Educational Professional to any other school, or to any educational project or program of the school district for which the Educational Professional is qualified.
2. This contract is contingent upon the Educational Professional being and remaining licensed during the term of employment hereunder with respect to the position for which the Educational Professional is employed as provided by law; in the event the Educational Professional shall be unable to furnish to the Board and to maintain an applicable Kansas professional license to be in full force and effect during the term of employment hereunder this Contract shall be null and void, terminated and canceled.
3. As a condition to entering employment, the Education Professional is required to submit a certificate of health signed by a licensed physician, the expense therefore to be borne by the Educational Professional as provided by K.S.A. 72-5213.
4. In the event the employment of the Educational Professional hereunder shall be terminated for any reason prior to the expiration of the school year, the salary as hereinbefore specified shall be adjusted and paid on the basis of an amount which, together with the compensation heretofore paid, shall bear the same relationship to the total salary above specified as the number of days actual duty prior to the effective date of termination shall bear to the number of duty days of the school year as defined and scheduled by the Board.
5. In the event the Educational Professional is absent from duty except as hereinafter specified, deduction shall be made from the salary for each day of absence as provided by the rules and regulations of the Board. Deductions shall not be made in the event such absence is covered by chargeable leave or the result of other authorized absences in accordance with and subject to the rules and regulations of the Board.
6. This Contract is subject to the terms and provisions of the Kansas Cash Basis Law and the Kansas Budget Act, and amendments thereto or supplements thereto respectively, and to all other applicable United States and Kansas Laws.

WITNESS OUR HANDS on the day and year first above written.

UNIFIED SCHOOL DISTRICT NO. 506
LABETTE COUNTY, STATE OF KANSAS

BY _____
President, Board of Education

Attest: Clerk, Board of Education

Professional Employee

Appendix IV

SUPPLEMENTAL CONTRACT

This Supplemental Contract is made this ____ day of _____, _____, by and between &01 party of the first part and the Board of Education, Labette County U.S.D. 506, under and pursuant to the provisions of KSA 72-5412a whereby the Board of Education agrees to employ the Teacher to perform supplemental duties as follows:

Assignment		Amount
&42	&41	\$*44
&48	&47	\$*50
&54	&53	\$*56
&60	&59	\$*62
&66	&65	\$*68
		\$*36

For the annual total supplemental salary of	\$~81
---	-------

Payment shall be made on or before the 15th of each calendar month in twelve monthly payments. This contract is subject to termination by the Board of Education or by the Teacher at the conclusion of the supplemental assignment for the ____ - ____ school year upon written notice by either party.

Please sign and return to the Board of Education Office. A signed copy will be returned to the party of the first part.

President, Board of Education

Teacher

Attest: Clerk, Board of Education

(Please sign and return both copies)

EVALUATION OF TEACHING PERFORMANCE SUMMATIVE REPORT

NAME:

EXPERIENCE:

ASSIGNMENT:

IN DISTRICT:

NOTE: Signing this document does not indicate agreement with the ratings, only receipt of the contents. The teacher has ten days to write a rebuttal which will be attached to the original instrument to be placed in the personnel file.

(Teacher's Signature)_____
(Date)_____
(Administrator's Signature)_____
(Date)

DIRECTIONS: Circle the item(s) in the column that best describes the teacher's performance on that criterion. When marking "Below" and "Exceeds" district standards, state the evidence that supports your conclusion. The district standard is defined as the performance criteria found in the classroom teacher job description. List all observation dates. Attach additional sheets if necessary.

I. TEACHING SKILLS (The teacher)

LEVELS OF PERFORMANCE

1. Demonstrates effective planning

Not Observed District	Below District Standard	Meets District Standard	Exceeds Standard
--------------------------	----------------------------	----------------------------	---------------------

Supporting Evidence and Dates of Observation:

2. Implements the lesson plan to actively engage students.

Not Observed District	Below District Standard	Meets District Standard	Exceeds Standard
--------------------------	----------------------------	----------------------------	---------------------

Supporting Evidence and Dates of Observation:

3. Provides positive motivational experiences

Not Observed District	Below District Standard	Meets District Standard	Exceeds Standard
--------------------------	----------------------------	----------------------------	---------------------

Supporting Evidence and Dates of Observation:

4. Communicates effectively with students

Not Observed District	Below District Standard	Meets District Standard	Exceeds Standard
--------------------------	----------------------------	----------------------------	---------------------

Supporting Evidence and Dates of Observation:

5. Provides for effective student evaluation

Not Observed District	Below District Standard	Meets District Standard	Exceeds Standard
--------------------------	----------------------------	----------------------------	---------------------

Supporting Evidence and Dates of Observation:

6. Provides for individual differences.

Not Observed District	Below District Standard	Meets District Standard	Exceeds Standard
--------------------------	----------------------------	----------------------------	---------------------

Supporting Evidence and Dates of Observation:

7. Demonstrates skills in classroom management

Not Observed District	Below District Standard	Meets District Standard	Exceeds Standard
--------------------------	----------------------------	----------------------------	---------------------

Supporting Evidence and Dates of Observation:

8. Sets high standards for student performance.

Not Observed District	Below District Standard	Meets District Standard	Exceeds Standard
--------------------------	----------------------------	----------------------------	---------------------

Supporting Evidence and Dates of Observation:

II. POSITIVE INTERPERSONAL RELATIONS (The teacher . . .) LEVELS OF PERFORMANCE

1. Demonstrates effective interpersonal relationships

Not Observed District	Below District Standard	Meets District Standard	Exceeds Standard
--------------------------	----------------------------	----------------------------	---------------------

Supporting Evidence and Dates of Observation:

2. Demonstrates awareness of students' needs			
Not Observed District	Below District Standard	Meets District Standard	Exceeds Standard

Supporting Evidence and Dates of Observation:

III. PROFESSIONAL RESPONSIBILITIES (The teacher) LEVELS OF PERFORMANCE

1. Attends to employee responsibilities			
Not Observed District	Below District Standard	Meets District Standard	Exceeds Standard

Supporting Evidence and Dates of Observation:

2. Supports district regulations and policies			
Not Observed District	Below District Standard	Meets District Standard	Exceeds Standard

Supporting Evidence and Dates of Observation:

3. Strives to improve performance			
Not Observed District	Below District Standard	Meets District Standard	Exceeds Standard

Supporting Evidence and Dates of Observation:

4. The unanticipated (give a written explanation)			
Not Observed District	Below District Standard	Meets District Standard	Exceeds Standard

Supporting Evidence and Dates of Observation:

I. Teaching Skills

A. Demonstrates Effective Planning

1. I write and/or select instructional objectives that are based on the district's curriculum.
2. I use a lesson plan to organize and guide my daily instruction.
3. When planning for instruction, I identify the prerequisite knowledge and skills necessary for students to master the lesson outcomes.
4. I select instructional strategies and student activities that are relevant to the instructional objectives.
5. After first selecting the instructional objectives from the district's curriculum, I develop and align my assessments to those objectives. Then I select instructional strategies that will produce successful mastery of those assessments.
6. When planning for instruction, I develop lessons that will extend student thinking beyond the knowledge level into higher levels of cognitive thinking.
7. I provide thorough plans and procedures for substitute teachers.
8. I search for and use teaching strategies that are research-based best practices.
9. I develop lesson plans to teach to multiple intelligences by designing instructional objectives that address intrapersonal, interpersonal, musical, spatial, linguistic, bodily-kinesthetic, logical-mathematical, and naturalist intelligences.

0	Don't understand								
1	Never								
2	Sometimes								
3	Usually								
4	Almost Always								
5	Always								

I. Teaching Skills

B. Implements the Lesson Plan to Actively Engage Students

1. When I start a new unit or lesson, I begin by reviewing the last lesson to better connect prior learning with present learning.
2. When I end a lesson, I preview the next lesson to connect present learning with future learning.
3. When I start a lesson, I state the purpose of the educational objectives so students know the learning expectations and goals. (If I want students to discover the purpose, then I would not state them.) Students are more likely to get to the learning destination if they know the destination.
4. When ending a lesson, I use techniques to summarize the instructional objectives and main concepts and skills learned before moving on to the next lesson.
5. While I am delivering instruction, I frequently check for understanding by posing questions to the class and getting representative answers or by having everyone provide signaled responses or have everyone do the skill as I monitor for success.
6. I provide highly structured practice in which I carefully prompt students through the steps in the performance sequence to assure student mastery of skills and concepts before assigning guided or independent practice.
7. While doing structured practice, I constantly check for understanding so deviations from correct performance can be immediately fixed.
8. I assign guided practice only after students have demonstrated successful mastery of the skill or concept. Guided practice makes learning more permanent by the student over-learning beyond the point of mastery.

	0	1	2	3	4	5
Don't understand	Never	Sometimes	Usually	Almost Always	Always	

		Don't understand	0	1	2	Sometimes	3	Usually	4	Almost Always	Always
I. Teaching Skills	B. Implements the Lesson Plan to Actively Engage Students (contd.)										
	9. I assign independent practice (homework) only after students have demonstrated mastery during guided practice. For students to be successful with independent practice, they must be able to discriminate errors and self-correct those errors.										
	10. I am knowledgeable of many teaching models or strategies such as cooperative learning, reciprocal teaching, essential questions, inquiry approach, concept attainment, mastery learning inductive thinking, etc.										
	11. I consciously select instructional strategies that best match my instructional objectives. In other words, I choose strategies that are likely to produce the learning results I want.										
C. Provides positive motivational experiences. (Motivation is getting people to intend to put forth more effort.)	12. I allow the time necessary for students to achieve the desired level of performance. When individuals require additional time, I make accommodations for them that do not slow the progress of other students.										
	1. When I am delivering instruction, I let the students know that I expect them to reach mastery.										
	2. Oral and written responses, along with body language, are communicated to the student in a positive, caring manner.										
	3. While developing a lesson, I use various motivational principles: i.e., praise, wait time, teaching with enthusiasm, setting appropriate difficulty of tasks, feeling tone, level of concern, interest, knowledge of results, rewards, and success.										

I. Teaching Skills

C. Provides positive motivational experiences. (contd.)

	Don't understand	0	1	Never	Sometimes	2	3	Usually	4	Almost Always	Always
4. I communicate to students how well they are doing using positive helping interaction where I identify: (1) what the student has done correctly, (2) what the student needs to do next in the learning sequence, and (3) where to get the information for the next step.											
5. Lessons are designed to encourage students to demonstrate their knowledge in a variety of ways; i.e., plays, drawings, models, projects, poetry, essays, etc.											
6. Student success <u>should always</u> be attributed to effort and ability. When one attributes success to ability and effort, self-esteem and motivation increases.											
7. Lessons are enhanced through the use of community resources when those experiences are aligned to the district's curriculum.											
8. Students are encouraged to think "outside the box" and to be creative in their thinking and in their problem-solving techniques.											
9. Procedures are practiced to help all students learn good work habits and study techniques. (Ex. Planners are checked. QAR is taught, transition activities and assignments are written on the board, note-taking skills are taught, etc.)											
10. I communicate my expectations that <u>all</u> students will learn the essential curriculum as defined in district curriculum.											
11. When students do not learn the essential curriculum, I provide extended learning time, materials, and resources and "pester" students to be successful.											

I. Teaching Skills

D. Communicates effectively with students

1. When I speak to my class, I use proper grammar and sentence structure, and I refrain from using slang words or phrases.
2. When I put something in writing to be presented to my class, I use proper spelling, grammar, and sentence structure.
3. When I am giving directions to my class, I first make sure all students are paying attention, then I make certain the directions are clear and easy to understand. (I frequently model or show an example of what needs to be done.) Next, I check for understanding, i.e. asking, "What are you going to do first?" Last, I monitor students as they work and reinforce students who are following directions.
4. When I communicate with students, I use a respectful demeanor and tone of voice.
5. I use a variety of nonverbal techniques to get the attention of students.
6. When my instruction involves asking questions and students give incorrect responses, I dignify their errors; I probe or prompt for the correct answer; and I hold students accountable for correct information. This teaches efficacy because it communicates to the student that I believe he/she (since I stuck with the student) has the ability to do it.
7. After teaching a lesson, I use effective summary techniques to bring the lesson to a close.

Don't understand	0	1	2	3	4	5
Never						
Sometimes						
Usually						
Almost Always						
Always						

I. Teaching Skills

E. Provides for Effective Student Evaluation

1. To effectively evaluate a student, I make my methods of evaluation clear and purposeful for the student to understand.
2. When monitoring student progress, I use a series of formative and summative evaluation techniques. The formative assessment provides a check of quality during the learning sequence rather than at the end.
3. When evaluating student performance, I use a wide variety of multiple assessments realizing no one assessment gives an accurate picture of student performance.
4. While providing for effective student evaluation, I give written comments as well as points or scores to tell students what they are doing well and what specifically they must do to get better.
5. When evaluating student progress, I provide ample opportunities for one-to-one conferences with the student to effectively communicate expectations, feedback, and concerns.
6. After evaluating a student's progress, I interpret and explain the individual student's test results to the student and his/her parents.
7. When monitoring student progress, I maintain up-to-date written records of student progress and share them with the student and his/her parents.
8. When giving corrective feedback during guided practice, I praise the student for the learning steps done correctly, and I prompt the student on what to do next, then I leave the student to do his/her work.

	0	1	2	3	4	5
Don't understand						
Never						
Sometimes						
Usually						
Almost Always						
Always						

I. Teaching Skills

F. Provides for individual differences

1. I get to know my students, learning about what motivates them, so I can use this information when planning instructional lessons and activities.
2. Depending on the content's level of difficulty, I pace my instructional delivery.
3. When students do not "get it" or master it the first time, I plan and deliver alternative instructional strategies and monitor student mastery after re-teaching.
4. When some students master the content and others need additional instruction, I offer enriched learning opportunities to those students who have mastered the content.
5. Knowing the range of student performance in my classroom, I attempt to present instruction at the appropriate level of difficulty.
6. I am aware of and use school resource (like past academic and behavioral performance, information in the student's permanent records, etc.) to gain a better understanding of the students I teach.

Don't understand	Never	Sometimes	Usually	Almost Always	Always
0	1	2	3	4	5

I. Teaching Skills

G. Demonstrates skills in classroom management

1. When I am delivering instruction, I make sure that the materials and information can be read, seen, and/or heard by all the students.
2. I work to maintain a disciplined classroom where everyone's dignity is valued.
3. When appropriate, I delegate responsibilities and tasks to students and hold them accountable for their work and actions.
4. While delivering a lesson, I give clear, succinct directions so students know what is expected of them.
5. I devote adequate instructional time teaching rules, routines, and procedures, and I monitor student compliance with such rules, procedures, and routines.
6. I organize the physical space in my classroom to accommodate my ease of movement for maximal proximity control. In other words, I have walkways whereby I can get to problem students easily and quickly.
7. After thoroughly teaching rules, I post rules that are clear and understood by all students.

Don't understand	0	1	2	3	4	5
Never						
Sometimes						
Usually						
Almost Always						
Always						

I. Teaching Skills

H. Sets high standards for student performance.

1. I promote self-discipline and a positive self-image to model these behaviors for the students.
2. I know that by facilitating a classroom environment which encourages positive peer group interactions, students will learn the value of working cooperatively.
3. I will teach and maintain appropriate social behaviors in order to create an atmosphere conducive to learning.
4. I know that students will perform to the level expected, therefore, I expect all students to perform at high levels of learning.
5. I promote personal goal setting to allow students the opportunity to focus and monitor their progress.

Don't understand	Never	Sometimes	Usually	Almost Always	Always
0	1	2	3	4	5

II. Positive Interpersonal Relations

A. Demonstrates effective interpersonal relationships

1. I work with support services to ensure that children benefit from our combined efforts.
2. I know that by working cooperatively and collaboratively with others we will enhance and unify the outcome of our efforts for children.
3. I inform administrators and/or appropriate personnel about school-related matters when this communication will help to prepare/benefit them.
4. I work to involve the community in my classroom and school whenever possible.
5. I communicate with parents by sending newsletters and notes home, making telephone calls, and holding conferences in the best interests of the student.
6. I take part in parent-teacher activities to enhance our relationship between home and school.

B. Demonstrates awareness of students' needs.

1. When teaching my class, I strive to meet the special needs of my students.
2. When I am planning and delivering a lesson, I give special emphasis to show sensitivity to the physical and emotional development of a student knowing that all students grow up and mature at different levels.
3. When I am planning a lesson, I make sure that I show understanding and acceptance of students and cultures that are not like me.

Don't understand	0	1	2	3	4	5
Never						
Sometimes						
Usually						
Almost Always						
Always						

III. Professional Responsibilities

A. Attends to Employee Responsibilities

1. I respond promptly and professionally to parent concerns.
2. I am punctual in all my job duties.
3. I provide accurate and correct management data when it is requested from my administrator.
4. When I have access to difficult and confidential information regarding students and/or other staff members, I am very discrete in handling that information.
5. I attempt to always exhibit professional courtesy.
6. When attending school activities, I assume responsibility for correcting student misbehavior or communicating the need for correction to the administrator on duty.
7. I take responsibility for assisting in the development of the school profile and the development of the school improvement plan.
8. I take responsibility for the implementation of the action steps listed in the school improvement plan, which pertain to me.
9. When students don't master the essential curricular content, I work with my colleagues to answer the question, "What do we do for students who do not meet our expectations?"

Don't understand	Never	Sometimes	Usually	Almost Always	Always
0	1	2	3	4	5

III. Professional Responsibilities

B. Supports district regulations and policies.

1. I stay informed regarding board policy and building policy and regulations.

2. I choose appropriate channels for resolving concerns and problems.

3. I follow authorized policy and regulations.

C. Strives to improve performance

1. I attempt to stay current in my content knowledge as well as pedagogical knowledge and skill.

2. I regularly establish goals and objectives to improve my performance.

3. I strive to attend professional meetings relevant to my teaching assignment.

4. When I participate in staff development activities, I attempt to implement new strategies and then collect and evaluate data on the impact of that implementation on student learning.

Don't understand	Never	Sometimes	Usually	Almost Always	Always
0	1	2	3	4	5

Personal Growth Plan

Name _____		Date _____
Priority # _____	Performance area/criterion on which growth is sought:	Accomplishment Evidenced by: (Data)
	Growth Objective:	
Action Steps		Target Date(s)

Principal Comments:	Teacher Comments:
Signature	Signature
Date	Date

Plan of Improvement

Teacher _____ Date _____

Evaluator _____ Plan of Improvement Period _____

Priority # _____	Performance area/criterion for improvement:
	Improvement Objective:
Action Steps	Target Date(s)
Accomplishment Evidenced by: (Data)	

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____

2015-2016 SCHOOL CALENDAR
Labette County USD 506

July 2015						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

17 Staff Development (1.0)
 18 Staff Development (1.0)
 19 Work Day (1.0)
 20 Half Day of School for K-9
 20 Work Day (.5)
 21 Full Day of School for K-12

SEPTEMBER

7 LABOR DAY - NO SCHOOL

OCTOBER

5 Staff Development - NO SCHOOL (1.0)
 29 End of 1st Quarter (48.5 days)
 30 Staff Development (.5) Work Day (.5)- No School

NOVEMBER

2/3 Parent Teacher Conference
 5 Parent Teacher Conference
 25-27 THANKSGIVING VACATION - NO SCHOOL

DECEMBER

18 End of 2nd Quarter (32 days)/1st sem (80.5 days)
 21 No School (In-Lieu of P-T Conferences)
 22-31 CHRISTMAS VACATION - NO SCHOOL

JANUARY

1-3 CHRISTMAS VACATION - NO SCHOOL
 4 Staff Development (.5) Work Day (.5) - No School
 5 School Resumes
 18 Staff Development- NO SCHOOL (1.0)

FEBRUARY

MARCH

3 End 3rd Quarter (42 days)
 4 Staff Development (.5) Work Day (.5) - No School
 7/8 Parent Teacher Conference
 10 Parent Teacher Conference
 14-18 SPRING BREAK - NO SCHOOL
 25 No School (In-Lieu of P-T Conferences)

APRIL

22 Staff Development- NO SCHOOL (1.0)

MAY

11 Last Day of School- Half Day (.5)
 11 Staff Work Day (.5)
 11 End 4th Quarter (40.5 days)/2nd sem (82.5 days)
 12 Staff Work Day (.5)

Students		Teachers	
163.0	163.0	Students in Class	
2.0	2.0	Parent/Teacher Conferences	
3.25	6.5	Staff Development Days	
0	4.0	Work Days	
168.3	175.5	TOTALS	

January 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

KEY

Staff Development Day (Bold)

Holiday/Vacation/No School (Shared)

Begin and end school (border)

Work Day (Underlined)

No School (Single Cross)

[Parent Teacher Conferences]

No School In-Lieu of P-T Conf.

End of Quarter/Semester

Half Day School- Students

BASE SALARY 1st column

OP -- Other pay (gatekeeper, extra hours, etc.)
 OP-TAXED PRO -- Taxable portion of life insurance premiums for coverage over \$50,000
 OP-TRAVEL -- Travel stipend (usually over 12 months)
 OP-INSBENEFIT -- Cash benefit in lieu of insurance

GROSS SALARY

DEDUCTIONS -- Total of -CURR. DED.- 4th column from the left:
 REDUCTIONS -- -CURR. CON.- 5th column less all the SSD (Social Security District Share)

 NET SALARY -- The amount of your check

D/H (2nd column) -- Days/hours

O-T -- Overtime

LEAVE Avail -- Used -- Left (Avail=days at beginning of contract)
 (Used=total days used since beginning of current contract)
 (Left=days still available to be used)

PERSO -- Personal days (these would be for certified staff)
 SICK -- Sick days
 PROFE -- Professional days (these would be for certified staff)
 VACAT -- Vacation days (these would be for support staff)
 SEMFU -- Eulogizing, Singing or Providing Music at Funerals (page 2 negotiated agreement)
 SCH R -- School related (workshops, inservice, field trips, etc.-for certified staff)
 POOL -- Sick leave pool (page 13 negotiated agreement certified staff)

-CURR. DED.-

FWH -- Federal tax withholding
 SWH -- State tax withholding
 SSD -- Social Security employee contribution
 SSE -- Social Security employee contribution to Medicare
 KPE -- KPERS 1% employee contribution
 KPR -- KPERS employee contribution (buy backs)
 KPS -- KPERS employee contribution (buy backs)
 SBL -- Extra units of life insurance that do not qualify for the Cafeteria 125 plan
 SSP -- Salary protection Security Benefit (not in the Cafe 125 plan)
 AMF -- Salary protection American Fidelity (not in the Cafe 125 plan)
 PHD -- Preferred Health (health insurance not in the Cafe 125 plan)
 KNE -- K-NEA membership
 KOI -- KPERS optional group life (not in the Cafe 125 plan)
 MIS -- Miscellaneous deduction (child support, garnishments, etc.)
 IRA -- ITC Roth IRA (not tax exempt)
 *All TSA's (tax sheltered Annuities) as follows
 PIO -- Pioneer annuity
 FRA -- Franklin Life annuity
 PRU -- Prudential Annuity
 UNI -- Union Central Annuity
 MET -- Metropolitan Annuity
 JAC -- Jackson National Annuity
 MBA -- Mutual Benefit Annuity
 VAL -- Valic Annuity
 SEC -- Security Benefit Annuity
 IDS -- I.D.S. Financial Services Inc. Annuity
 NLI -- Northern Life Ins. Co. Annuity
 ACT -- American Capital Trust Co. Annuity
 EQU -- Equitable Annuity
 NEM -- New England Mutual Life Ins. Annuity
 PUT -- Putnam Annuity
 PRD -- Prudential Investments Annuity

-CURR. CON.-

SSD -- Social Security contribution district share
 BEN -- Health insurance benefit paid by the district
 PHR -- Preferred Health Insurance premiums (Cafe 125)
 SBR -- Security Benefit Insurance-life insurance, dental, vision etc. (Cafe 125)
 PHE -- Preferred Health Insurance premiums escrow-for 10 month employees (Cafe 125)
 SRE -- Security Benefit Insurance escrow-life, dental, vision for 10 month employees (Cafe 125)
 SMR -- Medical reimbursement (Cafe 125)
 SDR -- Prepaid dependent care (Cafe 125)
 AHR -- American Heritage Insurance-cancer, heart & stroke (Cafe 125)
 AHE -- American Heritage escrow-for 10 month employees (Cafe 125)

The last 2 columns are Year-To-Date figures for federal, state, tax sheltered annuities, social security, and medicare; KPERS, insurance, reductions, taxable fringe and gross salary figures for the same.

Tuition
Reimbursement
Application

Name: _____

Date Submitted: _____

Current Assignment: _____

Did a USD 506 Administrator request that you take this course? YES _____ NO _____
If yes, who?

Licensure:

Endorsements:

Course Information:

Graduate Level Course: YES _____ NO _____

Course Hours: _____

Cost Per Hour: _____

Course Title: _____

University: _____

Date of Coursework: _____

What makes this course relevant to your current teaching assignment?

Superintendent's Decision:

Approved: YES _____ NO _____

Date Received: _____

Comments: