

**USD 220
ASHLAND-ENGLEWOOD PUBLIC SCHOOLS**



**2022-2023
NEGOTIATED AGREEMENT**

**USD 220 BOARD OF EDUCATION
&
ASHLAND EDUCATORS' ASSOCIATION**

Approved by the USD 220 Board of Education on 7.28.22

TABLE OF CONTENTS

ARTICLE I DEFINITIONS

ARTICLE II GENERAL PROVISIONS

Section A	Recognition Clause
Section B	Saving Clause
Section C	Ratified Agreement Distribution

ARTICLE III SALARIES AND WAGES

Section A	Salary Schedule
Section B	Supplemental Positions
Section C	Pay for College Hours
Section D	Section 125 Plan

ARTICLE IV HOURS AND AMOUNT OF WORK

Section A	School Day for Teachers
Section B	Faculty Meetings
Section C	Period of Employment
Section D	Certification
Section E	Teaching in Two Districts
Section F	ESL Stipend

ARTICLE V LEAVE

Section A	Sick, Personal, and Professional Leave
Section B	Family Medical Leave
Section C	Sick Leave Bank

ARTICLE VI GRIEVANCE PROCEDURE

Section A	Resolving Grievances
Section B	Sexual Harassment

ARTICLE VII TEACHER EVALUATION

Section A	Evaluation
Section B	Evaluation Philosophy
Section C	Evaluation Objectives
Section D	Evaluation Format
Section E	Evaluation Scheduling
Section F	Handling of Evaluation Sheets
Section G	Plan of Assistance for Improving Performance

ARTICLE VIII RESIGNATIONS

Section A	Re-Employment Dates for Teachers
Section B	Probation, Tenure & Separation

ARTICLE IX RETIREMENT

Section A	Retirement Age
Section B	Longevity Plan

ARTICLE X DURATION OF AGREEMENT

ARTICLE I DEFINITIONS

ADMINISTRATION: Any employee so designated by the Board of Education as employed in an administrative capacity.

ASSOCIATION: The Ashland Educators Association, affiliated with the Kansas National Education Association and the National Education Association.

BOARD: The Board of Education of Unified School District #220, Ashland, Kansas.

SUPERINTENDENT: Superintendent of Schools of Unified School District #220. **DISTRICT:**

Unified School District #220

DAYS: Except when otherwise indicated, days shall mean calendar days.

KNEA: Kansas National Education Association.

NEA: National Education Association.

EMPLOYEE: The terms “employee” and “teacher” may be used interchangeably but shall mean the same.

TEACHER: All “professional employees” (except administrators) employed in a position requiring certificate issued by the State Board of Education.

EXTENDED DAY CONTRACTS: Extra contract days assigned by the Board in addition to the base contract year of 166 days.

DAILY RATE: Contract salary divided by number of days on contract.

ARTICLE II GENERAL PROVISIONS

SECTION A - RECOGNITION CLAUSE

The Board of Education in its regular meeting on Monday, December 10, 1984, officially recognized the Ashland Educators Association, for the purposes of professional negotiations under K.S.A. 72-5413, as the exclusive representative for the teacher's unit of the professional employees.

The bargaining unit shall be defined as those employees of the Board of Education in positions which require a certificate issued by the State Board of Education, but shall not mean any such person who is an administrative employee.

SECTION B - SAVING CLAUSE

If any provision of this agreement or an application of this agreement to any employee or group of employees is held to be contrary to law, such provision or application shall not be deemed valid or substituting, except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.

SECTION C - RATIFIED AGREEMENT DISTRIBUTION

Once the agreement has been ratified by both parties, it will be typed in final form by the Board. Both parties will proofread the final typed copy and will attest to its accuracy by signature of the appropriate representatives for both parties.

A copy will be posted on the USD 220 website and upon request will be provided to staff members. Any additional copies requested by and supplied to the Association will be at the expense of the Association.

**ARTICLE III
SALARIES AND WAGES**

SECTION A - SALARY SCHEDULE

STEP	BS	BS+15	BS+30	MS	MS+15	MS+30
1	40,602	41,502	42,402	43,302	44,202	45,102
2	41,302	42,202	43,102	44,002	44,902	45,802
3	42,002	42,902	43,802	44,702	45,602	46,502
4	42,702	43,602	44,502	45,402	46,302	47,202
5	43,402	44,302	45,202	46,102	47,002	47,902
6	44,102	45,002	45,902	46,802	47,702	48,602
7	44,802	45,702	46,602	47,502	48,402	49,302
8	45,502	46,402	47,302	48,202	49,102	50,002
9	46,202	47,102	48,002	48,902	49,802	50,702
10	46,902	47,802	48,702	49,602	50,502	51,402
11		48,502	49,402	50,302	51,202	52,102
12		49,202	50,102	51,002	51,902	52,802
13		49,902	50,802	51,702	52,602	53,502
14			51,502	52,402	53,302	54,202
15			52,202	53,102	54,002	54,902
16				53,802	54,702	55,602
17				54,502	55,402	56,302
18					56,102	57,002
19					56,802	57,702
20						58,402
21						59,102

Approved by the USD 220 Board of Education on July 28, 2022.

SECTION B - SUPPLEMENTAL POSITIONS

Position	Base Pay
Head HS FB	\$4,000.00
Asst HS FB	\$2,650.00
Head XC	\$4,000.00
Head HS Volleyball	\$4,000.00
Asst HS Volleyball	\$2,650.00
Head HS BBB	\$4,000.00
Asst HS BBB	\$2,650.00
Head HS GBB	\$4,000.00
Asst HS GBB	\$2,650.00
HS Girls Tennis	\$4,000.00
Asst Tennis	\$2,650.00
Head HS Track	\$4,000.00
Asst HS Track	\$2,650.00
Head HS Golf	\$4,000.00
Asst HS Golf	\$2,650.00
HS Cheer	\$3,250.00
Summer Weights	\$1,250.00
Head JH FB	\$2,650.00
Asst JH FB	\$1,600.00
JH Volleyball	\$2,650.00
Asst JH Volleyball	\$1,600.00

Head JH BBB	\$2,650.00
Asst JH BBB	\$1,600.00
Head JH GBB	\$2,650.00
Asst JH GBB	\$1,600.00
Head JH Track	\$2,650.00
Asst JH Track	\$1,600.00
JH Cheer	\$1,600.00
Zero Hour Class	\$900.00
6th Grade Sponsor	\$900.00
7th Grade Sponsor	\$900.00
8th Grade Sponsor	\$900.00
Freshman Sponsor	\$900.00
Sophomore Sponsor	\$900.00
Junior Sponsor	\$1,250.00
Senior Sponsor	\$1,250.00
Forensics	\$1,950.00
HS Scholars' Bowl	\$1,950.00
Student Council	\$1,600.00
NHS	\$900.00
Yearbook	\$1,900.00
Pep Band	\$4,000.00
JH Scholars' Bowl	\$1,600.00
FFA	\$3,000.00

- The above stipends were established as the Base Rate beginning in 2019-2020.
- Coaches and Sponsors will receive a \$25 increase to the base rate for each year of consecutive coaching and/or sponsorship, previous experience may also be counted.
- All supplemental positions are not annually renewed positions and must be reappointed each year.

SECTION C - PAY FOR COLLEGE CREDIT

The Board of Education will reimburse up to \$120.00 per semester hour for college credit completed by teachers while under contract. Teachers attending school under federal grants do not qualify for this payment. To qualify for the \$120.00 per credit hour, the class must be toward a master's degree, certification in a second teaching area, ESL certification, or relicensure. For each 6 credit hours the district reimburses, the teacher will commit to one additional year of teaching for USD 220. If the teacher leaves prior to the commitment being fulfilled, he/she will be responsible to reimburse USD 220 the cost of 6 credit hours for each year not fulfilled.

Teachers new to the district will not receive reimbursement for hours of college credit taken prior to the employment date of said teacher's contract. It is further understood that the semester in which a teacher terminates his/her employment in the district, he/she will not receive reimbursement for hours of college credit taken during his/her last semester of employment.

Intent for reimbursement of college coursework must be submitted by, December 1st (Fall); May 1st (Spring); and August 1st (Summer).

Upon completion of classes, teachers should provide transcripts and proof of payment for reimbursement.

SECTION D - SECTION 125 PLAN

The Board of Education has established a Section 125 Cafeteria Salary Plan whereby each eligible professional employee has the right to reduce his/her compensation in the amount necessary to purchase from those nontaxable benefits contained in the plan and selected by the employee.

To strengthen the district's health insurance plan, any new full-time employee contracted for the 2003-04 school year or any year thereafter must apply the fringe benefit (\$3,800 for the 2022-23 school year) to the districts health insurance plan. Any full-time district employee who is currently on the district health insurance plan for the 2022-23 school year or selects the district health insurance plan any year thereafter must apply the full fringe benefit toward the district health insurance plan or lose it. If additional money is added by the board to this fringe benefit, it can only be applied toward the district health insurance plan. If the monthly fringe benefit amount is larger than the district health insurance premium, the employee may apply the excess amount to other options in our Section 125 plan.

ARTICLE IV HOURS AND AMOUNT OF WORK

SECTION A - SCHOOL DAY FOR TEACHERS

The school day for teachers shall begin at 7:30 a.m. and end at 4:15 p.m. It should be understood that teachers' meetings or other special assignments might prevent teachers from leaving at the before mentioned time. On the last day prior to a holiday, teachers may leave as soon as school closes, unless a special assignment would prevent such a departure.

SECTION B - FACULTY MEETINGS

Faculty meetings will be scheduled as the need for them arises. They will be held at the discretion of the building principals.

SECTION C - PERIOD OF EMPLOYMENT

The contract for employment of teacher shall be 166 days.

CALENDAR DEVELOPMENT:

Administration will seek input from the teaching staff when developing the annual district calendar. In doing so, one representative from each building (Elementary and Secondary) will meet to review proposals for adoption.

The annual calendar shall include the following designated days:

- Inservice Days (1-8)
- Self-Directed Inservice (1)
- Parent-Teacher Conference (2)
- Parent-Engagement Days (1)
- Work Days (3)

*(1 day = 8 hours)

If USD 220 returns to a five-day week, period of employment will be 183 days, 7:45 a.m. to 3:55 p.m.

PLANNING PERIOD:

- Middle and High School teachers shall have one normal instructional period each day as preparation time or a cumulative plan time each week that would be equal to 160 minutes per four (4) day week, 200 minutes per five (5) day week, notwithstanding schedule changes and/or emergency situations.
- Elementary teachers shall have a block of time each day or a cumulative amount of time that is no less than 160 minutes per four (4) day week, 200 minutes per five (5) day week, notwithstanding schedule changes and/or emergency situations.

AFTER SCHOOL ACADEMIC ASSISTANCE:

- Teachers who work in an After School Academic Assistance program will be paid at a rate of \$20 per hour. All after school duties must be approved by building administration prior to beginning, and must be open to all student.
- Teachers will use the USD 220 time clock to clock in/out while working in the After School Program. After school duties begin at 4:15 p.m.

DUTY-FREE LUNCH:

All professional teachers shall have a duty-free lunch for a period of not less than thirty (30) minutes each day, notwithstanding schedule changes and/or emergency situations.

SECTION D -CERTIFICATION

All professional employees must hold a certificate issued by the Kansas State Board of Education qualifying them for the position they hold. No salaries can be allowed for persons whose certificate are not issued and kept in force. It is the responsibility of the certified employee to see that the proper certificate is issued and renewed. Certificates must be registered with the superintendent of schools prior to the opening of school, as well as an up-to-date transcript and health certificate.

All teachers must file a loyalty oath with the superintendent as required by the State of Kansas.

SECTION E - TEACHING IN TWO DISTRICTS

The USD 220 administration and school board will have the flexibility to develop a contract with a teacher to teach in two districts. The contracted amount may be greater than a contract to teach in a single district. USD 220 teachers will retain the right to accept or decline additional assignments outside of their contractual duties with USD 220.

Teaching in two districts is defined as a teacher traveling outside of their home district to another location and conducting in-person classes.

SECTION F - ESL STIPEND

The Board of Education will pay a one-time stipend of \$1,000 to those teachers who complete their ESL endorsement while employed with USD 220. This agreement is contingent upon the adequate funding of ESL state monies to sufficiently cover the payment of these stipends.

ARTICLE V LEAVE

SECTION A - SICK, PERSONAL, AND PROFESSIONAL LEAVE

SICK LEAVE: Teachers will receive eight (8) days sick leave per year. Unused sick leave may be purchased back at a rate of \$25.00 per day (valid only for the current school year) or can be accumulated up to ninety (90) days. Banked days are not eligible for buy back.

Sick leave and/or accumulated sick leave may be used for absences caused by illness or injury or the employee, and/or the employees immediate family. Immediate family is defined as mother, father, child, or sibling of the teacher or the teacher's spouse.

After any health issue exceeding three (3) days, the employee must produce a written physician's statement stating the reasons additional days are required.

PERSONAL LEAVE:

Teachers are also granted four (4) personal leave days per year. Personal leave must be approved by the administration and can be used for personal matters that cannot be taken care of at any time other than school contracted time.

1. Personal leave must be approved in writing by the building administration at least twenty-four (24) hours in advance. In case of extreme emergency, the building administration may waive prior notification. In the event a request for personal leave is denied, notice will be given to the teacher promptly.
2. Personal leave may not be taken during the final two (2) weeks of school without administrative approval.
3. Personal leave cannot be taken the day before a vacation begins, nor on the day after a vacation period ends without administrative approval.
4. Personal leave cannot be taken on days' school is held to make up days lost because of inclement weather without administrative approval.
5. Remaining personal days at the end of each academic year will automatically become sick days.

If a staff member can get another staff member to cover for them when gone for no more than one hour they will not be charged a half day of leave. The staff member is responsible for making arrangements with the other staff member for coverage with the approval of the principal. The covering staff member will not receive extra duty pay (there cannot be two classes combined to cover for another teacher).

Teachers who agree to cover classes for the district during their planning period will be reimbursed at a rate of \$20 per period. This cannot be in coordination with covering for a staff member who is leaving early in lieu of taking leave as stated above, nor covering for non-academic times. The office and or sub coordinator will track teachers who sub for the district.

In the event that a teacher may find it necessary to be absent for reason to which the boards sick leave, professional leave, or personal leave provisions do not apply, a day's pay will be deducted from the teacher's salary. A day's pay will be based on contract amount divided by 166 days.

Unused sick leave or personal leave will not be paid for by the district when a teacher leaves the district or retires.

The Board of Education, at the discretion of the administration, will allow a teacher a reasonable amount of time to attend funerals.

PROFESSIONAL LEAVE: Professional leave must be approved by the administration and used for attending professional workshops, conferences, conventions or similar meeting.

SECTION B - FAMILY MEDICAL LEAVE

USD 220 certified employees shall be provided family and medical leave as approved by the Board and required by current federal law and regulations. This will continue to be provided to all certified employees in lieu of minimum employment guidelines of 50 employees.

SECTION C - SICK LEAVE BANK

Purpose: The purpose of the emergency sick leave bank is to provide an employee who has exhausted their own number of leave days due to an extended illness or injury with additional sick leave days from a pool of leave days (the Bank) made possible by voluntary contributions of sick leave days from other participating employees.

Eligibility: Any certified person employed by the District in a half time position or more may become a member of the Bank for the contract year.

Payment for unused sick days upon retirement as follows:

Requirements:

1. Worked at USD 220 for 10 years
2. Retirement eligible from KPERS (full retirement without reduction in benefits)
3. Graduated Payment Scale for Days (see below)
4. Contingent upon USD 220 funds are available.
5. Board may remove if funding is cost prohibitive

Days of Unused Sick Leave	Pay
85-90	\$3,000
75-84	\$2500
65-74	\$2000
55-64	\$1500
40-54	\$1000
Less than 40	\$15 per day

[See appendix "A" for sick leave bank documents]

ARTICLE VI GRIEVANCE PROCEDURE

SECTION A - RESOLVING GRIEVANCES

Every school system has grievances. If allowed to go unresolved, they have a damaging effect on teaching efficiency. They normally arise from misunderstanding rather than from bad intention. A good procedure for resolving them is of extreme value to the school system and to the community it serves.

Definitions:

1. A "grievance" is a complaint by a teacher based on an alleged violation, misinterpretation or misapplication by the school system of a negotiated contract or agreement, a board policy, administrative regulations, or practices affecting conditions of employment.
2. The term "teacher" is the person affected by a grievance.
3. An "aggrieved person" shall mean the person making the complaint.
4. The term "association" shall mean the local teachers organization affiliated with Kansas NEA.
5. The term "days," except when otherwise indicated, shall mean working school days.

Level One – Building Administrator

Level Two – Superintendent

Level Three – Board of Education

Level One

Only one issue/complaint may be included in each grievance. The aggrieved person may request an informal conference with the building principal. This request must be made within five days of occurrence of the alleged grievance. At his/her conference the aggrieved person and the principal shall seek to resolve the matter informally. In the event the matter is not resolved at this meeting, the aggrieved person may file a statement to document the event, at which time a copy of the written statement may be presented to the chairman of the association's Professional Rights and Responsibilities (P.R.R.) committee. If the written statement is not presented by the aggrieved person within five (5) days after it's being requested, the matter is closed. If the written request is presented, the principal shall, within five (5) days, schedule a second conference with the aggrieved person. At this point, if the aggrieved person is not satisfied, he/she may proceed to level two.

Level Two

The aggrieved person shall file a written statement, with the assistance of the P.R.R. committee chairman, to the superintendent within ten (10) days of the close of level one. The superintendent shall have five (5) days following receipt of the written statement of grievance to investigate the matter and to schedule a conference with the aggrieved person. The superintendent shall have the right to request the record of the actions taken during level one. The confidentiality of cause, what is said and done, (those items pertinent to the investigation and resolution of the grievance) will no longer be maintained. If the aggrieved person is not satisfied with the outcome of the actions taken and decisions arrived at in levels one and two, he/she may choose any or all of the alternatives termed level three.

Level Three

1. Request a hearing with the Board of Education. Such a hearing must be granted and scheduled within thirty (30) days following the date of the request. At this hearing the decision of the Board of Education will represent the final position of the school district.
2. The aggrieved person may resign his/her position. Such resignation shall be accepted by the Board of Education according to early resignation clause of Board Policy Article IV, Section IX (d).
3. The aggrieved person may, if so inclined, seek redress in a court of law.

Rights of Teachers - No reprisals of any kind will be taken by the Board of Education against any participant in the grievance procedure by reason of such participation.

If grievant is not satisfied by disposition at Level One, the complaint may then be filed at Level Two. If not satisfied at Level Two, the complaint then may be filed at Level Three and the Board of Education's decision will be final.

UNIFIED SCHOOL DISTRICT NO. 220 ADA
GRIEVANCE REPORT FORM

Procedure (1) (2) (3) Date _____
Filed _____
Circle one to indicate level of grievance

Name of Grievant _____ Building _____ Assignment _____

A. Reason for Grievance: _____

B. Statement of Grievant claim:

C. Relief Desired:

Signature _____ Date _____

Received _____ Date _____

E. Disposition by the appropriate administrator:

Signature _____
Date _____

SECTION B - SEXUAL HARASSMENT

Any person who believes he or she has been subjected to sexual harassment should follow the following procedures. Regardless of the means selected for resolving the problem, the initiation of a complaint of sexual harassment will not cause any reflection on the complainant nor will it affect his or her employment, compensation or work assignments. The initiation of a complaint shall not adversely affect the job security or status of an employee until a finding of fact determines that that person acted improperly. Strict confidentiality shall be maintained at all levels of the complaint procedure.

Level One

An aggrieved person may directly inform the person engaging in the sexual harassing conduct that such conduct is offensive and request it be discontinued.

Level Two

If the aggrieved person does not wish to communicate directly with the alleged harasser, or if the direct communication and request has proven ineffective, the employee should contact the immediate supervisor of the alleged harasser and request an informal conference be held. An informal conference would be held within five (5) working days of the date the conference is requested. The purpose of the informal conference would be to investigate and understand the facts and issues in order to create a climate which will lead to a solution.

In the event that the aggrieved person does not wish to communicate directly with the alleged harasser, the aggrieved person's immediate supervisor may act as a liaison with the various parties involved.

If the aggrieved person's alleged harasser and immediate supervisor are one in the same, the person to be contacted in Level Two would be the alleged harasser's supervisor.

The supervisor convening conferences shall maintain a written record of such meetings. That written record shall be available to all parties involved.

Level Three

In the event that either party involved in the complaint is not satisfied with the results of the informal conference, a written request for a hearing may be filed with the chairperson of the grievance committee. This request shall include names of persons involved, as well as reason for the complaint. A copy of this request shall be sent to the superintendent of schools who shall convene a meeting of the grievance committee within eight working days.

The grievance committee shall consist of one (1) building level administrator, three (3) non-administrative certified employees, and one (1) classified employee.

The membership of this committee shall be designated by the board in July of each year. The committee shall select its chairperson for the year. The superintendent shall notify all employees annually of the names of the committee members and their chairperson.

The superintendent or the Board of Education may alter the membership of the committee for specific hearings if that would appear necessary to insure a fair hearing. If a member of the committee is the subject of the grievance, or the grievant, he or she shall not hear the grievance, and another person from the same group will be substituted.

Level Four

The grievance committee shall conduct an investigation of the sexual harassment case and will make a written record of its findings to the superintendent of schools within five (5) working days of its first meeting. A copy of this report shall be made available to the superintendent, the alleged harasser, and the aggrieved person.

If the superintendent is the alleged harasser, the committee's report shall go directly to the board.

Use ADA Grievance form listed above.

ARTICLE VII TEACHER EVALUATION

SECTION A - EVALUATION

The Board of Education of USD 220 Ashland – Englewood, in regular session, hereby adopts the policy statement of the following pages entitled Philosophy, Objectives, Teacher Evaluations, Principal/Teacher Conference, Plan of Assistance, Handling of Evaluation Sheets and The Superintendent’s & Principal’s Evaluation Sheet as the evaluation policy of USD 220, in compliance with K.S.A. 72-2408, et seq. “Teacher Evaluation Act.”

The provisions of the policy were cooperatively developed by administrators, teaching staff and the Board of Education.

This policy was filed with the Kansas State Department of Education on the 15th day of January 1974. Any revision will be promptly filed with the Kansas State Department of Education.

SECTION B - EVALUATION PHILOSOPHY

We believe evaluation is a cooperative process where in the individual being evaluated and the one responsible for making the assessment feels a joint responsibility for all performance areas. They should work together, especially in those areas needing improvement, to achieve prescribed goals.

We believe performance improvement is not accidental, but is the result of a deliberate effort to achieve it.

We believe evaluation is a means—not an end in itself and that it should motivate the individual and initiate help from administrators and supervisors so that qualitative performance may occur.

We believe there should be performance guidelines or standards which staff members may use in self-evaluation and which evaluator’s may employ as they assist those whom they are evaluating.

We believe the individual being evaluated should have an appraisal conference, should see and be given a copy of his/her evaluation records and should feel free and unthreatened to dissent from the evaluator’s judgments.

SECTION C - EVALUATION OBJECTIVES

1. Clarify the performance expectations of the individual, i.e., make duties and responsibilities clear.
2. Bring about a closer working relationship between the appraised and the evaluator.
3. Make evaluation relevant to on-going job performance.
4. Establish “ground rules” or plans for both the appraised and evaluator to follow up on achievement.
5. Encourage teachers to constantly self-evaluate their teaching effectiveness as delineated in the evaluation criteria.
6. Assess results of job performance by means of both self-appraisal and evaluation by the evaluator, i.e., make it a cooperative process.

7. Provide an opportunity for teachers and administrators to conduct meaningful appraisal conferences directed toward improving performance.
8. Establish appropriate ways for follow-up in areas needing further improvement by the development of a plan of assistance.
9. Keep evaluation a dynamic process; assess its effectiveness periodically; revise it as necessary.

SECTION D - EVALUATION FORMAT

The primary purpose and role of evaluation is to strengthen and improve the educational program of the district by assisting the individual teacher to become more effective.

1. Self-Evaluation/Teacher Evaluation:
 - a. Self-evaluation is to be considered an integral and important part of the total evaluation program. Prior to formal evaluation and conferences, teachers are expected to thoughtfully and carefully evaluate themselves on the district's adopted evaluation criteria.
 - b. This self-evaluation is to serve as a portion of the basis for the formal evaluation conference. It is to be turned in to the principal and does become a part of the teacher's file.
 - c. The principal should ascertain that the teacher has conscientiously endeavored to objectively and forthrightly self-evaluate his/her own teaching performance recognizing his/her strengths and unique capabilities as well as the area in which improvement should and can be achieved.
2. Working with the Teacher:

The principal, as well as other supervising personnel, has the responsibility for constantly and constructively working with the teacher to assist him/her in improving job performance. As an alternative to the traditional classroom observation, the teacher and administrator may agree to utilize documented classroom walkthroughs to gather instructional data. This will entail a minimum of 5, maximum of 10 classroom walkthroughs, of 5-10 minutes each. This new option for evaluating teachers will be piloted during the 2020-2021 school year. [See appendix "C" for Walkthrough Template]
3. Appraising Results of Performance:

Appraisal of performance will be incorporated into and be an important part of the overall teacher evaluation procedure.
4. Probation or Need of Major Improvement
If the staff member is in need of improvement or on probation the principal and staff member shall work up a plan of assistance

SECTION E - EVALUATION SCHEDULING

1. In compliance with K.S.A. 72-9003, every employee in the first two consecutive school years of employment shall be evaluated at least one time per semester. Any employee who is not employed for the entire semester shall not be required to be evaluated. During the third and fourth year of employment, every employee shall be evaluated at least one time each school year by not later than February 15. After the fourth year of employment, every employee shall be evaluated at least once in every three years not later than February 15th of the school year in which the employee is evaluated.
2. Experienced teachers in their 4th year will be evaluated at least once by February 15th. Additional evaluation conferences shall be scheduled as needed in order to provide intensive and maximum assistance in strengthening and improving the teacher's performance. Teachers, 5th year plus, shall have one evaluation every three years by February 15th.
3. In addition to the formalized procedures it is the philosophy and expectation that frequent conferences of a more informal nature will take place concerning improving the quality of teaching performance. These conferences may result from a variety of circumstances such as (1) observation by the principal in the routine performance of his/her duties of any aspects of job performance in need of immediate improvements; (2) concerns expressed by the teacher concerning any problem area or areas in which the teacher feels the need for assistance in order to improve teaching performance.
4. Teacher placed on probation or having difficulties shall have a minimum of three formal evaluations with written conference reports during the school year with the third conference completed prior to March 15th. A plan of assistance shall be written up by the building principal with input from the staff member.
5. The number of evaluations as stated in Paragraph 1 is minimum. Either the employee or the administration has the right to request more frequent evaluations.

SECTION F - THE HANDLING OF EVALUATION SHEETS

1. Evaluation conference sheets must be signed by the principal and the teacher acknowledging a conference was held, verifying the teacher and principal have discussed the evaluation thoroughly.
2. In the event the teacher feels the evaluation by the principal is inaccurate, unfair, or incomplete, the teacher may respond or request a review of the evaluation by the superintendent of schools. It will then become the responsibility of the superintendent to review all aspects of the evaluation and the teaching performance of the teacher in order that objectivity and fairness to all parties be achieved. Signed copies of the teacher's evaluation shall be filed in the teacher's file in the principal's office and in the teacher's file in the superintendent's office. A signed copy is also to be given to the teacher.
3. The teacher's file in the principal's office and in the superintendent's office shall be open to the inspection of the teacher at all times except for credentials and related papers from teacher placement bureaus which by their own regulations are labeled as confidential. The board of education, in legal session, shall have the option to review any evaluation report when the superintendent and the principal are present.

Except by order of a court of competent jurisdiction, evaluation documents and responses thereto shall be available only to the evaluated employee, their designated agent, the board, the appropriate administrative staff members designated by the board, the school board attorney upon request of the board, the state board of education as provided in K.S.A. 72-7515, the board and the administrative staff of any school to which such employee applies for employment, and other persons specified by the employee in writing to his or her board in accordance with state statute, K.S.A. 72-900.

4. All evaluation documents will be filed for a minimum of three years.
5. The teacher has the privilege to appear before the board, principal, and superintendent at the teachers request to review the evaluation.
6. If the employee does not agree with the evaluation, he/she has two weeks to respond in writing to the evaluator.

[See appendix "B" for evaluation documents]

SECTION G - PLAN OF ASSISTANCE FOR IMPROVING PERFORMANCE

1. Background Information
 - a. Teachers Name
 - b. School and/or Department
 - c. Teaching Assignment
 - d. Teaching Background
 - e. Teaching Experience

2. Statement of Deficiency

This section should include direct reference to evaluation instrument specifying area(s) of performance as unsatisfactory.

3. General Statement for Plan of Assistance
 - a. The purpose of the plan
 - b. The role of the administrator
 - c. The directive that the Plan of Assistance is to be followed
 - d. What action will occur if desired improvements are not achieved or directive satisfactorily met.

4. Program to Be Followed
 - a. A very specific statement as to what is expected of the teacher (a tie to each area of performance rated unsatisfactory on the evaluation instrument)
 - b. A series of reasonable activities and time lines for each area of unsatisfactory performance
 - c. What assistance will be offered by the administrator and other resources (do not include fellow teachers unless they are willing)

5. Monitoring System
 - a. The schedule of conferences and observations to determine progress (each conference and observation must be followed by a written report or summary with a copy provided to the teacher)
 - b. The method of altering or adjusting program
 - c. A specific time for final assessment of program

6. Final Evaluation

This section should include a final assessment of the satisfactory or unsatisfactory achievement of the program.

7. Recommendation

This section should include the principal's recommendation regarding the future status of the teacher to be forwarded to the superintendent's office.

8. Signature Section

This section should include the following statement: Signatures below signify only receipt and delivery of this memorandum.

9. Copy Distribution
 1. Personnel File
 2. Any resource personnel mentioned in the plan

ARTICLE VIII RESIGNATIONS

SECTION A - RE-EMPLOYMENT DATES FOR TEACHERS

Teacher contracts will be renewed according to the continuing contract law.

Contracts will be discussed and will be offered to those teachers who are to be re- employed for the following school year. If there is a teacher who is not to be offered a contract, such information and intention will, as far as possible, be conveyed to that teacher prior to this time. However, in any case, the board will finally be governed by the state continuing contract law.

SECTION B - TERMS OF CONTINUED EMPLOYMENT AND FAIR DISMISSAL OF TEACHER

1. A “teacher” shall include teacher, principals, superintendent, and other certified employees. All contracts of employment of teachers shall be deemed to continue for the next succeeding school year unless written notice of intention to terminate the contract be served by the board on any teacher on or before the 3rd (third) Friday of May or the teacher shall give written notice to the board on or before the 14th day following the third Friday of May that the teacher does not desire continuation of contract. The terms of the contract may be changed at any time by mutual consent of the teacher and the board of education. All contracts shall be binding on both the teacher and the board until the teacher has been legally discharged or released by the board from his/her contract.
2. Fair Dismissal of Teacher: Upon recommendation of the superintendent, the board of education may dismiss any teacher at any time for violation of contract, immorality, flagrant neglect of duty, or if a teacher’s certificate expires or is cancelled. Any teacher who is to be discharged from service in the schools may ask for a hearing with the board of education relative to his/her discharge.
3. Least Senior personnel will be first to be considered for staff reduction in the grade or subject area being reduced. The school board and administration will determine reduction of personnel. Any reductions must follow state law.
4. Request for release from contract or resignation after the 14th day following the third Friday of May, the following schedule of liquidation damages shall be paid to the school by the teacher or authorized by the teacher to be withheld from summer pay checks; the 14th day following the third Friday of May through June 15 - \$1000.00, June 16 through June 30 - \$2000.00, July 1st and after - \$3000. Release from contract or acceptance of resignation will be considered by the board only if accompanied by liquidation damages as outlined above. This regulation may be waived by the board if in the board’s judgment the best interests of the school will be served.
5. Request for release from contract could result in the board asking the State Board of Education to pick up the certificate of the teacher.

**ARTICLE IX
RETIREMENT**

SECTION A - RETIREMENT AGE

The board of education encourages school employees to retire at the end of the school year in which they attain age 65, to coincide with the maximum retirement benefits established under K.S.A 74-4914 and the social security administration.

The board will actively engage in a deferred compensation plan with individual employees in accordance with K.S.A. 72-5395, if deemed by the board to be in the best interests of the district. Either the board or the employee may initiate action under this section.

Part-time and/or classified employees whose employment does not come under the Kansas Public Retirement System (KPERS) may, at the option of the board, continue in limited employment as specified by the board.

SECTION B - LONGEVITY PLAN

Beginning at the end of the 2016-2017 School Year, USD 220 will provide an annual annuity per certified staff member for each year of employment. This will be a deferred compensation plan that incorporates a 50% vested amount at the completion of the employees' fifth year of employment. The employee will gain 10% per year thereafter, becoming 100% vested at the end of year 10.

- Current 2016-2017 USD 220 certified employees who have completed five years or more of service will be vested at the corresponding level.
- USD 220 retains possession of all funds until the qualifying employee leaves the district.
- Funds accumulated when employees leave the district prior to reaching any vested rights remain USD 220 funds.
- A private financial provider will maintain all funds on behalf of USD 220.
- Annual deposits will be made by June 30 of each corresponding school year.
- The employee will have the ability to provide matching funds as established by the service provider.
- There will be no limit to the "Years of Service" an employee can accumulate within the longevity plan.

USD 220 - Years of Service Chart

Years of Employment	Annuity	Vested %	Years of Employment	Annuity	Vested %
1	\$500	0%	1	\$1,000	100%
2	\$500	0%	2	\$1,000	100%
3	\$500	0%	3	\$1,000	100%
4	\$500	0%	4	\$1,000	100%
5	\$500 (\$2,500)	50%	5	\$1,000 (\$11,500)	100%
6	\$600	60%	6	\$1,000	100%
7	\$700	70%	7	\$1,000	100%
8	\$800	80%	8	\$1,000	100%
9	\$900	90%	9	\$1,000	100%
10	\$1,000 (\$6,500)	100%	10	\$1,000 (\$16,500)	100%

Aug 2022						
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			

Sep 2022						
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	

Oct 2022						
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					

Nov 2022						
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	Fall Break			26
27	28	29	30			

Dec 2022						
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	Winter Break		24
25	Winter Break					31

Jan 2023						
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				

Feb 2023						
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				

Mar 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	Spring Break					18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Apr 2022						
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 2023						
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			

Jun 2023						
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	

Jul 2023						
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					

- First Day
- Early Release
- Inservice
- Parent Teacher Conferences
- Friday School
- Teacher Work Day
- Break – No School

Designated Snow Days: 5/5, 5/12, 5/19

Contact Days: 152
Contract Days: 166

*Approved by the USD 220 Board of Education April 26, 2022

1 st Semester	
August 10	First Day of School
August 26	Friday School – Blue/White Scrimmage
September 5	Labor Day – No School
September 30	Friday School – Fall Homecoming
October 14	End of 1 st Quarter
October 21	Fall Parent-Teacher Conferences
December 20	End of 1 st Semester

2 nd Semester	
January 13	Friday School – Winter Sweetheart Homecoming
March 3	Spring Parent-Teacher Conferences
March 10	End of 3 rd Quarter
April 10	Easter Observance
May 20	Graduation
May 25	8 th Grade Promotion
May 25	Last Day - End of 2 nd Semester

APPENDIX A – SICK LEAVE BANK

Ashland USD #220 EMERGENCY SICK LEAVE BANK

Purpose: The purpose of the emergency sick leave bank is to provide an employee who has exhausted their own number of leave days due to an extended illness or injury with additional sick leave days from a pool of leave days (the Bank) made possible by voluntary contributions of sick leave days from other participating employees. The use of bank days is not intended for routine and minor illness, but rather to reduce the financial impact to an employee resulting from serious injury or serious/chronic illness where continued absence from work is required after the employee's accumulated leave days have been exhausted.

Enrollment and Eligibility:

a. Any certified person employed by the District in a half time position or more may become a member of the Bank for the contract year by: (1) Completing the membership form, a copy of which is attached hereto, by September 1 of the contract year. Teachers who begin work after September 1 may enroll within fifteen (15) calendar days following their first day of work for the contract year. (2) At the time of enrollment, two days of the member's sick leave for the contract year will be donated to and credited toward the emergency sick leave bank. Except as provided below, each member enrolling in the Bank may contribute only two sick leave days each contract year. (3) All sick leave days contributed by bank members become a permanent part of the Bank and will not be refunded to the donating teacher.

b. To be eligible to participate in the use of emergency sick leave bank days, the member must have enrolled in and contributed two sick leave days to the Bank for the contract year, and must have exhausted all of the member's accumulated sick and personal leave days during the contract year.

Conditions Governing Use of Bank Days:

a. In keeping with the intent of the emergency sick leave Bank, Bank days may only be awarded to an eligible member, if the member's need for Bank days is the result of the member's, the member's spouse or child's or the member's parents extended hospitalization, convalescence, recuperation or continuing treatment for an injury, maternity leave, non-elective surgery or a serious/chronic illness such as chemotherapy, dialysis, physical therapy, which requires the member's absence from work for at least one-half of a contract day.

b. The need for the member's absence from work must be verifiable by a physician and written documentation to that effect may be required by the Bank committee.

c. Use of Bank days by a part-time eligible member will be prorated based on the percentage of the member's part-time employment compared to fulltime employment.

d. No Bank days will be awarded to an otherwise eligible member if the member is receiving any payment under workers compensation for the injury which resulted in the need for Bank days, or KPERS, or social security. The member's eligibility for and pursuit of such benefits will be a consideration by the committee in the award of Bank days.

e. No eligible member shall be awarded more than twenty (20) Bank days during any one contract year.

Bank Operation and Procedures:

a. The Bank will be operated by a Bank committee of four district employees consisting of one representative from the elementary school, one representative from the middle school and one representative from the high school, all of whom shall be selected by the members of their respective buildings, and the Superintendent of Schools, or his designee.

- b. The committee shall review each application for the use of Bank days on a case by case basis and shall rule on all questions of eligibility.
- c. In determining whether an application for Bank days shall be granted, the committee may consider such factors as the applicant's eligibility for retroactive disability or workers compensation benefits, the anticipated duration of the required absence, other sources of income available to the applicant and other relevant information.
- d. The committee may award not to exceed ten (10) Bank days in response to any one eligible application. Any eligible member may file more than one application but not more than twenty (20) Bank days may be awarded to any one eligible member during the contract year. The awarding of any Bank days must be upon the unanimous vote of the committee.
- e. Any application for Bank days must be filed with the Superintendent within fifteen (15) calendar days of the absence resulting in the need for the use of Bank days; provided, however, an application may be filed in advance of the absence if medical evidence is available indicating a reasonable expectation of the future need for the Bank days. In the event of such a future request, the number of Bank days awarded will be reserved for the applicant's use and awarded as the anticipated absences occur. In the event of an award of Bank days for an absence which has already occurred, the committee may award Bank days retroactively to the date of the absence.
- f. Upon receipt of an application, the Superintendent shall convene the committee as soon as possible to consider the application. The committee's decision as to eligibility, denying or awarding Bank days, and the number of days awarded, will be provided in writing to the applicant by the Superintendent within three (3) days of the committee's decision.
- g. The committee decision shall be final and no such decision, or the committee's interpretation or application of this sick leave Bank agreement, shall be the basis for the filing of any grievance under the grievance procedure of the Negotiated Agreement.

Maximum Number of Bank Days:

- a. Except as provided below, the total number of Bank days for any one contract year shall be determined by the number of members donating two (2) days for that contract year. In the event all Bank days are not awarded during any one contract year, unused Bank days will be carried forward to the next contract year. If Bank days are not used, the number of days may only accumulate up to 100 days and therefore only persons becoming new members would be able to contribute under those circumstances.
- b. In the event all Bank days have been awarded during the contract year, then all current bank members must contribute one additional bank day during the contract year to continue membership in the Emergency Sick Bank and therefore replenish the Bank days.
- c. All applications for the use of Bank days must be received prior to the last contract day of the contract year. No Bank days will be awarded beyond the end of the contract year.
- d. The Bank committee, with the Superintendent's approval, may waive technical compliance with the provisions of this agreement in the event of extraordinary and unusual circumstances.

APPENDIX B – e4E EVALUATION DOCUMENTS



4 Elements of an Effective Educator's Evaluation Tool

Staff Evaluation Summative Evaluation

School:		Educator:	
Grade or Subject:		Evaluator:	
Date:			
Type			

Instructions:	The evaluating administrator shall complete this part of the Educator evaluation based on the 4 Elements of Effective Evaluation. Space may be adjusted as needed. This evaluation is based on the following written observations and/or other data.
Classroom Observation Dates:	
Summary:	
Element 1: The Learner:	The effective Educator has high expectations for students and develops lessons that will engage and challenge students. The Educator understands diverse student learning needs, how learning develops, and plans instruction that is appropriate and individualized. The effective Educator creates a safe, respectful, and academically challenging classroom.
Standard 1.1: Learner Development	The Educator understands how students grow and develop, and uses that knowledge to create developmentally appropriate instruction. The Educator regularly assesses individual and group performance in order to design and modify instruction. The Educator collaborates with colleagues, families, the community, and other stakeholders to promote student growth and development.

Novice	Developing	Proficient	Distinguished
[] The Educator rarely assesses student performance on an individual basis and/or in group work. Instruction is rarely designed to match learner development.	[] The Educator sometimes assesses student performance on an individual basis and/or in group work. Instruction is sometimes designed to match learner development.	[] The Educator regularly assesses student performance on an individual basis and/or in group work. Instruction is regularly designed to match learner development.	[] The Educator almost always assesses student performance on an individual basis and/or in group work. Instruction is almost always designed to match learner development.

<input type="checkbox"/> The Educator rarely exhibits knowledge of developmentally appropriate instruction, and rarely uses that information to plan appropriate learning experiences.	<input type="checkbox"/> The Educator sometimes exhibits knowledge of developmentally appropriate instruction, and sometimes uses that information to plan appropriate learning experiences.	<input type="checkbox"/> The Educator regularly exhibits knowledge of developmentally appropriate instruction, and regularly uses that information to plan appropriate learning experiences.	<input type="checkbox"/> The Educator almost always exhibits knowledge of developmentally appropriate instruction, and almost always uses that information to plan appropriate learning experiences.
<input type="checkbox"/> The Educator rarely collaborates with colleagues and stakeholders to deliver developmentally appropriate instruction. Information gained is rarely used to individualize learning experiences.	<input type="checkbox"/> The Educator sometimes collaborates with colleagues and stakeholders to deliver developmentally appropriate instruction. Information gained is sometimes used to individualize learning experiences..	<input type="checkbox"/> The Educator regularly collaborates with colleagues and stakeholders to deliver developmentally appropriate instruction. Information gained is regularly used to individualize learning experiences.	<input type="checkbox"/> The Educator almost always collaborates with colleagues and stakeholders to deliver developmentally appropriate instruction. Information gained is almost always used to individualize learning experiences.

What is Demonstrated	Possible Sources of Evidence
Creating developmentally appropriate instruction	<input type="checkbox"/> Learning organized in groups or teams <input type="checkbox"/> Lesson plans reflect educator familiarity with wide range of pedagogical techniques
Adapting instruction to meet student needs	
Collaboration with stakeholders	<input type="checkbox"/> Parent-teacher conference schedule
Other	
Comments	

Standard 1.2: Learning Differences	The Educator designs, adapts, and delivers instruction to address diverse learning strengths and needs, and creates opportunities for students to demonstrate learning in various ways. The Educator finds techniques to build on prior knowledge of students.
---	---

Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely displays understanding of diverse student skills and learning needs, and rarely uses this knowledge to address student needs.	<input type="checkbox"/> The Educator sometimes displays understanding of diverse student skills and learning needs, and sometimes uses this knowledge to address student needs.	<input type="checkbox"/> The Educator regularly displays understanding of diverse student skills and learning needs, and regularly uses this knowledge to address student needs.	<input type="checkbox"/> The Educator almost always displays understanding of diverse student skills and learning needs, and almost always uses this knowledge to address student needs.

<input type="checkbox"/> The Educator rarely reflects on how prior knowledge of students can be important to new learning. No practices are in place to build on prior knowledge.	<input type="checkbox"/> The Educator sometimes reflects on how prior knowledge of students can be important to new learning. Some practices are in place to build on prior knowledge.	<input type="checkbox"/> The Educator regularly reflects on how prior knowledge of students can be important to new learning. Practices are in place, and are used, to build on prior knowledge.	<input type="checkbox"/> The Educator almost always reflects on how prior knowledge of students can be important to new learning. Practices are in place, and are almost always used, to build on prior knowledge.
---	--	--	--

What is Demonstrated	Possible Sources of Evidence
Learning Differences	<input type="checkbox"/> Student writing <input type="checkbox"/> Student reflection/writing <input type="checkbox"/> Classroom rules and procedures established collaboratively <input type="checkbox"/> Learning organized in groups or teams <input type="checkbox"/> Meetings with Special Education and/or ESOL Educators for additional student support <input type="checkbox"/> Lesson plans reflect familiarity with wide range of pedagogical techniques
Methods to build on prior knowledge	<input type="checkbox"/> Feedback to students
Other	
Comments	

Standard 1.3: Learning Environment	The Educator works to create an environment that supports learning and encourages positive social interaction, active engagement, and self-motivation. The Educator manages student behavior and maintains a safe, respectful, and academically challenging classroom.
---	---

Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely collaborates to develop a positive learning climate. The Educator rarely enables students to develop positive social interactions and active engagement in learning.	<input type="checkbox"/> The Educator sometimes collaborates to develop a positive learning climate. The Educator sometimes enables students to develop positive social interactions and active engagement in learning.	<input type="checkbox"/> The Educator regularly collaborates to develop a positive learning climate. The Educator regularly enables students to develop positive social interactions and active engagement in learning.	<input type="checkbox"/> The Educator almost always collaborates to develop a positive learning climate. The Educator almost always enables students to develop positive social interactions and active engagement in learning.
<input type="checkbox"/> The Educator rarely creates a classroom that is safe and one in which learning is accessible to students.	<input type="checkbox"/> The Educator sometimes creates a classroom that is safe and one in which learning is accessible to students.	<input type="checkbox"/> The Educator regularly creates a classroom that is safe and one in which learning is accessible to all students.	<input type="checkbox"/> The Educator almost always creates a classroom that is safe and one in which learning is accessible to students.

<input type="checkbox"/> The Educator is rarely aware of student behavior. Students are rarely expected to monitor personal and peer behaviors.	<input type="checkbox"/> The Educator is sometimes aware of student behavior. Students are sometimes expected to monitor personal and peer behaviors.	<input type="checkbox"/> The Educator is regularly aware of student behavior. Students are regularly expected to monitor personal and peer behaviors.	<input type="checkbox"/> The Educator is almost always aware of student behavior. Students are almost always expected to monitor personal and peer behaviors.
---	---	---	---

What is Demonstrated	Possible Sources of Evidence
Managing student behavior	<input type="checkbox"/> Immediate response to student issues <input type="checkbox"/> Meets with parents <input type="checkbox"/> Responses to parent concerns are handled with professionalism and cultural sensitivity
Positive learning climate	<input type="checkbox"/> Provides classroom rituals and routines which promote positive student interactions <input type="checkbox"/> Transitions occur smoothly during the instruction
Safe environment	<input type="checkbox"/> Physical space can be re-arranged to support student learning <input type="checkbox"/> Participates in safety drills
Other	
Comments	

Element 1: The Learner - Summary			
Novice	Developing	Proficient	Distinguished
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Element 2: The Knowledge:	The Educator comprehends the major concepts of the discipline taught and the appropriate tools of inquiry related to that discipline. The Educator translates that knowledge into relevant learning objectives for students. Learning experiences are created that make this knowledge accessible, relevant, and meaningful.
Standard 2.1: Knowledge of Content	The Educator demonstrates a thorough knowledge of the content. The Educator guides students through learning progressions and achievement of content standards. The Educator encourages students to question and analyze ideas from diverse perspectives. The Educator encourages students to reflect on prior knowledge and skills, and link familiar concepts to new concepts.

Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator displays limited knowledge of the discipline and rarely corrects misconceptions of students.	<input type="checkbox"/> The Educator displays some knowledge of the discipline and sometimes corrects misconceptions of students.	<input type="checkbox"/> The Educator regularly displays knowledge of the discipline and regularly corrects misconceptions of students.	<input type="checkbox"/> The Educator almost always displays knowledge of the discipline and almost always corrects misconceptions of students.
<input type="checkbox"/> The Educator rarely utilizes content standards to guide students through	<input type="checkbox"/> The Educator sometimes utilizes content standards to guide students	<input type="checkbox"/> The Educator regularly utilizes content standards to guide students	<input type="checkbox"/> The Educator almost always utilizes content standards to guide students

logical learning progressions.	through logical learning progressions.	through logical learning progressions.	through logical learning progressions.
<input type="checkbox"/> The Educator rarely engages students in learning experiences that suggest higher cognitive levels of thinking.	<input type="checkbox"/> The Educator sometimes engages students in learning experiences that suggest higher cognitive levels of thinking. Analysis of diverse viewpoints is sometimes included.	<input type="checkbox"/> The Educator regularly engages students in learning experiences that suggest higher cognitive levels of thinking. Analysis of diverse viewpoints is regularly included.	<input type="checkbox"/> The Educator almost always engages students in learning experiences that require higher cognitive levels of thinking. Analysis of diverse viewpoints is almost always included and students may justify the results.
<input type="checkbox"/> The Educator rarely requires students to reflect, demonstrate new learning, and/or link it to prior knowledge. The Educator rarely provides instruction that is relevant to student experiences.	<input type="checkbox"/> The Educator sometimes requires students to reflect, demonstrate new learning, and/or link it to prior knowledge. The Educator sometimes provides instruction that is relevant to student experiences.	<input type="checkbox"/> The Educator regularly requires students to reflect, demonstrate new learning, and/or link it to prior knowledge. The Educator regularly provides instruction that is relevant to student experiences.	<input type="checkbox"/> The Educator almost always requires students to reflect, demonstrate new learning, and/or link it to prior knowledge. The Educator almost always provides instruction that is relevant to student experiences.

What is Demonstrated	Possible Sources of Evidence
Demonstrate content knowledge	<input type="checkbox"/> Student writing across the content areas <input type="checkbox"/> Feedback to students
Utilize content standards	<input type="checkbox"/> Lesson plans aligned to content standards (local, state, national levels) and are followed <input type="checkbox"/> Written and/or posted objectives and standards
Link new learning to prior knowledge	<input type="checkbox"/> Student involvement in classroom developed activities
Higher order thinking	<input type="checkbox"/> Educator questioning at higher levels <input type="checkbox"/> Student reflection <input type="checkbox"/> Student work exhibits higher cognitive level of thinking
Other	
Comments	

Standard 2.2: Content Application	The Educator understands how to connect concepts and uses various perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to real world issues. The Educator engages students in the following areas: applying content knowledge in real world problems; questioning and challenging assumptions; applying higher order cognitive skills for problem solving; generating and evaluating new ideas and approaches; and developing original work. The Educator
--	---

develops projects that guide students in analyzing the complexities of an issue or in applying cross disciplinary skills.

Novice	Developing	Proficient	Distinguished
[] The Educator rarely attempts to show how interdisciplinary themes connect to core subjects, and rarely develops meaningful learning experiences for students that show the connection.	[] The Educator sometimes attempts to show how interdisciplinary themes connect to core subjects, and sometimes develops meaningful learning experiences for students that show the connections.	[] The Educator regularly attempts to show how interdisciplinary themes connect to core subjects, and regularly develops meaningful learning experiences for students that show the connections.	[] The Educator almost always attempts to show how interdisciplinary themes connect to core subjects, and almost always develops meaningful learning experiences for students that show the connections.
[] The Educator rarely develops a project/problem related to real-world issues. Students are rarely required to resolve the problem and evaluate the effectiveness of the solution and/or generate and evaluate new ideas.	[] The Educator sometimes develops a project/problem related to real-world issues. Students are sometimes required to resolve the problem and evaluate the effectiveness of the solution and/or generate and evaluate new ideas.	[] The Educator regularly develops a project/problem related to real-world issues. Students are regularly required to resolve the problem and evaluate the effectiveness of the solution and/or generate and evaluate new ideas.	[] The Educator almost always develops a project/problem related to real-world issues. Students are almost always required to resolve the problem and evaluate the effectiveness of the solution and/or generate and evaluate new ideas.

What is Demonstrated	Possible Sources of Evidence
Interdisciplinary connections	[] Co-curricular performances tied to subject area
Real-world issues with critical thinking and problem solving	[] Educator uses wait time to allow students to respond to questions [] Students engaged in classroom discussions and questioning [] Problem-solving assignments with student responses [] Learning target or student objective is posted and communicated [] Educator questions using higher levels of cognitive thinking
Other	
Comments	

Element 2: The Knowledge - Summary

Novice	Developing	Proficient	Distinguished
[]	[]	[]	[]

Element 3: The Instruction:	The effective Educator understands the need for planning instruction that is developmentally appropriate, engaging, and challenging for students. The effective Educator utilizes a variety of instructional methods and strategies to engage students in learning. The Educator also designs multiple assessments to gauge student achievement and then uses the data to modify and improve instruction.
------------------------------------	--

Standard 3.1: Planning	The Educator individually and collaboratively plans learning experiences that are appropriate for curriculum goals and content standards. The Educator plans how to achieve student learning goals by choosing appropriate accommodations and resources, and by differentiating instruction as needed.. The Educator plans multiple methods for students to demonstrate knowledge and skill.
-----------------------------------	---

Novice	Developing	Proficient	Distinguished
[] The Educator rarely plans instruction aligned to learning goals and content standards.	[] The Educator sometimes plans instruction aligned to learning goals and content standards.	[] The Educator regularly plans instruction aligned to learning goals and content standards.	[] The Educator almost always plans instruction aligned to learning goals and content standards.
[] The Educator rarely plans appropriate accommodations and resources to meet learning targets, and rarely differentiates instruction, as needed.	[] The Educator sometimes plans appropriate accommodations and resources to meet learning targets, and sometimes differentiates instruction, as needed.	[] The Educator regularly plans appropriate accommodations and resources to meet learning targets, and regularly differentiates instruction, as needed.	[] The Educator almost always plans appropriate accommodations and resources to meet learning targets, and almost always differentiates instruction, as needed.
[] The Educator rarely plans multiple methods for students to demonstrate knowledge and standard achievement.	[] The Educator sometimes plans multiple methods for students to demonstrate knowledge and standard achievement.	[] The Educator regularly plans multiple methods for students to demonstrate knowledge and standard achievement.	[] The Educator almost always plans multiple methods for students to demonstrate knowledge and standard achievement.

What is Demonstrated	Possible Sources of Evidence
Multiple methods to demonstrate mastery/standard achievement	<input type="checkbox"/> Educator directions and procedures are clear to students <input type="checkbox"/> Classroom observations
Standards-based instruction	<input type="checkbox"/> Student objectives are posted and communicated <input type="checkbox"/> Lesson plans show relevant standards for lesson taught <input type="checkbox"/> Student work links directly to standard(s) of the lesson
Appropriate resources and accommodations	<input type="checkbox"/> Educator spoken and written language is correct and conforms to standard English <input type="checkbox"/> Review of student IEP or Individual Learning Plans and makes accommodations <input type="checkbox"/> Lesson structure is clear and allows for various pathways according to the student needs <input type="checkbox"/> Collaborates with support personnel to make modifications
Other	
Comments	

Standard 3.2: Assessment	Multiple methods of assessment are used to monitor student progress, and to guide Educator and learner decision making. The effective Educator engages learners in understanding and identifying quality work, provides feedback to guide progress toward that work, and modifies instruction, as needed.
-------------------------------------	--

Novice	Developing	Proficient	Distinguished
[] The Educator rarely utilizes multiple methods of assessment to monitor progress and guide decision making.	[] The Educator sometimes utilizes multiple methods of assessment to monitor progress and guide decision making.	[] The Educator regularly utilizes multiple methods of assessment to monitor progress and guide decision making.	[] The Educator almost always utilizes multiple methods of assessment to monitor progress and guide decision making.
[] The Educator rarely ensures that students are aware of the criteria and standards on which work will be assessed, and students are rarely involved in development of the criteria for the lesson.	[] The Educator sometimes ensures that students are aware of the criteria and standards on which work will be assessed, and students are sometimes involved in development of the criteria for the lesson.	[] The Educator regularly ensures that students are aware of the criteria and standards on which work will be assessed, and students are regularly involved in development of the criteria for the lesson.	[] The Educator almost always ensures that students are aware of the criteria and standards on which work will be assessed, and students are almost always involved in development of the criteria for the lesson.
[] The Educator rarely uses feedback to help guide the student through the learning process.	[] The Educator sometimes uses feedback to help guide the student through the learning process.	[] The Educator regularly uses feedback to help guide the student through the learning process.	[] The Educator almost always uses feedback to help guide the student through the learning process.

What is Demonstrated	Possible Sources of Evidence
Standards, assessment, and feedback	<input type="checkbox"/> Lesson structure is clear and allows for various pathways according to the student needs <input type="checkbox"/> Students understand how work will be assessed <input type="checkbox"/> Consistent, timely, and appropriate feedback is provided <input type="checkbox"/> Formative and summative assessments are used <input type="checkbox"/> Written feedback on student work <input type="checkbox"/> Educator/student conferences
Other	
Comments	

Standard 3.3: Strategies	The Educator uses appropriate strategies to adapt instruction to the needs of the individual student and groups of students. The Educator provides multiple models and representations of concepts and skills. The Educator uses a variety of methods to engage learners. The Educator facilitates the use of current tools, resources, and technology to maximize content learning in varied contexts. Technology is integrated and utilized in instruction and learning.
-------------------------------------	---

Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely selects strategies that directly address the learning styles of students.	<input type="checkbox"/> The Educator sometimes selects strategies that directly address the learning styles of students.	<input type="checkbox"/> The Educator regularly selects strategies that directly address the learning styles of students.	<input type="checkbox"/> The Educator almost always selects strategies that directly address the learning styles of students.
<input type="checkbox"/> The Educator rarely utilizes multiple models and representations to provide instruction. Students are rarely cognitively engaged.	<input type="checkbox"/> The Educator sometimes utilizes multiple models and representations to provide instruction. Students are sometimes cognitively engaged.	<input type="checkbox"/> The Educator regularly utilizes multiple models and representations to provide instruction. Students are regularly cognitively engaged.	<input type="checkbox"/> The Educator almost always utilizes multiple models and representations to provide instruction. Students are almost always cognitively engaged.
<input type="checkbox"/> The Educator rarely uses a variety of tools and technology to maximize learning in varied contexts and 21st Century learning is rarely modeled.	<input type="checkbox"/> The Educator sometimes uses a variety of tools and technology to maximize learning in varied contexts and 21st Century learning is sometimes modeled.	<input type="checkbox"/> The Educator regularly uses a variety of tools and technology to maximize learning in varied contexts and 21st Century learning is regularly modeled.	<input type="checkbox"/> The Educator almost always uses a variety of tools and technology to maximize learning in varied contexts and 21st Century learning is almost always modeled.
<input type="checkbox"/> The Educator uses few resources to assist students' learning. Minimal technology is used and primarily by the Educator.	<input type="checkbox"/> The Educator knows of a variety of resources but only provides a small group for the students to use. Some technology use is done by the students.	<input type="checkbox"/> The Educator has a range of resources available to students but provides assistance with only some of the resources. Both students and Educator use of technology is observed.	<input type="checkbox"/> The Educator consistently uses a wide variety of resources to help students' learning experiences. Technology is integrated into the lesson and students are active in using technology.

What is Demonstrated	Possible Sources of Evidence
Strategies and multiple methods; 21st Century model	<input type="checkbox"/> Lesson plans outline instructional strategies <input type="checkbox"/> Student work reflects use of higher level thinking skills <input type="checkbox"/> Graphic organizers for understanding <input type="checkbox"/> Summarizing activities <input type="checkbox"/> Student growth log <input type="checkbox"/> 21st Century instructional model
Other	
Comments	

Element 3: The Instruction - Summary			
Novice	Developing	Proficient	Distinguished
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Element 4: The Professional:	The effective Educator engages in ongoing professional learning and uses that knowledge to continually reflect on and modify practice. The Educator takes an active role on the instructional
-------------------------------------	--

	team by giving and receiving feedback from all stakeholders (students, parents, colleagues, and administrators). The professional Educator displays honesty and integrity in interactions with students, parents, colleagues, and the public.
Standard 4.1: Professionalism and Professional Learning	The Educator engages in ongoing learning opportunities to develop knowledge and skills in order to provide learners with engaging curriculum and learning experiences based on local, state, and national standards. A variety of data is used to evaluate outcomes of teaching and learning, and to adapt planning and practice.

Novice	Developing	Proficient	Distinguished
[] The Educator rarely engages in professional learning. The professional learning is rarely aligned with the needs of the school and/or district.	[] The Educator sometimes engages in professional learning. The professional learning may be aligned with the needs of the school and/or district.	[] The Educator regularly seeks professional learning to enhance his/her knowledge base or pedagogy skills. The professional learning is aligned with school and/or district needs.	[] The Educator almost always seeks professional learning to enhance his/her knowledge base or pedagogy skills
[] The Educator relies on one or two forms of data to evaluate teaching. Reflection is rarely utilized and new knowledge rarely applied.	[] The Educator relies on one or two forms of data to evaluate teaching. Reflection is sometimes utilized but only a few, general suggestions to improve are applied.	[] The Educator regularly relies on several forms of data to evaluate teaching. Reflection is regularly utilized and a few, specific concepts are applied to improve instruction.	[] The Educator almost always relies on multiple forms of data to evaluate teaching. Reflection with colleagues is almost always utilized and specific suggestions are applied to improve instruction.

What is Demonstrated	Possible Sources of Evidence
Engages in meaningful professional development	<input type="checkbox"/> Participation in district professional development <input type="checkbox"/> Participates in and support of district initiatives
Relies on variety of data to reflect on practice	<input type="checkbox"/> Analyzing student formative and summative assessment data to see impact on student growth
Other	
Comments	

Standard 4.2: Leadership	The Educator takes an active role on the instructional team, giving and receiving feedback on practice. The Educator displays honesty and integrity in interactions with students, parents, colleagues, and the community. The Educator complies with school and district regulations. The Educator works with colleagues and district personnel to build ongoing connections with community resources to enhance student learning and well-being.
---------------------------------	---

Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Educator rarely makes an effort to share knowledge with colleagues and rarely assumes any responsibility for professional learning. The Educator rarely gets involved with school and district activities.	<input type="checkbox"/> The Educator sometimes meets with the instructional team and receives feedback, but makes limited changes to practice. The Educator participates in school and district activities when asked.	<input type="checkbox"/> The Educator regularly meets with the instructional team, receives feedback, and makes notable changes to practice. The Educator regularly participates in school and district activities.	<input type="checkbox"/> The Educator almost always initiates discussions with members of the instructional team and acts on feedback received. Changes to practice almost always occur. The Educator almost always volunteers and participates in school and district activities and takes on a leadership role.
<input type="checkbox"/> The Educator interactions are rarely appropriate, and show favoritism or disregard for the culture of the student. Confidential information is shared.	<input type="checkbox"/> The Educator interactions are sometimes appropriate, but sometimes show favoritism or disregard for the culture of the student. Confidential information is sometimes shared.	<input type="checkbox"/> The Educator regularly interacts in a caring and respectful manner. Students regularly exhibit respect for the educator. Confidential information is not shared.	<input type="checkbox"/> The Educator almost always interacts in a positive, supportive manner and displays respect. Students almost always trust the Educator with personal information. Confidential information is not shared.
<input type="checkbox"/> The Educator rarely complies with local, state, and national regulations.	<input type="checkbox"/> The Educator sometimes has to be reminded to comply with local, state, and national regulations.	<input type="checkbox"/> The Educator regularly complies with local, state, and national regulations.	<input type="checkbox"/> The Educator almost always complies with local, state, and national regulations. The Educator will also conduct research on policy to determine impact the classroom.
<input type="checkbox"/> The Educator rarely attempts to engage community stakeholders in the instructional program.	<input type="checkbox"/> The Educator sometimes attempts to engage community stakeholders and use community stakeholder resources to improve the instructional program.	<input type="checkbox"/> The Educator regularly works with stakeholders in the community to enlist support for improving the instructional program.	<input type="checkbox"/> The Educator almost always works with stakeholders in the community to enlist support for improving the instructional program. Students contribute ideas for projects that are used in the lessons.

What is Demonstrated	Possible Sources of Evidence
Takes active role on instructional team and with community	<input type="checkbox"/> Participates in PLCs and/or school and district committees

Displays honesty and integrity	<input type="checkbox"/> Maintains confidentiality regarding student and personnel issues <input type="checkbox"/> Written communications are clearly written, no errors, and convey information in positive manner
Complies with regulations	<input type="checkbox"/> Willingly complies with school and district regulations <input type="checkbox"/> Punctual to school <input type="checkbox"/> Punctual and attends faculty meetings
Other	
Comments	

Element 4: The Professional - Summary			
Novice	Developing	Proficient	Distinguished
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Educator Signature: _____	Evaluator Signature: _____
Date:	Date:

APPENDIX C – Walkthrough Template

Unified School District #220 – Walkthrough Template

TEACHER: _____ DATE: _____
 BUILDING: _____ TIME IN: _____
 Ashland Elementary TIME OUT: _____
 Ashland Jr-Sr High School
 PERIOD: _____ SUBJECT: _____
 Beginning STUDENTS ENGAGED IN: _____
 Middle
 End

COGNITIVE LEVEL (HIGHEST LEVEL OBSERVED)					
<input type="checkbox"/> Receiving Knowledge	<input type="checkbox"/> Applying	<input type="checkbox"/> Analyzing/Evaluating	<input type="checkbox"/> Creating		
Recalling	Explaining	Implementing	Appraising	Hypothesizing	Designing
Listing	Summarizing	Illustrating	Comparing	Critiquing	Constructing
Memorizing	Classifying	Experimenting	Contrasting	Judging	Producing
Describing	Interpreting	Demonstrating	Examining	Ranking	Planning
Defining	Paraphrasing	Solving	Questioning	Defending	Improvising

LEARNING GOALS/OBJECTIVES	RESOURCES
Lesson/Objective Aligned to Curriculum	To what degree are student utilizing technology?
<input type="checkbox"/> YES	<input type="checkbox"/> Substitution
<input type="checkbox"/> NO	<input type="checkbox"/> Augmentation
<input type="checkbox"/> NOT AVAILABLE	<input type="checkbox"/> Modification
	<input type="checkbox"/> Redefinition
Student is Aware of Lesson's:	<input type="checkbox"/> No student use of technology
<input type="checkbox"/> Purpose	
<input type="checkbox"/> Activity	Support Staff Engagement
<input type="checkbox"/> Neither Activity or Purpose	<input type="checkbox"/> Support Staff Present
	<input type="checkbox"/> Support Staff Engaged with Students
Classroom Management, Teacher:	
<input type="checkbox"/> Refocuses/redirects off-task behavior	Instruction
<input type="checkbox"/> Appropriate use of instructional time	<input type="checkbox"/> Differentiating Instruction
<input type="checkbox"/> Provides affirmation to students	<input type="checkbox"/> Cooperative Learning Strategies
<input type="checkbox"/> Applies effective classroom management	<input type="checkbox"/> Facilitating Small Group/ Instruction
	<input type="checkbox"/> Lecturing
Classroom Environment	<input type="checkbox"/> Summarizing and Note Taking
Environment reflects atmosphere of mutual respect and rapport. YES or NO	<input type="checkbox"/> Project-based Learning
	<input type="checkbox"/> Assessing

TEACHING FRAMEWORK

<input type="checkbox"/> Demonstration (I do, You Watch)	<input type="checkbox"/> Shared Demonstration (I do, You Help)	<input type="checkbox"/> Guided Practice (You do, I help)	<input type="checkbox"/> Independent Practice/Assessment (You do, I watch)
---	--	--	--

**ARTICLE X
DURATION OF AGREEMENT**

This agreement shall govern the rights, as provided in this agreement for the Board of Education, Unified School District #220, Ashland, Kansas and the Ashland Educator's Association during the effective period of twelve (12) months from July 1, 2022 through June 30, 2023. This agreement shall not be extended orally and it is expressly understood that it shall expire on the date indicated. No part of this agreement shall be continued in future agreements unless by mutual consent of the parties reduced to writing and signed.

ATTEST:

Dated this _____ day of _____, 2022 at Ashland, Kansas.

Clerk of the Board

President, Board of Education
Unified School District #220

Dated this _____ day of _____, 2022 at Ashland, Kansas.

Secretary
Ashland Educator's Association

President
Ashland Educator's Association