

USD 258 Humboldt Schools

Humboldt Board of Education

Humboldt NEA

Master Agreement 2026-27



AGREEMENT.....	4
ARTICLE I: Definitions.....	4
ARTICLE II: General.....	5
A. Recognition.....	5
B. Management Rights.....	5
ARTICLE III: Salary Schedule.....	5
A. Salary:.....	5
B. Moving on the Salary Schedule:.....	5
ARTICLE IV: Supplemental Pay Schedule.....	6
A. Supplemental Pay Schedule.....	7
ARTICLE V: Fringe Benefits.....	7
A. Section 125 – Cafeteria Plan.....	7
B. Group Health Insurance.....	7
ARTICLE VI: Leaves of Absence.....	8
1. Sick leave (or Compassionate Leave):.....	8
a. Exceptional Attendance:.....	8
2. Sick Leave Pool:.....	8
3. Retirement Pay For Unused Sick Leave:.....	10
4. Family and Medical Leave:.....	10
5. Personal Leaves and Absences:.....	11
6. Emergency and Legal:.....	11
7. Exchange Teaching:.....	12
8. Sabbaticals:.....	12
9. Association Days:.....	12
ARTICLE VII: Teacher Workload.....	13
A. Contract Year:.....	13
B. Work Load:.....	13
C. Emergency Closure:.....	13
ARTICLE VIII: Teacher Due Process.....	14
Fair Dismissal of Teachers.....	14
ARTICLE IX: Reduction In Force.....	16
Effective for the 2026-2027 School Year.....	16
Reduction in Force Language 2014-2015.....	17
ARTICLE X: Teacher Protection/Rights.....	18
A. Duties of Teachers:.....	19
B. Evaluations:.....	19
C. Personnel Files:.....	19
D. Grievances:.....	20
E. Sexual Harassment:.....	21
F. Drug Free Workplace:.....	21
G. Complaint Resolution:.....	21
H. Vacancy Notices- Licensed Positions.....	22

I. Vacancy Notices -Supplemental Positions.....	22
J. Interview Committee.....	22
K. Administrative-Initiated Transfers.....	22
L. Dress Code.....	23
ARTICLE XI: Retirement Plan.....	23
A. Employer and Employee Paid Retirement Plan (8/18/08).....	23
ARTICLE XII: Association Rights.....	24
A. Right to Access to Building:.....	24
B. Right to Communication:.....	24
C. Use of Facilities and Equipment:.....	24
D. Payroll Deduction of Dues:.....	24
E. Distribution of Agreement:.....	25
ARTICLE XIII: Closure and Savings Clauses.....	25
A. Closure Clause:.....	25
B. Savings Clause:.....	25
ARTICLE XIV: Resignations.....	26
A. Compensatory Fees for Late Resignations:.....	26
B. Early Resignations/Retirement:.....	26
ARTICLE XV: Recruitment Bonus.....	27
APPENDIX.....	28
APPENDIX A.1 2026-27 Salary Schedule.....	28
APPENDIX A.2 2025-2026 Salary Schedule.....	29
APPENDIX B.1 Supplemental Pay.....	30
APPENDIX B.2 2026-27 Extra Duty Pay.....	32
APPENDIX C.1 Sick Leave Pool Contract.....	33
APPENDIX C.2 Sick Leave Pool Request Form.....	35
APPENDIX D Personal Leave Notification Form.....	36
APPENDIX E Evaluation Implementation and Assessment Instrument.....	37
APPENDIX F Evaluation Tool.....	40
APPENDIX G 2026-27 Calendar.....	50
APPENDIX H 2025-26 Calendar.....	51
APPENDIX I HNEA and Board Signature Page.....	52

Humboldt Unified School
District 258 Master
Agreement
2026-2027

AGREEMENT

This Agreement is made and entered into by and between THE BOARD OF EDUCATION, UNIFIED SCHOOL DISTRICT NO. 258, (hereinafter “Board”), and the Humboldt National Education Association, (hereinafter “Association”). This agreement is the result of good-faith collective negotiations that have been conducted under the requirements of and directives of the Professional Negotiations Act (K.S.A. 72-5413 et seq).

The provisions of this Agreement apply to all employees who are in the Teachers’ bargaining unit determined by Order of the Kansas Public Employee Relations Board on April 9, 1993, and as defined in Article II – A of this Agreement.

This Agreement, as ratified by the Association, and the Board, shall constitute the Agreement for the period specified. The Agreement between the Board and the Association is to be for a one-(1) year term beginning July 1, 2026, and ending June 30, 2027. By mutual agreement between the Board and the Association, this agreement may be opened for change or modification. Any subsequent agreements resulting from such re-opening shall be set forth and made an amendment to this agreement and when ratified by the teachers and the Board shall constitute a change in this Agreement.

ARTICLE I: Definitions

- A. **BOARD:** The Board of Education of Unified School District No. 258, Allen County, Kansas.
- B. **Association:** The Humboldt National Education Association, affiliated with the Kansas National Education Association and the National Education Association.
- C. **District:** Unified School District (U. S. D.) No. 258.
- D. **Administrator:** Any person employed by the Board in an administrative capacity who is fulfilling duties for which an administrator’s certificate is required.
- E. **Teacher:** Any employee who is a member of the bargaining unit as defined in Article II-A, possessing a teacher certificate/license.
- F. **Primary Contract:** The basic contract of each teacher, excluding any extended or supplemental contract.
- G. **Supplemental Contract:** A contract for services which may include but are not limited to coaching, sponsors, lunchroom supervision and other similar duties listed in the statute and are in addition to those provided for in the teacher’s primary contract.

- H. Extended Contract:** A teacher's contract for services which extends the number of working days of the individual teacher in any year for employment which is an extension of the work provided for in the teacher's basic or primary contract and which is compensated at the same daily salary rate as established in the primary contract.
- I. Contract Day, Duty Day, or Working Day:** Any day on which a teacher is required to be on duty within the terms of the primary and/or extended contract and is paid for services rendered.

ARTICLE II: General

A. Recognition

1. The Board of Education recognizes the Humboldt National Education Association (H-NEA), affiliated with Kansas-National Education Association and National Education Association, for the purposes of professional negotiations under K.S.A. 72-5413, et. seq. as the exclusive representative for the teachers' bargaining unit.
2. The bargaining unit shall be defined as all employees of the Board of Education in positions which require a certificate/license issued by the state Board of Education and are compensated on the teachers' salary schedule including Classroom Teachers, Counselors, Librarians, and Title I Teachers, and excluding administrative staff.

B. Management Rights

1. Nothing in this agreement shall be construed to change or affect any right or duty conferred or imposed by law upon the Board Subject to the provisions of the Agreement, the Board has, and will, continue to retain, whether exercised or not, the sole and unquestioned right, responsibility and prerogative to maintain, develop and operate the school district as allowed by statute.

ARTICLE III: Salary Schedule

A. Salary:

The base salary will be \$51,100 for 2026-27. Horizontal movement will be allowed. Vertical movement will not be allowed. See [Appendix A.2 for Salary Schedules](#) (page 32).

Extended contracts will be compensated at the same daily rate as established in the teacher's primary contract. (08/31/01)

B. Moving on the Salary Schedule:

Teachers have the option to substitute inservice points for college hours to move on the salary schedule. They may use this option a maximum of two times during their employment with U.S.D. 258; however, this option may only be used once at the BS level.

Teachers may move horizontally one column on the salary schedule once per year according to the hours/degree the employee has earned. If a teacher is obtaining their Masters, they may move horizontally on the salary schedule regardless of the number of columns.

Requirements for inservice points are to be consistent with the requirements for recertification. Twenty inservice points are equivalent to 1 college hour. Teachers with a B.S. can apply inservice points for up to 4 credit hours to move on the salary schedule. For example: 10 hours credit could be substituted with 6 hours college credit and 80 inservice points. Teachers with a M.S. may apply inservice points towards 6 of the hours needed to move on the salary schedule. Inservice points must have been acquired in the last 5 years while in employment with U.S.D. 258.

The approved hours for moving horizontally on the salary schedule must apply toward an advanced degree or must be in the teacher's specific teaching field or benefit the teacher's performance.

Teachers who maintain full certification in their assigned field (s) will be eligible for movement on the salary schedule.

The educational credit columns on the salary schedule shall have the following definitions:

Column 1: At least a bachelor's degree and certification in their teaching field.

Column 2: Baccalaureate degree plus 10 graduate or approved hours. Column 3: Baccalaureate degree plus 20 graduate or approved hours. Column 4: Baccalaureate degree plus 50 graduate or approved hours or Master's degree. Column 5: Master's degree plus 10 graduate or approved hours. Column 6: Master's degree plus 20 graduate or approved hours. Column 7: Master's degree plus 30 graduate or approved hours. Column 8: Master's degree plus 40 graduate or approved hours. If a teacher plans to acquire hours for possible column movement over the summer, the teacher must provide notice to the central office of such intent prior to April 1.

Documentation for credit hours or degree must be a current transcript on file in the superintendent's office by August 20 of the contract year.

ARTICLE IV: Supplemental Pay Schedule

A. Supplemental Pay Schedule

Effective beginning with the contract year 2025-26, the Board agrees to compensate teachers at a rate of \$25.00 per hour for coverage during plan period and \$20.00 for Summer curriculum mapping or district alignment, not to exceed 20 hours per week, providing that the duties are on a voluntary basis and:

1. are relating to student instruction and/or curriculum development, and
2. are not decision making/empowerment activities.

All other Supplemental pay for duties outside the contract day or contract year that are approved by the administration and board and are not covered by the Supplemental Pay Schedule will be paid at the rate of \$16.00 per hour. (07/14/25) See Appendix B for Supplemental Pay Schedule

ARTICLE V: Fringe Benefits

A. Section 125 – Cafeteria Plan

The Board shall establish a program to comply with Section 125 of the Internal Revenue Code.

B. Group Health Insurance

Beginning in 1993-94, all new teachers in the district must enroll in at least single health coverage in the group health insurance to receive the insurance benefit. The insurance benefit will be:

Plan	2024-25	2025-26	2026-27
Employee	\$604	\$618	\$638
Employee + Children (Employee Rate +\$25)	\$629	\$643	\$663
Employee + Spouse (Employee Rate +\$50)	\$654	\$668	\$688
Employee + Family (Employee Rate + \$100)	\$704	\$718	\$738

Employees who are married and qualify for a spouse or family plan may combine their two district-paid portions to purchase a combined plan. If a couple chooses employee + spouse, they would each receive the single rate to apply toward their plan. Should they choose a family plan, one spouse would receive employee + children rate and the other spouse would receive a single policy rate. They must fill out an agreement plan with the district to be eligible. If at any point, the combined amount is greater than the cost of the insurance plan, only the cost of the plan will be allowable.

ARTICLE VI: Leaves of Absence

1. **Sick leave (or Compassionate Leave):**

Teachers may be provided leaves of absences with pay for illness. First-year teachers in U.S.D. 258 are entitled to fifteen (15) full working days with pay for sick leave. Each subsequent year, fifteen-(15) days per year shall be added to the unused sick leave from the previous year. Teachers may carry over up to 110 sick days. Each year, the allotted sick days will be added to the total days left from the previous year, but only 110 total days may be carried into the following contract year. Ex: 110 days from previous year + 15 sick days = 125 sick days to start the year. If the employee uses 2 sick days that year, they will still carry no more than 110 days into the following year.

The above paragraph refers to full-time teachers. Sick leave benefits for part-time teachers are prorated according to the teaching time involved.

Up to two (2) of these sick days may be used for a funeral of a non-immediate family member or friend of the teacher or the teacher's spouse who has passed away. If the two (2) funeral days have already been used then a personal day must be taken.

Sick time shall cover absences due to the teacher's illness or illness or death in the immediate family of the teacher or the teacher's spouse. This shall include, father, mother, brother, sister, wife, husband, children, grandchildren, maternal and paternal grandparents, or for relatives or persons whose regular residence is in the home of the teacher.

In the event personal leave has been exhausted, up to 2 days of sick leave per year may be used in the event of a natural disaster, which damages or destroys their home/property. All requests must be approved by the Superintendent.

a. **Exceptional Attendance:**

Certified staff member who, during a contract year, has exceptional attendance, has not missed any portion of the school/in-service/workday, and has accumulated at least thirty (30) days of sick leave will be paid \$450.00. Certified staff members with exceptional attendance and one hundred ten (110) days of accumulated sick leave will be paid \$1000.00. Payment will be made at the time of the June payroll. Exceptional attendance is defined as fewer than 3 sick leave days during the year and 0 personal leave days used. It does not include days of leave for school-sponsored activities or professional leave. It does include plan periods and ELP periods. Days donated to the sick leave pool will not affect the eligibility to receive the attendance bonus incentive. This incentive excludes Virtual Certified Teachers (6/8/2021).

*This does not affect the wording for unused personal days clause.

Example:

Teacher A is ill during the school year and takes 2 sick days. She does not use any personal days. She has accumulated 110 sick days (108 if she donated to the sick pool). She will receive \$1,000 for the attendance bonus. Two personal days will roll to sick leave to replenish her bank. She will also receive sub pay for the 1 remaining personal day, 2 days if 1 is available to be given back from the sick leave pool.

2. **Sick Leave Pool:**

To assist ALL personnel who suffer illness or disability, a sick leave share agreement shall be

established as follows:

Such bank is to be administered by the sick leave bank committee pursuant to the guidelines that have been established. The sick leave bank will only be activated when the need arises. All USD 258 employees who are party to this agreement wishing to join the sick leave bank, upon voluntary written agreement shall donate 2 days of chargeable leave to the sick leave bank by September 30 of the current school year.

- a. Said participating USD 258 members who have depleted their chargeable leave and accumulated sick leave may draw upon the bank as provided:
 - Any USD 258 employee who joins the bank for the current school year may make an application for up to twenty (20) days. Upon the completion of the twenty (20) day period, additional entitlement may be extended by the sick leave committee upon demonstration of need by the applicant.
- b. At the end of the contract year, the unused days in the sick leave bank shall be distributed as follows:
 - If the number of unused days is less than the number of participants', those days shall be carried in the sick leave bank for the next contract year.
 - If the number of unused days is more than the number of participants, each participant shall be credited with one (1) day of sick leave and the remainder carried in the sick leave bank for the next contract year. If the number of leave days in the bank reaches 1000 days by the end of the year, each participant shall be credited with two (2) days of sick leave and the remainder carried in the sick leave bank for the next contract year.
 - Days carried from the previous contract year would be used first, only after those days are exhausted would current year contributions be activated.
- c. The sick leave bank shall be administered by a sick leave bank committee consisting of one elementary, one middle, and one high school teacher chosen by HNEA, the HNEA President, and the superintendent.
- d. The superintendent may require a statement from the staff member's physician certifying that he/she is incapable of performing his/her duties as a result of an accident or illness. The physician may be asked to certify in writing the number of days absence the given illness or disability requires.
- e. Subject to the foregoing requirements, the sick leave bank committee will determine the eligibility for the use of the sick leave bank and the amount of leave to be granted. The following general criteria shall be considered by the committee in administering the bank and in determining the amount of leave:
 - Medical evidence of serious illness or disability
 - Maternity leave
 - Prior utilization of sick leave
 - Length of service in the bank
- f. The process for asking for days from the sick leave pool is as follows: the applicant will fill out the sick leave pool request (Appendix C2) and send it to the superintendent, the superintendent will send the form to the HNEA President and the president will meet with each individual sick leave committee member. If the request is denied the committee will meet to discuss the reason for denial and the employee will receive a written response in regards to the decision from the sick leave committee. The decision of the sick leave bank committee with respect to eligibility entitlement shall be final and binding and not subject to appeal or to grievance and arbitration.

[See Appendix C: Sick Leave Pool Contract](#)

3. Retirement Pay For Unused Sick Leave:

Teachers with 10 or more years of service in USD 258 who are retiring or terminating their employment with the district will be paid for one-half of their accumulated sick leave, not to exceed 45 days. Teachers with 25 or more years of service in USD 258 who are retiring or terminating their employment with the district will be paid for one-half of their accumulated sick leave, not to exceed 55 days. They shall be paid at a rate of \$300 per day. (July, 2026) Upon death of a teacher meeting the above requirements (10 or more years of service in the district) the unused sick leave pay shall be computed as above and paid to the beneficiary (indicated in KPERS documents).

4. Family and Medical Leave:

Family and medical leave as required by federal law shall be granted for a period of not more than 12 weeks during a twelve-month period. For purposes of this policy, a 12-month period shall be defined as a fiscal year beginning on July 1 and ending the following June 30. Spouses employed by the district may only take an aggregate of 12 weeks of leave for birth or adoption of a child or to care for a child with a serious health condition.

Leave is available because of (1) the birth of a son or daughter of the teacher and to care for the son or daughter; (2) the placement of a son or daughter with the teacher for adoption or foster care; (3) the need to care for a spouse, son, daughter or parent of the teacher because of a serious health condition; or (4) a serious health condition of the teacher that prevents the teacher from performing the job functions. (Leave for reason 1 or 2 must be taken within 12 months of birth or placement.)

The leave shall normally be unpaid leave. However, if the teacher has any, personal, sick or disability leave, or sick leave pool that is available for use because of the reason for the leave, the paid leave shall be used first and counted toward the annual family and medical leave. The superintendent will notify the teacher prior to or during the leave period that the leave has been designated as paid family and medical leave.

The teacher is eligible for family and medical leave upon completion of one school contract year of service in the district.

During the period of any unpaid family and medical leave, the Board shall continue to pay the Board's share of the cost of group health benefits in the same manner as paid immediately prior to the leave. Any teacher portion of the cost shall be paid by the teacher to the clerk of the board on the payroll date or other time as the teacher and superintendent may agree. The Board may terminate group health coverage if the teacher payment is not received within 30 days of the due date.

When leave is foreseeable, the teacher shall give written notice 30 days in advance. If leave is not foreseeable, notice will be given as soon as practicable.

Upon the teacher providing notice of need for leave, the Board will notify the teacher of:

- a. the reasons that leave will count as family and medical leave,
- b. any requirements for medical certification,
- c. employer requirement of substituting paid leave
- d. requirements for premium payments for health benefits and employee responsibility for repayment if employer pays employee share,
- e. right to be restored to same or equivalent job,
- f. any employer required fitness-for-duty certifications.

Family leave (reasons 1 or 2) may not be used intermittently or on a part-time basis without the prior approval of the superintendent.

The superintendent may require the teacher to continue leave until the end of the semester if the leave begins more than five (5) weeks before the end of a semester, lasts more than three (3) weeks and the return would occur during the last three (3) weeks of the semester.

If a leave is for a reason other than the teacher's serious health conditions, the superintendent may require a teacher to continue leave until the end of the semester, if:

1. The leave begins in the last five (5) weeks of a semester, will last more than two (2) weeks and the return to work would occur in the last two (2) weeks of a semester, or
2. The leave begins in the last three (3) weeks of a semester, and lasts more than five (5) days.

5. Personal Leaves and Absences:

Teacher's personal leave (with pay) is in the amount of three (3) working days per school term for full-time teachers. Written notification should be given to the building principal on the personal leave notification form at least two (2) calendar days prior to the requested leave day. (See Appendix E for Personal Leave Notification Form. (8/09/99)

The only restriction to approval is the administration's ability to secure an acceptable substitute teacher. Leave shall not be taken during scheduled parent teacher conference days and scheduled professional development days. However, teachers using personal leave will not be required to give a reason for said leave.

Unused personal leave will be credited to sick leave accumulation at the end of each school year. If the sick leave plus unused personal leave accumulation totals more than the maximum accumulation of 110 days sick leave, the unused personal leave will be reimbursed at \$150 per day. This excludes Virtual Certified teachers (9/21/2023).

Personal leave does not apply if teachers are required, or allowed, by the superintendent to participate in some professional activity other than teaching which is considered as rendering service to the district students or in other cases that may be specifically approved by the Board of Education. Such cases shall be classified as SCHOOL BUSINESS.

6. Emergency and Legal:

Emergency and legal leaves without pay may be granted by the superintendent. Emergency leave with pay shall be granted at the discretion of the board. No legal leaves shall be granted with pay unless authorized by the Board.

To the extent possible, teachers should give as much notice as possible in requesting emergency leaves. Whenever a teacher takes an emergency leave without prior consent having been given thereto, said teacher shall notify his principal or immediate supervisor. Teachers should make prior arrangements for some person to notify the teacher's principal or immediate supervisor of any emergency leave where the teacher is unable to give such notice. If the teacher desires not to have a deduction made from his salary for such emergency leave, he shall make application therefore to the Board of Education by filing a request with the superintendent of schools within ten (10) days following his return from such emergency leave, which request shall explain in full the nature of the leave and the reasons why the teacher is of the opinion his salary should not be docked or reduced

because of such leave.

Legal leave shall mean and include time away from the job for the purpose of prosecuting or defending a legal action or in testifying in either a court of law or before an administrative body.

A teacher called to jury duty will be paid regular school wages with jury money received paid to the district.

7. Exchange Teaching:

All leaves for exchange teaching shall be granted at the discretion of the Board. Any employee desiring a leave for the purpose of teaching in another school district shall file a written application thereof with his principal at least ninety(90) days prior to the first day of the requested leave. Such an application shall be in writing and shall explain in detail the length of the desired leave, the purpose of the desired leave, and the applicant's reasons why said leave will be of benefit to the school district. The superintendent shall present said request to the Board at its regular or special meeting, together with his recommendation.

No exchange teaching leave shall be granted for a period longer than one semester. The teacher receiving such a leave shall be entitled to all of the rights and privileges of employment he would have received, had he performed his regularly contracted functions during the period of such leave. No such leave shall be granted unless and until the questions as to which school district shall pay the salary of such teacher and other employment obligations have been resolved in a written agreement between the school districts concerned.

8. Sabbaticals:

No sabbatical leave shall be granted with pay. Sabbatical leaves without pay may be granted at the discretion of the Board. Any teacher desiring a sabbatical leave shall file a written application therefore with his principal or supervisor at least ninety (90) days prior to the first day of the requested leave. Such an application shall be in writing on a form prescribed by the superintendent and shall explain in detail the length of the desired leave, the purpose of the desired leave, and the applicant's reasons why said leave will be of benefit to the school district. The superintendent shall present said request to the Board at its next regular or special meeting, together with his recommendation thereon.

No sabbatical leave shall be granted for a period longer than one semester. The teacher receiving a sabbatical leave shall be entitled to all of the rights and privileges of employment he would have received, had he performed his regularly contracted functions during the period of such leave.

9. Association Days:

At the beginning of each school year the Association shall be provided a total of three (3) days of paid leave to be used by employees who are officers or agents of the Association, such use to be at the discretion of the Association. The Association agrees to notify the Board no less than two days in advance of taking such leave. The District shall not be responsible for travel or other expenses for these days.

10. Travel Expenses:

Authorization for reimbursed travel expenses will be granted by the superintendent or designated representative. Mode of travel will be based on availability of transportation, distance, and number

of persons traveling together. When traveling by air, first class fare will be reimbursed only when coach space is not available. Receipts for transportation, parking, hotels or motels, meals and such other expenses for which receipts are ordinarily available will be attached to expense vouchers. When using a personal car, the rate of reimbursement shall be the state rate per mile for each mile traveled. Persons who normally travel in conjunction with official assignments must submit travel budget estimates each year to the superintendent or designated representative.

ARTICLE VII: Teacher Workload

A. **Contract Year:**

The number of duty days and inservice days in the basic duty year shall not exceed one hundred and seventy one (171) school days, as determined and scheduled by the board of education and the HNEA for the 2026-2027 school year. A daily rate will be paid for extended days as assigned by the board of education.

B. **Work Load:**

All schools will have the same duty day. The duty day will be 8 hours with a duty-free lunch. The school day shall begin for teachers 10 minutes before the first bell and shall end 15 minutes after the last regularly- scheduled class if the teacher's responsibilities for the day have been completed (05/18/00). Teachers may be allowed to leave the building early, with reason, and with permission from the principal, or when they are involved in the sponsorship of school activities or attending school activities. With principal permission, teachers may leave at 2:40 or later for USD 258 school activities without being charged leave time, provided the teacher has arranged coverage for their class. Teachers should only leave in enough time to travel to the event and arrive prior to the start of the activity. Teachers leaving prior to 2:40 must take leave through the end of the contracted time. Ex: If a teacher needs to leave at 2:00, they will need to submit personal time from 2:00 - 3:40pm. Further, teachers may leave school buildings on Fridays and days preceding holidays at the close of regularly scheduled classes. The number of teaching sections to which a teacher is assigned by the building principal will be dependent upon availability of staff and number of students.

Any teacher who is asked to teach a section above his/her regular teaching load may receive extra compensation which shall be determined by the Board upon recommendation by the Superintendent. Teachers of dual-credit classes will be paid at the rate equal to the college's reimbursement for teacher pay less any loss of funding created by the dual-credit class for the district.

C. **Emergency Closure:**

Teacher attendance shall not be required whenever students attendance is not required due to emergency closure. Emergency closure will be considered any scheduled contract day that is canceled. The first two emergency closure days will not be made up. The third, fourth, and fifth emergency closure make up days will be determined each calendar year when the calendar is agreed upon. (6/15/03)

ARTICLE VIII: Teacher Due Process

Fair Dismissal of Teachers

1. The Board and Association agree to the mutual benefit of a Fair Dismissal procedure for experienced teachers. This provision balances the relative security earned through an extended and successful probationary period with employer expectations of continued quality professional performance.
2. If a teacher is terminated, he/she shall be afforded the rights to this procedure to appeal that decision.
3. For the first three years of professional employment with the district, teachers are considered probationary and may be nonrenewed prior to the statutory deadline for any reason except as protected by Constitutional or other nondiscrimination protections.
4. Starting in Year Four of teaching with the district, teachers shall have earned nonprobationary status. At its discretion, the Board may formally grant nonprobationary status to any teacher earlier.
5. Nonprobationary teachers may be nonrenewed for just cause, including ineffective performance, provided the procedural process is closely observed. While timelines are expected to be followed, extenuating circumstances may be considered for minor procedural errors. If the proposed nonrenewal is to be based on ineffective performance, the district evaluation procedure shall be followed. The nonprobationary teacher will be informed his/her performance is substandard and the full evaluation process will be utilized, including a measurable plan of improvement. The plan of improvement shall be collaboratively developed but the final decision on the plan rests with the principal.
6. If the nonrenewal is based on other reasons, including disciplinary factors or reduction in force, those separate procedures as outlined in the Agreement shall be followed prior to the termination or nonrenewal.
7. If the nonprobationary teacher is nonrenewed, he/she shall be notified by certified and regular mail prior to the statutory continuing contract date. The - notification shall include the reasons for the nonrenewal. The nonrenewed teacher will have fourteen calendar days from the receipt of the letter to file a written request with the Board clerk for a hearing.
8. Within seven calendar days, the parties shall meet and select a mutually agreeable party to be the hearing officer. If that is not possible, the hearing officer shall be an arbitrator selected by alternately striking names from either the KSDE list or the AAA list.
9. During the hearing, the entire basis for the nonrenewal shall be proffered by the district and the teacher may present his/her response. If, in the opinion of the hearing officer, more time and/or information is needed for an appropriate decision, it shall be allowed. Otherwise, the hearing shall be closed at the end of the presentations. The decision by the hearing officer shall solely determine whether to sustain or reverse the nonrenewal and shall be rendered in writing to both parties within seven calendar days.
10. It is the intention of the parties that the decision be rendered prior to August 1 and all reasonable efforts should be made to accomplish that goal.
11. If the teacher prevails, he/she is reinstated in full. If the Board prevails, the nonrenewal is final. The decision is binding on both parties. No appeal of any kind is allowed.

12. The teacher shall pay for his/her expenses, including any witnesses and/or representation. All other expenses of the hearing shall be paid by the district.

13. **SUNSET PROVISION-** This provision shall be in effect for the 2026-27 school year and will not be included in subsequent agreements unless expressly agreed to.

ARTICLE IX: Reduction In Force

Effective for the 2026-2027 School Year

A. Reduction in Force: To provide an orderly process in the event a staff reduction is required. The Board will use reasonable efforts to communicate the situation confronting the district to the staff so as to allow the staff, through HNEA, a reasonable opportunity to present possible alternatives such as early retirement, normal attrition, part-time contract, contract for substitute teaching, and/or other alternatives which could accomplish the same goals.

1. In the event that a reduction of certified personnel does become necessary, the Board shall accomplish the same through normal attrition and resignations. Should further reduction be necessary, the Board shall first retain those employees possessing current teaching certificates in areas or disciplines to be preserved and reducing those employees with less than three (3) years of service in the district.

2. In the event that further criteria are necessary to differentiate among personnel under consideration for a reduction in force, individual certifications, qualifications, training, skills, evaluations, interests and length of service during current employment dating from the first day of duty will be utilized.

3. Any employee who is to be recommended for reduction shall be notified in writing with as much advance notice as is reasonably possible. Such notice shall include:

- a. The basis for the initial decision for staff reduction;
- b. The reason(s) for the selection of the individual;
- c. A copy of this policy; and
- d. Notice to the individual of an opportunity to respond.

B. Reemployment of Professional Employees - Recall

After implementing a reduction of force, the names of those employees who were selected for reduction shall be placed on a list. This list of names of reduced employees shall be maintained for two years.

1. Any person who has been reduced shall no longer be considered an employee and shall have no employee rights or benefits.

2. Any person who has been so reduced may retain membership in the Board health insurance group for the period of time allowable by Kansas COBRA Rules (KSA 12- 5040). However, the Board shall make no contribution and the person must make advance arrangements for payment of premiums with the business office.

3. If a vacancy occurs within two years, individuals who were reduced shall be offered recall in reverse order of discharge to vacant positions which they are certified to fill. The usual employment procedures will be followed in determining fitness for re- employment.

4. If any person named on the list waives recall rights in writing, fails to accept recall to a position for which the person is qualified, fails to respond within ten (10) school days to recall notice sent to the latest address which the person has furnished to the central office, or fails to report for duty in an accepted position, the name of such person shall be removed from the list and such person shall have no further recall rights.

5. Any person who is recalled shall regain all employment benefits to which he/she was entitled at the time of termination or which have been determined for any and all employees during the term of unemployment. There shall be no accrual of benefits during this time.

Sunset Provision: This provision shall be in effect through the 2026-2027 school year and will not be included in subsequent agreements unless expressly agreed to. If an agreement cannot be made regarding RIF language in subsequent years, the RIF language in place in the 2014-2015 agreement will be reinstated.

Reduction in Force Language 2014-2015

Reduction in Force: To provide an orderly process in the event a staff reduction procedure and a recall procedure is necessary. The Board will use reasonable efforts to communicate the situation confronting the district to the staff so as to allow the staff a reasonable opportunity, not to exceed 10 days from the date of communication, to present possible alternatives such as early retirement, normal attrition, part-time contract, contract for substitute teaching, and/or other alternatives which could accomplish the same goals. In the event it becomes necessary to reduce the number of certified personnel due to program elimination or reduction, or to reduce the number of teachers in a given subject area, field or program, or eliminate or consolidate positions, the Board shall follow the procedure listed below:

1. The greatest possible reduction in staff shall be accomplished through the normal turnover.
2. The reduction may be applied to all certified personnel or to only some group thereof. The reduction shall be applied to the largest group which may be reasonably considered, i.e. elementary, secondary. Once the attendance center has been selected, determination of the group will be based on the following criteria:
 - a. Those programs outside the building's basic curriculum area should be considered first.
 - b. In elementary, consideration should be given to combining grade levels into one classroom, according to enrollment.
 - c. Departments in high school and middle school should be selected for reduction according to past and projected enrollment in various classes of that department and the number of teachers working within it.
 - d. Those programs not required by the district for graduation should be reviewed and reduction made in one of those areas.
 - e. Determination of the group shall be made by the superintendent subject to a consultation/meeting with H*NEA leaders to discuss possible alternatives.

Within the specified group, teachers shall be selected by the Central Office for termination in the following order:

- a. Certified personnel not holding a regular Kansas certificate and teachers who by state certification standards are only provisionally qualified in the assigned positions.
- b. Teachers who are employed on less than a full-time contractual basis, beginning with those with the least equivalency of a full-time contract and teachers within their first two years of employment.
- c. Teachers who, according to their composite evaluations, are performing their responsibilities in less than satisfactory manner in two or more individual areas within any one of the four major areas on the evaluation form. Prior evaluations may be considered for those employees who have been recently transferred to positions with significantly different responsibilities. Evaluations should not be used with intent as a weapon for employment, termination, or renewal. In the event that performance of

responsibilities is judged to be the same for the remaining employees within the specified group, selection will be based on maximum length of service during current employment dating from the first day of duty. However, this provision shall not be applied in such a manner as to adversely affect the balance of the staff with regard to handicap, race, sex, or age.

d. In the event that two or more employees are equally considered for selection for termination, the order shall be decided through applying objective procedures developed and directed by the appropriate central office administrator.

3. Only those evaluations forwarded prior to the date that reduction is deemed as necessary will be considered in the implementation of this policy.

4. Any individual(s) within the specified group who is on or has requested an extended leave shall be considered for termination under the conditions set forth herein.

5. As employees are selected for termination, their names shall be placed on a list in the order of their selection.

6. Any employee who is to be recommended for termination shall be notified in writing with as much advance notice as is reasonably possible. Such notice shall include:

- a. The basis for the initial decision for staff reduction,
- b. The reason(s) for the selection of the individual,
- c. A copy of this policy, and
- d. Notice to the individual of an opportunity to respond.

7. After implementing such a reduction procedure, the list of names of terminated employees shall be maintained for two years.

a. Any person who has been so terminated shall no longer be considered an employee and shall have no employee's rights or benefits.

b. Any person who has been so terminated may retain membership in the Board health insurance group for the period of time allowable by the insurance company. However, the Board shall make no contribution and the person must make advance arrangements for payment of dues with the business office.

c. If a vacancy occurs within two years for which any person named on the list qualifies, the position shall be offered to the person whose name was most recently placed on the list and who qualifies for such vacancy. The usual employment procedures will be followed in determining fitness for re-employment.

d. If any person named on the list waives recall rights in writing, fails to accept recall to a position for which the person is qualified, fails to respond within ten (10) days to recall notice sent to the latest address which the person has furnished to the central office, or fails to report for duty in an accepted position, the name of such person shall be removed from the list and such person shall have no further recall rights.

e. Any person who is recalled shall regain all employment benefits to which he/she was entitled at the time of termination or which have been determined for any and all employees during the term of unemployment. There shall be no accrual of benefits during this time.

ARTICLE X: Teacher Protection/Rights

A. Duties of Teachers:

The teacher has a right to be warned in writing that his or her work is not satisfactory or up to expectations. The superintendent, at his discretion, may impose a probationary period of not to exceed one school year, in order to allow the teacher to correct his/her deficiency. The warning should deal with specific things and state the consequences if improvement is not forthcoming.

Furthermore, the warning shall be in writing for the record so that there can be no misquotation or misunderstanding later on. The superintendent, principals and other school personnel have an obligation to try to help those people become good teachers, and during this probationary period should give them close supervision with frequent visits and conferences, keep detailed memos of suggestions, or incidents that develop, or complaints that come from parents and teachers, etc., with the goal in mind to help the teacher make satisfactory improvement. The teacher as well, has an obligation to make every attempt to improve and become a better teacher.

Every effort should be made to obtain as much objective data as possible in order to determine unprejudiced results of teaching.

Teachers shall make an immediate report of any unusual disorder among the students under their charge. No teacher has the authority to suspend or to expel.

B. Evaluations:

The following statement of purpose, policy, and procedure of teacher evaluation is outlined for Humboldt Unified School District No. 258.

PURPOSE: To provide both structured and informal opportunities for principals and teachers to objectively consider and evaluate the effectiveness and the contribution of the teacher to the total school program. It is the belief of the Board of Education and the administration that these evaluations provide the best opportunity for a teacher to learn of his or her strengths and possible weaknesses and to improve in effectiveness as a teacher.

To encourage teachers to constantly self-evaluate their teaching effectiveness in accordance with the district's objectives.

To provide an objective measure by which personnel designated by the Board of Education may make recommendations to the superintendent for future staff improvement.

To provide an evaluation procedure that is conducted in a friendly and constructive manner in which each staff member is an equal participant, which can be beneficial to the staff and therefore, ultimately to the youth of the Humboldt schools.

~~Student evaluations will continue at the high school. If problems appear after a "fair trial" or if QPA reports can accomplish the same thing, then the Board will be open to making a change~~

[See APPENDIX \(F\) for Evaluation Implementation and Assessment Procedures and Tool](#)

C. Personnel Files:

Personnel files kept by the district concerning district employees shall be under the custodianship of the appropriate building principal and/or the superintendent. All teachers have the right to inspect

said files upon proper notice and to respond to any materials that may be placed in the file.

D. Grievances:

1. Purpose: The purpose of this procedure is to provide for the orderly and expeditious adjustment of grievances of individual employees of the school district at the lowest level.
2. Definitions
 - a. "Grievance" shall mean any alleged violation of the terms and conditions of an employee's contract of employment and/or negotiated agreement.
 - b. "Grievant" mean an employee of the district having a grievance.
 - c. Words denoting gender shall include both masculine and feminine, and words denoting number shall include both singular and plural.
3. Procedures: In general, the adjustment of grievance shall be accomplished as rapidly as possible. To that end, the number of days with which each step is prescribed to be accomplished shall be considered as to be accomplished shall be considered as maximum and every effort shall be made to expedite the process. Under unusual circumstances, the time limit prescribed in this statement may be extended or reduced by mutual consent of the grievant and the person or persons by whom the grievance is being considered.

Level 1. A grievant shall first take up his grievance with his immediate administrative superior in private informal conference(s) within fifteen (15) school days after the occurrence of the event upon which a grievance is based or after the grievant becomes aware of such event. If the employee is dissatisfied with the outcome of the initial private conference(s), he may request a formal conference with his immediate supervisor. Every effort should be made to develop an understanding of facts and the issues in order to create a climate which will lead to a solution. The formal conference shall occur within ten (10) school days of the last informal conference.

Level 2. In the event that the aggrieved person is not satisfied with the disposition of his grievance at Level 1, or in the event that no decision is reached within ten (10) school days after a formal presentation, he may appeal the matter in writing to the superintendent of schools. If the grievant appeals the grievance to the superintendent, the superintendent or his designated representative shall confer with the grievant in an effort to arrive at a satisfactory solution within ten (10) school days after the appeal has been received by the superintendent.

If the grievant does not appeal the grievance to the superintendent within thirty (30) school days after the formal conference at Level 1, the appeal of the grievance shall automatically be waived.

Level 3. If the grievance is not adjusted to the satisfaction of the grievant or if no decision is made thereon within twenty (20) school days after the date the grievance was filed with the superintendent or his designated representative under Level 2, then the grievant may appeal the grievance to the Board of Education for the purpose of final adjustment of the grievance by submitting a written request to the clerk of the board within ten (10) school days after the superintendent or his/her designated representative has rendered a decision or after the expiration of said twenty (20) days.

The Board of Education shall, within thirty (30) school days after receipt of the written request, meet and confer with the grievant and render a decision to be submitted to the grievant in writing which will be the final disposition of the grievance. As an alternative, the Board of Education, upon receipt of a complaint or grievance, may assign a hearing officer to hear such complaint or grievance and

make findings and recommendations to the Board. Such findings and recommendations shall be made to the Board within ten (10) days after the complaint or grievance has been assigned to the hearing officer. The Board shall rule upon such complaint or grievance within thirty (30) school days after receipt of the findings and recommendations of the hearing officer.

4. Supplemental Conditions:

- a. All individuals involved, and all others who might possibly contribute to the acceptable adjustment of a grievance, are authorized and urged to testify with full assurance that no reprisal will follow by reason of such participation.
- b. Upon the final determination of the grievance, the documents, communications, and records relating thereto, accepting a record of the grievance and the final adjustment thereof, and excepting records required by law to be kept and maintained, shall be destroyed.
- c. At each step of the procedure for adjusting grievances after the initial private conference(s) with his/her immediate administrative superior, the grievant shall be entitled to be accompanied by others who might contribute to the acceptable adjustment of the grievance and/or to be represented by legal counsel.
- d. All grievance hearings shall be confidential.
- e. All discussions and hearings shall be conducted at times other than when school is in session.
- f. Excluded from the grievance procedure shall be matters for which law mandates another method of review.
- g. Only the teacher affected may file a grievance or an appeal from levels one (1) and two (2).
- h. The filing of a grievance at all levels beyond the informal conference in Level 1, shall be in writing and shall be reasonably specific as to the nature of the complaint. The grievance should, to the extent possible, describe the alleged event or act giving rise to the grievance including the time, date, and place of the event or act and the names and addresses of any witnesses thereto.

E. Sexual Harassment:

Any person who believes he or she has been subjected to sexual harassment should discuss the problem with his/her immediate supervisor. 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 assignment. The initiation of a complaint shall not adversely affect the job security or status of a teacher. If a finding of fact determines that the teacher acted improperly, appropriate action shall be taken. Strict confidentiality shall be maintained throughout the complaint procedure.

F. Drug Free Workplace:

The Board believes that maintaining a drug free workplace is important in establishing an appropriate learning environment for the students of the district. The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the district.

G. Complaint Resolution:

The Board encourages the resolution of patron complaints regarding teachers at the lowest possible administrative level. Whenever a complaint regarding a teacher is made directly to the Board as a whole, it will be referred to the administration for study and possible solution. (09/03/96)

H. Vacancy Notices- Licensed Positions

1. Prior to June 1, teachers will be notified via district email of all licensed positions that are vacant at least three (3) days prior to them being advertised.
2. After June 1, teachers will be notified via district email of all licensed positions that are vacant concurrently with them being advertised.
3. Current district employees, who are qualified for the position, shall be considered for vacancies as they occur in the district, if the employee chooses to apply.

I. Vacancy Notices -Supplemental Positions

1. Prior to June 1, teachers will be notified via district email of all supplemental positions that are vacant at least three (3) days prior to them being advertised.
2. After June 1, teachers will be notified via district email of all supplemental positions that are vacant concurrently with them being advertised.
3. Current district employees, who are qualified for the position, shall be considered for vacancies as they occur in the district, if the employee chooses to apply.
4. Assistant positions will be filled after consultation with the head coach or sponsor.

J. Interview Committee

The administration will form an interview committee made up of the following:

- Two certified teachers, who have expertise in the content area or grade level;
 - Building and district administration; and
 - A board member, if deemed necessary by the board.
1. Committee members will attend interviews and discuss applicants as a group. If the group agrees on the individual selected for the position, a recommendation will be made to the board for employment. If there is a split decision regarding what candidate should be recommended, the final recommendation will be made by the building principal to the Superintendent and the Board of Education for employment.
 2. If a vacancy becomes available during the summer; continue to have the same hiring policies and committees as during the school year. Interviews will proceed at designated times regardless if certified staff is available – interviews will not be postponed if certified individual(s) are not available.
 3. The administrative team has the right to offer a teaching position to a teacher without having an interview committee, if the teacher (interviewee) is a strong candidate for a hard-to-fill position during teacher interview days.

K. Administrative-Initiated Transfers

1. An administrative initiated transfer (duties as assigned) shall be made only after a meeting between the certified employee and the building administrator. Where applicable, the certified employee will be given teaching which is considered as rendering service to the district student meeting. Transfers will be made only to positions in which they are properly certified. Written notice will be provided and include the building to which the certified employee is assigned, grade level, and /or subject matter to be taught. This could occur at any time based on the schedule and the needs of the school district.

2. If a transfer is deemed necessary after August 1 or during the school year, up to ten days will be given (where applicable) for the certified employee to prepare for the new assignment and provide for a smooth transition.
3. If the need arises during "off contract" time, the employee will be notified via phone call from the building administration where the teacher transfer will be discussed.
4. After August 1st/ Additional Prep Time – If a teacher receives notice that he/she would be teaching an additional class, then additional prep time would be compensated up to 20 hours at \$15.00 per hour.

L. Dress Code

1. Employees shall dress with appropriate professional formality for the curriculum being taught and the particular activity of the day. Employees dress shall be modest, neat and clean.
2. Concerns by an administrator over the appearance of an employee shall be addressed individually with the employee.

ARTICLE XI: Retirement Plan

A. Employer and Employee Paid Retirement Plan (8/18/08)

1. A Retirement Plan Portfolio will be established for each teacher employed in USD #258 at his or her request. This portfolio will contain two (2) accounts: an Employer Paid Deferred Benefit Account 403(b) and an Employee Paid Deferred Benefit Account 403(b).
2. The Board of Education will match monthly contributions made into the Employee Paid Account or paid to student loan payments up to \$235.00. Licensed professionals employed on a less than half time basis during a contract year are not eligible to receive contributions into his/her Employer Paid Account. For the purposes of this plan, half time employment shall be defined as 0.5 FTE. Student loan payments must be made to a federal student loan provider. A copy of payments from July 1 to June 1 of the current school year must be provided to the payroll clerk prior to June 1. The total contributed by USD 258 to the Employer Paid Account shall not exceed the total monthly contribution of \$235 regardless of the type of employee paid account (403b or student loan account).
3. A licensed professional's ownership in his or her Employer Paid Account shall vest in yearly increments. A licensed professional will receive one year of vesting credit for each contract year in which the licensed professional is employed at least half time with the district. The following vesting schedule will be used to determine the licensed professional's ownership interest in the funds in the account:

VESTING SCHEDULE

<u>Year(s)</u>	<u>Amount Vested</u>
1-4	0%
5	25%
6	50%
7	75%
8	100%

A licensed professional shall have access to the vested portion of his/her Employer Paid Account upon separation from service with USD #258.

4. Employees will have options of investing in conservative, moderate and moderately aggressive investment tracks within the portfolio established by the employer.
5. An eligible licensed professional (employed at least half time) who terminates employment with USD #258 after the beginning of his/her 6th year may leave the vested amount in the Employer Paid Deferred Benefit Account for five (5) years, thereby retaining contiguous vesting status upon returning to a teaching position with USD #258 at a future date.
6. If an eligible licensed professional (employed at least half time) who terminates employment with USD #258 after the beginning of his/her 6th year withdraws the vested portion of the funds from the account, the previous years of service will be allowed toward placement on the vesting schedule in the event that such licensed professional returns to a teaching position within USD #258 at a future date.
7. Upon the death of a licensed professional, the Designated Beneficiaries of the licensed professional (as determined pursuant to the custodial agreement or related documents) will be entitled to the total vested amount in the licensed professional's Employer Paid Account.
8. Each participant in this plan is strongly encouraged to review the 403(b) Custodial Agreement.
9. If any provision of the Employer Paid Deferred Benefit Plan is determined to be in violation of federal or state laws or regulation, or invalid, or unenforceable, the parties further agree to substitute for such invalid or unenforceable term or provision such terms or provisions which are valid, legal, and enforceable, and which most closely conform to the original intent and terms or provisions herein.

ARTICLE XII: Association Rights

A. Right to Access to Building:

Duly authorized representatives of the Association shall be permitted to transact official Association business on school property, provided that classroom activities are not interrupted and it has been scheduled in advance.

B. Right to Communication:

The Association shall have the right to post notices of activities and matters of Association concern on teacher bulletin boards. The Association shall have the use of the teacher mailboxes for communication to teachers.

C. Use of Facilities and Equipment:

The Association shall have the right to use school facilities and equipment, including computers, duplicating equipment, calculating machines, and audio-visual equipment when such equipment is not otherwise in use, provided that classroom activities are not interrupted. The Association shall pay for the reasonable cost of all materials and supplies incidental to such use. The Association shall have the right to use school buildings when available and scheduled in advance.

D. Payroll Deduction of Dues:

The Board shall deduct from the salary of the employee and make appropriate remittance for Association Dues. The employee shall authorize such deductions in writing by September 10 or each year. Pursuant to such authorization the Board shall deduct one-twelfth (1/12) of such dues from the regular salary check of the employee each month for twelve (12) months beginning in September

and ending in August of each year. Deductions shall continue in succeeding years unless and until authorization for deduction is modified or revoked in writing by the teacher or teacher's contract of employment it terminated.

E. Distribution of Agreement:

Within thirty (30) days of ratification, the District shall provide either a paper or electronic copy of the updated Master Agreement to the Association. The Association will proofread the updated Master Agreement within fifteen (15) days then submit it to the District for posting to the teacher's server. The District will provide a hard copy upon request. (11/13/06)

ARTICLE XIII: Closure and Savings Clauses

A. Closure Clause:

1. Both the Board and the Association stipulate that all mandatory subjects of negotiations which either party proposed to negotiate have been negotiated and neither party has any right to negotiate further on these or any other subjects during the term of this agreement except by mutual consent.
2. This agreement may be amended at any time by mutual consent. However, no amendment to this agreement shall be binding unless executed in writing and ratified by both the Board and the teachers bargaining unit with the latter's election conducted by the Association.

B. Savings Clause:

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

ARTICLE XIV: Resignations

A. Compensatory Fees for Late Resignations:

A fee will be assessed to teachers who wish to resign after June 15th and whose resignation is accepted by the Board of Education. Resignations would only be considered by the Board of Education if a suitable replacement is found. The board may waive the fee for unforeseen circumstances beyond the control of the teacher. Unforeseen circumstances include but are not limited to:

1. Transfer of spouse of a certified employee;
2. Sickness of the certified employee or spouse
3. Death in the family (8-26-98) Updated (7-23-99)

The fees are as follows:

June 15 to June 30- \$750.00

July 1 to July 14- \$1500.00

July 15 to July 31- \$2250.00

Aug. 1 to May 12- \$3000.00

B. Early Resignations/Retirement:

A one-time bonus of \$1000 will be paid to certified staff who notify the board of resignation/retirement prior to December 31st. This payment will be made concurrently with their May paycheck. Each employee may only receive this bonus payment one time.

ARTICLE XV: Recruitment Bonus

A. Written Notice of Eligibility for Recruitment Bonus

Purpose: To recruit highly qualified teachers to live and work in USD 258. To build positive relationships within our community by increasing the potential for our employees' civic engagement in our communities.

Eligibility: Certified teachers hired for the 2024-25 school year or after shall be eligible to receive a one-time \$1000 recruitment bonus during their first year of employment with the district, provided the following criteria are met:

- The employee is in his/her first year of employment with the district
- The employee holds a Kansas Teaching License with appropriate endorsements for the position for which he/she is hired
- The superintendent has offered the bonus in writing to the employee
- The Recruitment Bonus program has not been terminated by the board of education. The board may cease to offer recruitment bonus to any employee hired after the date of board action ending this program.
- The employee will receive this recruitment bonus in August.

_____, you are eligible to receive a one-time \$1000 recruitment bonus, provided you meet the criteria above. To claim your bonus, please turn in this form. Documentation should be submitted to the board clerk by July 15 of the current school year.

Offer Given on _____ by Superintendent

Approved on: _____ by Superintendent

APPENDIX

APPENDIX A.1 2026-27 Salary Schedule

Lanes → (Columns) Steps ↓	BS	BS+10	BS+20	BS+50	MS	MS+10	MS+20	MS+30	MS+40
1	\$51,100	\$52,374	\$53,648	\$54,923	\$54,923	\$56,199	\$57,472	\$58,748	\$60,024
2	\$52,096	\$53,371	\$54,645	\$55,922	\$55,922	\$57,195	\$58,470	\$59,744	\$61,022
3	\$53,094	\$54,369	\$55,644	\$56,918	\$56,918	\$58,193	\$59,466	\$60,741	\$62,020
4	\$54,092	\$55,366	\$56,641	\$57,915	\$57,915	\$59,190	\$60,465	\$61,740	\$63,018
5	\$55,089	\$56,365	\$57,639	\$58,913	\$58,913	\$60,187	\$61,462	\$62,735	\$64,016
6	\$56,086	\$57,362	\$58,635	\$59,911	\$59,911	\$61,185	\$62,460	\$63,734	\$65,014
7		\$58,359	\$59,634	\$60,908	\$60,908	\$62,182	\$63,456	\$64,731	\$66,012
8			\$60,632	\$61,905	\$61,905	\$63,180	\$64,399	\$65,729	\$67,010
9				\$62,903	\$62,903	\$64,177	\$65,452	\$66,726	\$68,008
10				1%	\$63,901	\$65,174	\$66,449	\$67,724	\$69,006
11						\$66,173	\$67,446	\$68,721	\$70,004
12							\$68,444	\$69,718	\$71,002
13								\$70,716	\$72,000
14								\$71,714	\$72,998
15								(1%)	\$73,996
									1%

- 1100 increase per cell
- Horizontal movement
- No vertical movement
- \$10 increase per month to 403b
- Insurance per month increased \$20
- Those on MS+30 Step 14 in 2025-26 to get 1%. (Grandfathered during 25-26 negotiations)

APPENDIX A.2 2025-2026 Salary Schedule

Lanes → (Columns)	BS	BS+10	BS+20	BS+50	MS	MS+10	MS+20	MS+30
Steps ↓								
1	\$50,000	\$51,274	\$52,548	\$53,823	\$53,823	\$55,099	\$56,372	\$57,648
2	\$50,996	\$52,271	\$53,545	\$54,822	\$54,822	\$56,095	\$57,370	\$58,644
3	\$51,994	\$53,269	\$54,544	\$55,818	\$55,818	\$57,093	\$58,366	\$59,641
4	\$52,992	\$54,266	\$55,541	\$56,815	\$56,815	\$58,090	\$59,365	\$60,640
5	\$53,989	\$55,265	\$56,539	\$57,813	\$57,813	\$59,087	\$60,362	\$61,635
6	\$54,986	\$56,262	\$57,535	\$58,811	\$58,811	\$60,085	\$61,360	\$62,634
7		\$57,259	\$58,534	\$59,808	\$59,808	\$61,082	\$62,356	\$63,631
8			\$59,532	\$60,805	\$60,805	\$62,080	\$63,299	\$64,629
9				\$61,803	\$61,803	\$63,077	\$64,352	\$65,626
10				1%	\$62,801	\$64,074	\$65,349	\$66,624
11						\$65,073	\$66,346	\$67,621
12							\$67,344	\$68,618
13								\$69,616
14								\$70,614
15								1%

\$931 Increase per cell

- Vertical and horizontal Movement
- \$25.00 towards 403b
- \$14.00 towards health insurance
- Add MS+0 Step 10
- 1% Multiplier on BS+50 Step 9, grandfathered those currently on MS+30 Step 14
- Add MS+40 Column for the 26/27 SY with 1% Multiplier

APPENDIX B.1 Supplemental Pay

2026-27 SUPPLEMENTAL PAY - as defined by a signed contract for the amounts listed.

<u>SPONSOR TIERS</u>	<u>SALARY</u>		<u>SPONSOR</u>	<u>SALARY</u>
HS/Ath. Dir	3,586.00		Weight Lifting Supervisor (2 @ ½)	3,809.00
MS/Ath Dir	3,586.00			
HS Football	5,332.00		FFA	2,769.00
Asst. HS Football (3)	3,809.00		FCCLA	2,769.00
MS Football	3,276.00		MS Quiz Bowl	1,178.00
Asst. MS Football	2,438.00		HS Scholars' Bowl	1,801.00
HS Volleyball	5,332.00		National Honor Society	764.00
Asst. HS Volleyball	3,809.00		HS/MS Band/Music	5,332.00
MS Volleyball	3,276.00			
Asst. MS Volleyball	2,438.00		ES Music	1,801.00
HS/MS Head Cross Country	5,332.00		Testing Coordinator	2,216.00
HS/MS Asst. Cross Country	3,809.00		HS Journalism	5,332.00
HS Head Boys Basketball	5,332.00		MS Yearbook	2,216.00
HS Head Girls Basketball	5,332.00		School Pictures	1,801.00
HS Asst. Boys Basketball	3,809.00		All School Play Director	1,801.00
HS Asst. Girls Basketball	3,809.00		Asst. All School Play	693.00
MS Head Boys Basketball	3,276.00		Morning (Breakfast) Supervisor (7)	1,801.00
MS Head Girls Basketball	3,276.00		Noon (Lunch) Supervisor (6)	1,801.00
MS Asst. Boys Basketball	2,438.00		MS Student Council (2 @ ½)	1,179.00
MS Asst. Girls Basketball	2,438.00		6 th Grade Lunch Supervisor	1,801.00
HS Head Wrestling	5,332.00		Freshman Class Sponsor (2 @ ½)	764.00
Asst. HS Wrestling (2)	3,809.00		Sophomore Class Sponsor (2@ ½)	764.00
MS Head Wrestling	1,343.00		Junior Class Sponsor (2@ ½)	1,802.00
MS Asst Wrestling	1,007.00		Senior Class Sponsor (2@ ½)	1,802.00
			HS Student Council (2@ ½)	1,179.00
HS Head Baseball	5,332.00			
HS Head Softball	5,332.00		Building Leadership Team (14)	\$800.00
HS Asst. Baseball	3,809.00		HS PDC Chair	692.00
HS Asst. Softball	3,809.00		MS PDC Chair	692.00
HS Head Track	5,332.00		ES PDC Chair	692.00
HS Asst. Track(3)	3,809.00			
MS Head Boys Track	3,276.00		HS Girls Golf	5,332
MS Head Girls Track	3,276.00			
Asst. MS Track	2,438.00			
HS Boys Golf	5,332.00		Forensics	1,801.00
HS Asst. Golf	3,809.00			
HS Cheerleading	5,332.00		Substitute Coordinator	3,902.00
HS Dance	2,438.00			
MS Cheerleading	3,276.00			

2016-2017	6.5% increase was given to each coach/sponsor
2017-2018	6.5% increase was given, which equals \$9,652
2018-2019	7.3% increase was given, Head baseball, Head Softball, Asst. Softball, Asst. Baseball, HS/MS Asst. Cross Country, PDC Chair all included, which equals \$11,700
2019-20	No Increase
2020-21	10% Increase to coaches, total \$11,402
2021-22	No Increase
2022-23	7% increase to all supplementals
2023-24	5% increase to all supplementals
2024-25	MS Head Boys/Girls Track-\$3165, Asst. HS Golf-\$3680, Weight lifting(Summer Weights) to be paid from supplemental agreement 2@ ½, FCCLA \$2675, 3 PDC Chairs @ \$669 each, HS Cheer-\$5,152, MS Cheer-\$3,165 Senior Sponsors 2@ ½ \$1,741 Remove FCA/HClub from Supplementals Remove Index Percentages Dance- \$2,356 Plan coverage increase to \$25.00 per coverage
2025-26	3.5% Increase to all supplementals HS/MS Band/Music- \$5332
2026-27	No increase

APPENDIX B.2 2026-27 Extra Duty Pay

For evening and Other Assignments which are paid per event – not season or year

EVENING AND OTHER ASSIGNMENTS

The USD 258 BOE has the authority to raise these suggested rates (which do not impact staff salary budgets) as needed to meet the needs of the activity

Football	\$16.00 per hour
Basketball	\$16.00 per hour
Volleyball	\$16.00 per hour
Elementary Programs	\$20.00
Supervising Dances	\$20.00
Forensics Tournament	\$16.00 per hour
Scholar's Bowl/ Quiz Bowl Tournament	\$40.00 per tournament
All other out-of-contract duty (approved by the administration)	\$16.00 per hour
Plan Time Coverage	\$25.00 per plan time
Summer Curriculum planning/alignment	\$20.00 per hour
Baseball/Softball	\$16.00 per hour
Track Meets	\$16.00 per hour

APPENDIX C.1 Sick Leave Pool Contract

To assist ALL personnel who suffers illness or disability, a sick leave agreement shall be established as follows:

1. Such bank is to be administered by the sick leave bank committee pursuant to the guidelines that have been established. The sick leave bank will only be activated when the need arises. All USD 258 employees who are party to this agreement wishing to join the sick leave bank, upon voluntary written agreement shall donate 2 days of chargeable leave to the sick leave bank by **September 30** of the current school year.
2. Said participating USD 258 members who have depleted their chargeable leave and accumulated sick leave may draw upon the bank as provided:
Any USD 258 employee who joins the bank for the current school year may make an application for up to twenty (20) days. Upon the completion of the twenty (20) day period, additional entitlement may be extended by the sick leave committee upon demonstration of need by the applicant.
3. At the end of the contract year, the unused days in the sick leave bank shall be distributed as follows:
 - If the number of unused days is less than the number of participants', those days shall be carried in the sick leave bank for the next contract year.
 - If the number of unused days is more that the number of participants, each participant shall be credited with one (1) day of sick leave and the remainder carried in the sick leave bank for the next contract year. If the number of leave days in the bank reaches 1000 days by the end of the year, each participant shall be credited with two (2) days of sick leave and the remainder carried in the sick leave bank for the next contract year.
 - Days carried from the previous contract year would be used first, only after those days are exhausted would current year contributions be activated.
4. The sick leave bank shall be administered by a sick leave bank committee consisting of one elementary, one middle, one high school teacher chosen by HNEA, the HNEA President, and the superintendent.
5. The superintendent may require a statement from the staff member's physician certifying that he/she is incapable of performing his/her duties as a result of an accident or illness. The physician may be asked to certify in writing the number of days absence the given illness or disability requires.

6. Subject to the foregoing requirements, the sick leave bank committee will determine the eligibility for the use of the sick leave bank and the amount of leave to be granted. The following general criteria shall be considered by the committee in administering the bank and in determining the amount of leave:
- Medical evidence of serious illness or disability
 - Maternity leave
 - Prior utilization of sick leave
 - Length of service in the bank
7. The decision of the sick leave bank committee with respect to eligibility entitlement shall be final and binding and not subject to appeal, or to grievance and arbitration.

_____ I agree to donate two (2) days to the sick leave pool.

_____ I refuse to donate two (2) days to the sick leave pool.

Employee Signature _____

Employee Printed Name _____

Date _____

APPENDIX C.2 Sick Leave Pool Request Form

HUMBOLDT USD 258 SICK LEAVE POOL REQUEST FORM

NAME _____

DATE _____

AMOUNT OF POOL LEAVE REQUESTED _____ DAYS

REASON FOR REQUEST:

SIGNATURE OF PERSON MAKING REQUEST

ACTION BY BANK COMMITTEE:

NUMBER OF DAYS APPROVED _____ DAYS

NUMBER OF DAYS DISAPPROVED _____ DAYS

IF DISAPPROVED, REASON FOR ACTION BY THE COMMITTEE:

DATE

SIGNATURES –SICK LEAVE POOL
COMMITTEE REPRESENTATIVES

APPENDIX D Personal Leave Notification Form

UNIFIED SCHOOL DISTRICT # 258 PERSONAL LEAVE NOTIFICATION FORM

(Must be submitted to building principal at least two calendar days prior to date of leave.)

I, _____, am submitting this form as notification
(Print name of employee submitting form)

of my intent to use _____ day(s) personal leave with pay as defined by
(number of days)

Article VI, Section E of the Master Agreement on this date(s),

(Dates of days for which leave is being submitted.)

(Signature of employee submitting form)

(Date submitted to principal)

Approved by _____
(Signature of building principal)

(Date approved)

Article VI, Section E:

Personal Leaves and Absences: Teacher's personal leave (with pay) is in the amount of three working days per school term for full-time teachers. **Written notification should be given to the building principal on the personal leave notification form at least two calendar days prior to the requested leave day.**

The only restriction to approval is the administration's ability to secure an acceptable substitute teacher. Leave shall not be taken during scheduled parent teacher conference days and scheduled professional development days. However, teachers using personal leave will not be required to give a reason for said leave.

Unused personal leave may be applied towards sick leave if the teacher's sick leave has been depleted.

Personal leave does not apply if teachers are required, or allowed, by the Superintendent to participate in some professional activity other than teaching which is considered as rendering service to the district students or in other cases that may be specifically approved by the Board of Education. Such cases shall be classified as school business.

(1) copy returned to teacher
(1) copy retained by
principal Original
forwarded to
superintendent

APPENDIX E Evaluation Implementation and Assessment Instrument

PHILOSOPHY OF APPRAISAL

The philosophical basis on which teacher appraisal is founded in the Humboldt USD 258 School District is described below.

1. Improvement of instructional competence is a continuous process.
2. The Board of Education of District 258, through its administrators, has a responsibility to parents, students, staff, and patrons to conduct a continuing program of teacher appraisal.
3. Appraisal is a means, not an end in itself. The appraisal criteria and procedures help direct the individual to achieve improvement.
4. Self-appraisal is an important aspect of the overall appraisal process.
5. Appraisal must provide an evaluation procedure that is conducted in a friendly and constructive manner in which each staff member is an equal participant, which can be beneficial to the staff, and therefore, ultimately, to the youth of the Humboldt schools.

OBJECTIVES OF THE PROCEDURE

The primary purpose of a teacher appraisal program is the improvement of instruction received by the students of the district. The specific purposes of Humboldt USD 258 teacher evaluation program include the following:

1. To improve the instruction received by students.
2. To promote the professional growth of teachers.
3. To aid in the identification of professional in-service needs.
4. To promote teacher responsibility and accountability.
5. To improve overall communication between all staff, particularly between teachers and administrators.
6. To clarify the expectations of the district regarding teacher performance and the responsibilities of the respective teacher.
7. To afford the opportunity to identify, recognize, and appraise quality instruction.
8. To establish a common appraisal document for teachers throughout the entire system.

IMPLEMENTATION PROCEDURES FOR THE APPRAISAL PROGRAM

1. The building principal plays a major role in the implementation of the appraisal program. However, upon the principal's or the individual teacher request, this appraisal may be augmented by the superintendent of schools or other professionals or peers as deemed necessary in a given situation by either the evaluator or the teacher.
2. The building principal will base his evaluation on personal observations and contacts only. The building principal should continually be in contact with his teaching staff suggesting possible improvements in teaching techniques. The established schedule set forth below refers only to formal evaluation sessions. The building principal should base these formal evaluation session on the following observations:
 - a) an announced visitation to the classroom;
 - b) several casual unannounced visitations to the classroom;
 - c) observations of the teacher in student-related activities away from the classroom; and
 - d) observations of the teacher performing other professional duties.

A formal evaluation session is defined as the meeting held between the teacher and the evaluator to discuss professional performance.

3. Before each formal evaluation session, the teacher will be required to fill out the evaluation instrument as a self-assessment. This document will be used in conjunction with the building principal's evaluation. Both will be kept in the teacher's file.
4. Teachers new to the district will be formally evaluated once during the first semester and once during the second semester, prior to the 60th day of the semester.
5. Teachers in their first and second years of teaching will be formally evaluated once during the first semester and once during the second semester, prior to the 60th day of the semester.
6. Teachers in their third and fourth years of teaching (and not in their first year in the district) will be formally evaluated once during the year, prior to Feb. 15.
7. Teachers with more than four years teaching experience (and not in their first year in the district) will be formally evaluated once every three years, prior to Feb. 15, provided their recent evaluation has been judged to be in the "Developing," "Effective," "Highly Effective" range. Those teachers with more than four years teaching experience (and not in the first year in the district) whose recent evaluation was judged to be in the "Ineffective" range will

be formally evaluated each year, prior to Feb. 15.

8. After each formal evaluation, the teacher will receive a copy of all documents. All documents are to be signed by both the evaluator and the teacher. The teacher's signature does not, however, necessarily indicate agreement with the evaluation, it only indicates that the evaluation has been gone over and explained to him/her.
9. After each formal evaluation, the teacher has two weeks to respond in writing, offering extenuating circumstances, evidence, or opinions of other professionals or peers.
10. Except by order of a court of law, evaluation documents and responses thereto shall be available only to the evaluated teacher, the Board of Education (as a whole and only in executive session), the administrative staff who has direct involvement with the teacher, the State Board of Education, the Board of Education and administrative staff of any school to which such teacher applies for employment (but made available only within the confines of executive session), and other persons specified by the teacher in writing to the Board of Education.

APPENDIX F Evaluation Tool

Domain 1: Planning and Preparation	Self Assessment	Supervisor Evaluation
1. Demonstrates Knowledge of Content and Pedagogy		
Content and the structure of discipline		
Content related pedagogy		
2. Demonstrates Knowledge of Students		
Learners and the learning process		
Students' skills, knowledge and language proficiency		
Students' interests and cultural heritage		
Students special needs		
3. Demonstrates Knowledge of Instructional Design & Assessment		
Setting instructional outcomes		
Clarity of outcomes		
Learning activities		
Instructional groups		
Design of formative assessments		
Feedback to students		
0 = Not Applicable 1 = Ineffective 2 = Developing 3 = Effective 4 = Highly Effective		
Domain 2: The Classroom Environment	Self Assessment	Supervisor Evaluation
1. Establishes the Setting and Culture for Learning		
Creating an environment of respect and rapport		
Expectations for learning and achievement		
Safety and accessibility		
Arrangement of furniture and use of physical resources		
2. Manages Classroom Procedures and Student Behavior		
Management of instructional groups		
Management of transitions		
Management of materials and supplies		
Expectations		
Monitoring of and response to student behaviors		
0 = Not Applicable 1 = Ineffective 2 = Developing 3 = Effective 4 = Highly Effective		
Domain 3: Instruction	Self Assessment	Supervisor Evaluation
1. Communicates with Students and Responds to Their Needs		
Expectations for learning		
Directions and procedures		
Explanations of content		
Use of oral and written language		
Lesson adjustment		
Response to students		
2. Engages Students in Learning		
Quality of questions		
Discussion techniques		
Student participation		
Activities and assignments		
Grouping of students		

Instructional materials and resources		
Structure and pacing		

0 = Not Applicable | 1 = Ineffective | 2 = Developing | 3 = Effective | 4 = Highly Effective

Domain 4: Professional Responsibilities	Self Assessment	Supervisor Evaluation
1. Communicates with Families About Learning		
Student completion of assignments and learning progress		
Information about students and the instructional program		
Engagement of families in the instructional program		
2. Grows and Develops Professionally		
Relationships with colleagues		
Involvement in a culture of professional inquiry		
Reflective practitioner and receptivity to feedback from colleagues		
Enhancement of knowledge and pedagogical skill		
3. Shows Professionalism		
Integrity and ethical conduct		
Decision making		
Compliance with school and district regulations		

Domain 5: Multiple Measures of Student Performance

*2 measures are required - 3 are recommended

Measure 1:	M=Met NM = Not Met
Measure 2:	M=Met NM = Not Met
Measure 3:	M=Met NM = Not Met

Summative Evaluation Ratings

Using the 4 Domains Framework, the summative evaluation rating is:	Given the Multiple Measures, the comprehensive summative evaluation rating is:
☐ Ineffective ☐ Developing ☐ Effective ☐ Highly Effective	☐ Ineffective ☐ Developing ☐ Effective ☐ Highly Effective

Employee/Teacher

Date

Evaluator/Supervisor(s)

Date

Note: Employee's signature demonstrates receipt of the completed form and does not necessarily indicate agreement with its content. Should the employee wish to submit a written rebuttal to any item in this document, it must be submitted to the direct supervisor within 14 calendar days of the date of the signature on this document.

Domain 1 Rubric: Planning and Preparation

1. Demonstrates Knowledge of Content and Pedagogy

Element	Ineffective	Developing	Effective	Highly Effective
Content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Content related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

2. Demonstrates Knowledge of Students

Element	Ineffective	Developing	Effective	Highly Effective
Learners and the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
Students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays incomplete or inaccurate awareness of the importance of knowing students' special learning or medical needs.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

3. Demonstrates Knowledge of Instructional Design & Assessment

Element	Ineffective	Developing	Effective	Highly Effective
Setting instructional outcomes	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity of outcomes	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some are moderately challenging, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent are appropriately challenging, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.

Domain 2 Rubric: The Classroom Environment

1. Establishes the Setting and Culture for Learning

Element	Ineffective	Developing	Effective	Highly Effective
Creating an environment of respect and rapport	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. Student interactions are characterized by conflict, sarcasm, or put-downs.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. Students do not demonstrate disrespect for one another.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. Student interactions are generally polite and respectful.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

2. Manages Classroom Procedures and Student Behavior

Element	Ineffective	Developing	Effective	Highly Effective
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of and response to student behaviors	Student behavior is not monitored, and teacher is unaware of what the students are doing. Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher is generally aware of student behavior but may miss the activities of some students. Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher is alert to student behavior at all times. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Monitoring by teacher is subtle and preventative. Students monitor their own and their peers' behavior, correcting one another respectfully. Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Domain 3 Rubric: Instruction

1. Communicates with Students and Responds to Their Needs

Element	Ineffective	Developing	Effective	Highly Effective
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.

2. Engages Students in Learning

Element	Ineffective	Developing	Effective	Highly Effective
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing	The lesson has no clearly defined structure, or the pace of	The lesson has a recognizable structure, although it is not uniformly maintained	The lesson has a clearly defined structure around which the activities are organized.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of

	the lesson is too slow or rushed, or both.	throughout the lesson. Pacing of the lesson is inconsistent.	Pacing of the lesson is generally appropriate.	the lesson is appropriate for all students.
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Domain 4: Professional Responsibilities

1. Communicates with Families About Learning

Element	Ineffective	Developing	Effective	Highly Effective
Student completion of assignments and learning progress	Teacher's system for maintaining information on student completion of assignments and learning progress is in disarray.	Teacher's system for maintaining information on student completion of assignments and learning progress is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments and learning progress is fully effective.	Teacher's system for maintaining information on student completion of assignments and learning progress is fully effective. Students participate in maintaining the records.
Information about students and the instructional program	Teacher provides minimal information to families about individual students and the instructional program. The communication is inappropriate and/or the teacher does not respond, or responds insensitively, to family concerns.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to family concerns.	Teacher communicates with families about students' progress and the instructional program on a regular basis and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress and the instructional program, with students contributing. Responses to family concerns are handled with great professionalism and sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

2. Grows and Develops Professionally

Element	Ineffective	Developing	Effective	Highly Effective
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Reflective practitioner and receptivity to feedback from colleagues	Teacher is not reflective and resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher is minimally reflective and accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher is reflective and welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher is highly reflective and seeks out feedback on teaching from both supervisors and colleagues.
Enhancement of knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.

3. Shows Professionalism

Element	Ineffective	Developing	Effective	Highly Effective
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision-making.	Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations.	Teacher complies fully with school and district regulations.	Teacher complies and takes a leadership role with colleagues.

APPENDIX G 2026-27 Calendar

For 2026-27, teachers' work time on February 15 and October 19 may be virtual work days.

For 2026-27, 90 minutes of time on August 17-18 will be allocated to HNEA for a teacher meeting and lunch.

2026-2027

July 2026

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 2026

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 2026

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 2026

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 2026

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 2026

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		

Teacher Days

Staff Development	8.5
Workdays	3.5
Parent/Teacher Conf Days	2
Teacher Contract Days	171

Student Days

1st Q	40	3rd Q	40
2nd Q	38.5	4th Q	38.5
Semester	78.5	Semester	78.5
Total days		157	

A USD 258- Humboldt

August

TBD Enrollment
12-13 New Teacher In-Service
14-19 Teacher Inservice/ Work Day
20 First Day of School 1-5, 6, 9, New students
21 First Day of School 7-8, 10-12
24 First Day of School PreK/K

September

7 Labor Day - No School
28 Staff Development - No School

October

16 End of 1st Nine Weeks
19 Teacher Dev/Workday - No School
22, 26 Parent-Teacher Conferences
30 No School

November

2 No School
25-27 Thanksgiving Break - No School

December

18 End of 2nd Nine Weeks Dismiss 11:45
21-1 Winter Break Vacation - No School

January

1st Winter Vacation - No School
4 Teacher Dev/Workday - No School
18 Staff Development - No School

February

8 No School
15 Teacher Dev/Workday - No School
22 No School - 1st Snow Day Makeup

March

5 End of 3rd Nine Weeks
8 Teacher Dev/Workday - No School
8&9 Parent/Teacher Conferences
12-19 Spring Break - No School
12th 3rd snow makeup Day
26/29 Easter Break
29 - 2nd Snow Makeup Day

April

23 No School
26 Staff Development - No School

May

14 Last Day of School/End 4th 9 Weeks
14 Dismiss 11:45
14 1/2 Teacher Work Day
15 Graduation
17-21 Snow makeup as needed

Total Teacher Days include 4 hours required trainings before Winter Break
The first 2 emergency closure days will be forgiven
Further days will be made up as listed above.
(February 22, Mar 29 & 12, Apr 23, May 17-21)

Staff Calendar

January 2027

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 2027

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						

March 2027

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 2027

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 2027

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 2027

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			

Category of Events

Class in Session
Class Not in Session
Parent Teacher Conferences
Staff Development Teachers & Paras
Staff Dev / Work Day Teachers Only
End of Quarter
First Day/Last Day of School

12 Month Holidays

July 4, Sept 7, Nov 26 & 27, Dec 24 & 25, Jan 1, Mar 26, May 31

APPENDIX H 2025-26 Calendar

2025-2026

July 2025

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 2025

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 2025

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 2025

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 2025

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 2025

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			

Teacher Days

Staff Development9

Workdays3

Parent/Teacher Conf Days2

Teacher Contract Days171

Student Days

1st Q 40

3rd Q 40

2nd C 37.5

4th Q 39.5

Semester 77.5

Semester 79.5

Total days 157

USD 258- Humboldt

August

8 Enrollment

13-14 New Teacher In-Service

15-19 Teacher Inservice/ Work Day

21 First Day of School 1-5, 6, 9, New students

22 First Day of School 7-8, 10-12

25 First Day of School PreK/K

September

1 Labor Day - No School

29 Staff Development - No School

October

17 End of 1st Nine Weeks

20 Teacher Dev/Workday - No School

27-28 Parent-Teacher Conferences

31 No School

November

3 No School

26-28 Thanksgiving Break - No School

December

18 End of 2nd Nine Weeks Dismiss 11:45

19-31 Christmas Vacation - No School

January

1&2 Christmas Vacation - No School

5 Teacher Dev/Workday - No School

19 Staff Development - No School

February

9 No School

16 Staff Development - No School

23 No School

March

6 End of 3rd Nine Weeks

9 Teacher Dev/Workday - No School

9&10 Parent/Teacher Conferences

13-20 Spring Break - No School

April

3 & 6 No School

27 Staff Development - No School

May

15 Last Day of School/End 4th 9 Weeks

15 Dismiss 11:45

15 1/2 Teacher Work Day

16 Graduation

required trainings before Christmas Break

Staff Calendar

January 2026

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 2026

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

March 2026

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 2026

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 2026

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 2026

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				

Category of Events

Class in Session

Class Not in Session

Parent Teacher Conferences

Staff Development Teachers & Paras

Staff Dev / Work Day Teachers Only

End of Quarter

First Day/Last Day of School

12 Month Holidays

July 4, Sept 1, Nov 27 & 28, Dec 24 & 25, Jan 1, Apr 3, May 25

APPENDIX I HNEA and Board Signature Page