

2026-2027 AGREEMENT

SILVER LAKE N.E.A. TEACHERS' ASSOCIATION

AND

BOARD OF EDUCATION
UNIFIED SCHOOL DISTRICT NO. 372

SILVER LAKE
SHAWNEE COUNTY, KANSAS

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DEFINITIONS

1. Professional Employee

Any person employed by the Board of Education in a position which requires a license issued by the state Department of Education, Department of Health and Environment, or employed by the Board of Education in a professional, educational, or instructional capacity, excluding administrative employees, substitute teachers not under written contract, and school nurses. (2008)

2. Non-Probationary Employee

Any professional employee who has been issued their third consecutive contract with USD 372. (2022)

3. School Days

Any day when students are in attendance, plus in-service days and any other days when the professional employee is required to be on duty, whether or not students are in attendance.

4. Grievance

Any complaint involving the alleged violation, misapplication or misinterpretation of any provision of the Negotiated Agreement or of the professional employee's individual contract of employment, with the exception of transfer.

5. Days

Calendar days

6. School Term

The School Term will consist of 184 contract days, which includes 173 student contact days, two parent/teacher conference days, three work days, and six professional development days. Contract days and student contact days are interpreted to be the maximum number of days allowable. The Board of Education retains the right to reduce the number of contract days and/or student contact days independent of the other. (2022)

7. Grievant

Any person subject to the grievance procedure who files a grievance.

8. Work Days

A contract day for teacher preparation without any other required duties. (2009)

9. Frozen

Due to vertical movement or previously being labeled as "off-scale," employees on the salary schedule who have reached the final cell of their education column will now be considered frozen. All employees who are frozen or previously labeled "off-scale" maintain the opportunity to advance horizontally to the next education column if one exists. (2024)

I: NEGOTIATED AGREEMENT

A. DURATION OF AGREEMENT

The Board of Education and the Silver Lake National Education Association (SL-NEA) agree that this agreement shall continue in full force and effect and shall be binding on both the Board and the individual licensed employee from July 1, 2026, until it is changed as per K.S.A. 72-5412, et seq.

All articles of this Agreement may be reopened to negotiations if at any time during the term of this Agreement both parties mutually agree to renegotiate, or if a state mandate or any law, rule of regulation enacted by the State of Kansas causes any article, section or subsection of this Agreement to become null, void or inapplicable. Article V, Compensation, shall be renegotiated annually during the term of this Agreement.

For the 2026-2027 school term only, the Board of Education and the Silver Lake N.E.A. agree to reopen the contract for compensation discussions if the State of Kansas appropriates funding to Unified School District No. 372 for the current fiscal year that is in excess of the amount proposed by the Kansas Legislature as of the date this Agreement was signed.

This Agreement has been ratified by the professional employees and the Board of Education of Unified School District No. 372, Shawnee County, Kansas, pursuant to K.S.A. 72-5413 et seq.

_____	_____
President, Board of Education Unified School District, No. 372	President, Silver Lake N.E.A.
_____	_____
Date	Date

II: PROFESSIONAL SCHEDULE

A. PROFESSIONAL DEVELOPMENT AND CALENDAR

1. Professional Development programs or workshops will be counted as part of the contracted days, in accordance with K.S.A. 72-1106 et seq. The Professional Development Council (PDC), in conjunction with committees established through the building administration, will develop ideas and content for building professional development activities.

2. The Board of Education will allow five (5) consecutive school days for the establishment of a spring break. Dates for spring break will be made with consideration of surrounding school districts, area vocational school, and cooperative agreements between other school districts.

3. When school is canceled due to inclement weather, days will not be rescheduled provided it does not cause total hours for the year to fall below state minimum.

4. The Board of Education has designated the following as work days:

a. Two (2) full days at the beginning of the first semester for grade school staff
b. One (1) full day at the beginning of first semester for junior/senior high school staff, and
c. One (1) full floating day at the end of the first semester or beginning of the second semester for junior/senior high school staff. (2026)
d. There will also be one (1) full workday for all faculty at the end of the second semester. Staff members may be excused from attending a work day or work days by submitting a written log of approved activities that were completed during the one (1) week prior to a scheduled work day. The log must be submitted to their building principal and must include approved activities totaling no less than six (6) hours and forty (40) minutes.

5. Two (2) days of parent-teacher conferences will be held each year. One (1) day each during the fall and spring semesters in grades PK-12 as designated by the Board of Education. (2023)

6. All professional staff new to the school district will be required to attend a one (1) day orientation established by the Board and the Silver Lake NEA. New staff will receive a stipend equal to one (1) day of substitute teacher pay for attending the orientation. This day will not count as a day in the 184-day contract. Faculty in their first year of teaching will be required to complete a state-approved mentoring program. This program will not exceed a total of 12 hours yearly outside of the contract hours. The mentoring program will lead to the licensure of new teachers. (2016)

7. The Board will allow for up to a maximum of 18 hours for department meetings upon

superintendent approval. The Board will provide facilitators for departments who make written requests prior to June 30. These days will be compensated per Article 5, Section C, Subsection 20. These days will not count toward the 184 days in the regular contract.

I I I : C O N D I T I O N S O F E M P L O Y M E N T

A. DUTIES

1. Length of Duty

The contract period will not exceed one hundred eighty-four (184) days. The makeup of the contract will consist of one hundred seventy-three 173 student contact days, two (2) parent/teacher days, three work days, and six professional development days. The length of a student contact day will be six (6) hours and forty (40) minutes, excluding lunch. Total student contact day including lunch is seven (7) hours and ten (10) minutes. The length of non-student contact days will be six (6) hours and forty (40) minutes; the district will attempt to provide (30) minutes at the end of the day as work and/or collaboration time. Any meetings scheduled during this time should be staff initiated. (2022)

Professional employees will report to their respective buildings for duty as assigned. All professional employees shall be on the premises at least twenty (20) minutes before the start of each school day and in their respective duty area fifteen (15) minutes before the start of the school day. Professional employees shall remain at least fifteen (15) minutes following the conclusion of the school day, unless authorized by the building principal to leave early. Time requirements may change as deemed necessary by the administration because of school-related meetings. This also applies to professional employees assigned to more than one building during the school year. (2016)

2. Preparation Time

The Board will attempt to provide 250 minutes weekly for the purpose of preparation. In the event an employee is requested or required to perform other tasks during his or her preparation time, the employee will be paid at the substitute rate of pay.

Such planning time may be subject to an occasional adjustment as a result of class periods being shortened for assemblies, activities, emergencies (i.e. weather, fire, security, etc.), shortened Contract days, or shortened weeks. (2011)

3. Extra Duty and Supplemental Schedule

Under normal conditions a substitute will be made available for all classes. In an emergency, the professional employee or employees may be assigned to work with their own students as well as those of another professional employee who is absent. If such an emergency occurs, the faculty member(s) will be paid an additional compensation at the rate of substitute teacher pay, and shall serve at the direction of the building principal.

Exceptions: If a substitute is not available for the professional employee listed below, their students will remain in their regular classroom and no substitute pay will be allowed. a. Learning Disabilities

b. Title 1 Reading/Math

c. Speech Therapist

4. Lunch Period

The Board of Education agrees to provide a consecutive thirty-minute lunch period free from student supervision, with the exception that elementary staff may be assigned to escort students to the lunch line. It is understood staff will not be required to supervise students while waiting to go through the lunch line after students are escorted to the lunchroom serving line.

5. Publications Provided

a. Policy Handbook

A school Board policy handbook will be available in the school libraries on a regular checkout basis. One copy of the school Board policy handbook was given to the Association for its use.

b. Negotiated Agreement

The Board of Education will furnish all professional employees an electronic copy of the Negotiated Agreement with the issuance of a professional employee contract for the year governed by the Negotiated Agreement. The Board will furnish one (1) copy of this Agreement per building to be kept in the Administrative office and one (1) copy to the Association for its use. (2009)

6. Appearance

Each professional employee is expected to be well groomed and neat while representing the school. Appropriate dress and appearance shall be related to the type of instruction offered.

7. Bus Loading

Instructors in the primary and intermediate areas will, on a rotational basis, be responsible to supervise the loading of buses for ten (10) minutes following the dismissal of students each day as assigned by the principal.

8. Student Teacher

All professional employees may (if desired) have one student teacher per school year. Placement of any available student teachers shall be the decision of the administration in cooperation with area colleges. The professional employee may have the option of refusing a student teacher. The length of time a professional may have a student teacher will be determined by the administration and cooperating college.

9. Liquidated Damages

Certified staff requesting release from contract after the statutory teacher notice date must contribute to the cost of such release according to the following liquidated damage schedule. The payment may be withheld from the teacher's last paycheck or may be paid by a cashier's check. The board shall have the discretion to waive or reduce the liquidated damages amounts listed below. (2023)

1-30 days after the statutory notice date - $750

31 days after notice date to beginning of the school year - $1500

Teachers desiring to be released from contract during the school year - $2000

For certified staff contracted less than full-time, the amounts listed above will be prorated to match the level of employment. (2025)

B. FACILITIES AND SUPPLIES

1. Each school year professional employees are allowed to purchase items totaling $40.00 for use in their classrooms without obtaining permission from the superintendent or principal. When a ticket or cash register tape is presented to the superintendent's office, the professional employee will be reimbursed for such items following the next regular Board meeting. School supplies and materials are required to be ordered on purchase orders through the superintendent's office; however, in an emergency situation, professional employees who obtain permission from the superintendent or principal to pick up items locally may do so without that amount being taken off their $40.00 allowance. (2016)

2. Forms will be provided to each professional employee to request supplies and materials needed for the year. If supplies and materials are not sufficient, the professional employee may ask for additional supplies and materials at a later date.

C. COMPLAINTS CONCERNING PROFESSIONAL EMPLOYEES

1. All complaints should be handled at the lowest level possible – including those brought by students, parents, community members or other interested individuals.

2. All complaints directed toward a professional employee will be brought to the immediate attention of the employee, including the name(s) of complainant(s), regardless of who the initial complaint is made to. This will include another professional employee, a

principal, the superintendent, an individual Board member or the Board as a whole in executive session.

a. The rationale being that in order to deal with the complaint the professional employees must first understand the nature, those involved in the complaint, and be given the opportunity to directly resolve the problem with those making the complaint.

3. Communication of Complaint

a. All complaints will be referred to the affected employee or employees at the lowest level.
b. Example – If a professional employee receives a complaint concerning another professional employee, the professional employee will be informed by the person who received the complaint as soon as possible.
c. If a principal receives the complaint, it will immediately be referred back to the affected professional employee.
d. If the superintendent receives the complaint, it will be referred to the principal who will in turn immediately refer it to the affected employee.
e. If an individual Board member or the Board as a whole receives a complaint, it will be communicated to the superintendent who will refer it to the building principal, then to the employee.
f. The professional employee shall have the opportunity to answer the complaint verbally or in writing. The professional employee's response shall be communicated to the complainant by the Board or its designee and shall be attached to any retained record of the complaint.
g. In the event that complaint is determined by the Board or its designee to be placed in the professional employee's file or used in the performance evaluation, the employee will be given a written account of the complaint (even if it is oral); the professional employee shall have the opportunity to respond in writing or orally. If the complaint is made to the Board (in executive session) the response will be communicated to the Board as a whole and attached to the original complaint.
h. In the event a sexual harassment complaint is filed against a professional employee, confidentiality of the complainant will be maintained by the district throughout the investigation.

4. No material derogatory to the professional employee shall be placed in the professional employee's personnel file unless the professional employee has had the opportunity to review and respond. Due process will be followed for all professional employees. Whenever a complaint regarding a professional employee is given at a district Board meeting during open session, the Board will immediately advise the complainant that the Board will not hear any complaints in open session in regard to any professional employee, but will listen to said complaints in executive session, and except in an emergency, the Board shall take no action until after a subsequent meeting when the professional employee will have been notified of the complaint and will have been afforded an opportunity to immediately respond thereto with or without representation

at the professional employee's discretion.

5. It is important complaints against a professional employee be made directly to that professional employee by the complainant, if at all possible. If a resolution is not reached by these parties, the complaint should be brought to the principal for assistance. If not settled, it will then go to the superintendent's office. If a settlement is not reached, it will be taken to the Board for review and resolution.

IV: LEAVES

A. LEAVE

1. NUMBER OF DAYS/COMPENSATION

All professional employees shall be allowed (12) days of leave per school year; with the June payroll, the Board of Education will buy down professional employees unused leave above thirty (30) days at $100 per day.

On or before the final work day, employees who have accrued over thirty (30) days of leave will notify the district office of one of the following: (2024)

1. The employee requests payment of $100 per day for all days above thirty (30) days.
2. The employee wishes to "bank" all days over thirty (30) days, the total number of banked days cannot exceed forty-six (46) days.
3. The employee wishes to define a ratio of banked vs. buyback days.

Any days "banked" above the forty-two (42) days will be use-them-or-lose-them days at the end of service to the district. (2024)

An employee will not be paid for more than twelve (12) days at $100 per day in a single year or for more than forty-two (42) days using the buyout clause described below. (2024)

Upon retirement or resignation, contingent upon meeting contractual obligations, non probationary teachers will receive payment for a maximum of 42 days of unused leave at the employee's daily rate of pay. Upon the death of the professional employee, the KPERS beneficiary will receive payment for a maximum of 42 days of unused leave at the employee's daily rate of pay.

Leave may not be used during times established on the school calendar for parent/teacher conferences and professional development days. If an emergency exists for the Professional Employee, authorization for leave may be granted by the building principal. (2011)

2. SICK LEAVE BANK

PURPOSE: The purpose of the sick leave bank is to provide temporary relief (beyond accumulated personal leave) from the loss of pay due to catastrophic illness/or injury.

RECORD KEEPING: Record keeping regarding the bank shall be maintained by the district office staff.

MEMBERSHIP: All professional employees under the guidelines of this contract are eligible to participate as a donor and recipient in the sick leave bank. Only donors to the bank are eligible recipients.

a. Donors: All professional employees under the guidelines of this contract are limited to donating one (1) day per contract year to the bank by signing a form from the district office on or before September 1st of each new contract year. When a request is made for sick leave bank use, names of the individuals who have donated days to the bank will be placed into a lottery and drawn to determine which individuals will donate one (1) day for the sick leave request (maximum 10 days). Participants will be notified if their name is drawn from the lottery and one (1) leave day will be deducted from the certified member's leave days. Individuals granted use of the sick leave bank will be removed from the lottery for the remainder of the year.

   If a professional employee commits to donate to the sick leave bank, but is out of personal leave days when his/her name is drawn in the lottery, said individual will have one (1) day of salary (1/184th of base salary) deducted from their next scheduled payroll.

b. Recipients: All professional employees under the guidelines of this contract who have donated to the bank are eligible to request no more than 10 days annually from the sick leave bank after all personal leave days are exhausted. A recipient can apply to the bank because of a catastrophic illness/injury that has been substantiated by a physician. Documentation from the physician must be presented with the request. A committee composed of three professional employees enrolled in the sick leave bank will either approve or deny the request to use the sick leave bank. Two members of the committee will be members of the local association; the third member of the committee will be appointed by the superintendent of schools. This committee will also be responsible for drawing names for the lottery (2008).

c. Existing Days: Days remaining from the original establishment of the sick leave bank will be carried over from the previous pool of days. Those individuals who still owe personal leave days to the sick leave bank, due to prior use, will repay these days until previously used days are paid back. These days will be deposited into the

sick leave bank and used first before lottery days are used.

B. BEREAVEMENT LEAVE

Each professional employee will be allowed a maximum of five (5) days at the Professional Employee's discretion per occurrence for the death of a human family member of the Professional Employee or the Professional Employee's spouse. Notice will be provided when possible to a building or district administrator. Bereavement leave shall be non-cumulative. Days must be approved by a building administrator. In cases of hardship, the superintendent may grant exceptions. (2026)

C. MILITARY LEAVE

All professional employees, when called to active military duty during a national crisis, local emergency, or mandatory maneuvers, shall be paid for actual time lost less the amount of compensation paid to them by the military. The employee must furnish the superintendent of schools a statement from the military indicating actual monetary compensation, exclusive of travel pay, paid to the employee and the days on which military duty was performed. Professional employees shall be absent from teaching duty for three days (must use leave days if available) prior to being granted an additional 10 days under this clause. (2007)

D. JURY DUTY LEAVE

All professional employees, when summoned for jury duty, shall be paid for actual time lost less the amount paid to said employees by the court. Each employee must furnish the superintendent of schools a statement from the court indicating, in detail, the amount of compensation (of all types) paid such employee and the days on which jury duty was performed by said employee.

E. PROFESSIONAL DEVELOPMENT LEAVES

All professional employees shall be allowed two (2) professional development days' pay per school year for the purpose of visiting other schools, attending conferences and workshops. A written application must be submitted to the applicant's principal or the superintendent of schools at least five (5) school days prior to the date of the professional development leave requested. If approved by the building principal and superintendent, the registration fees will be paid by the district. A district vehicle will be provided for transportation. If a district vehicle is not available, the professional employee will be paid for mileage at the then current Kansas Private Vehicle Mileage Rate. In the event that more than one professional employee attends the same conference or workshop, only one mileage will be paid. In addition, professional employees may be granted additional professional development leave to attend conferences and workshops upon the approval of the superintendent and building principal. (2016)

F. EXTENDED UNPAID LEAVES

Professional Employees in the District may be granted, subject to the approval of the Board, unpaid extended leaves. Such extended unpaid leave shall not be considered a termination of employment with said Professional Employees having the option of remaining in the District health insurance program by paying the monthly premiums for this purpose. All previously accumulated benefits and salary schedule placement will be retained for the Professional Employee when he/she returns upon completion of the extended leave. (2011)

G. ASSOCIATION LEAVE

The district will allow a pool of four (4) days for SL-NEA members to conduct KNEA and local association business, subject to prior approval of the superintendent and two weeks' notice.

H. MATERNITY AND PATERNITY LEAVE

Professional employees shall be granted five (5) days of maternity/paternity leave immediately following the birth or adoption of their child or the placement of a foster child in their home. These days are non-cumulative, non-transferable, and must be used consecutively. (2023)

V: COMPENSATION

A. SALARY SCHEDULE 2026-2027 SCHOOL YEAR

Base	1	2	3	4	5	6	7	8	9
Step	BS	BS+10	BS+20	MS	MS+10	MS+20	MS+30	MS+40	MS+60/Spec
1	$47,940	$49,040	$50,140	$52,240	$54,240	$56,240	$58,240	$60,240	$62,240
2	$48,340	$49,440	$50,540	$52,740	$54,740	$56,740	$58,740	$60,740	$62,740
3	$48,740	$49,840	$50,940	$53,240	$55,240	$57,240	$59,240	$61,240	$63,240
4	$49,140	$50,240	$51,340	$53,740	$55,740	$57,740	$59,740	$61,740	$63,740
5	$49,540	$50,640	$51,740	$54,240	$56,240	$58,240	$60,240	$62,240	$64,240
6	$49,940	$51,040	$52,140	$54,740	$56,740	$58,740	$60,740	$62,740	$64,740
7	$50,340	$51,440	$52,540	$55,240	$57,240	$59,240	$61,240	$63,240	$65,240
8	$50,740	$51,840	$52,940	$55,740	$57,740	$59,740	$61,740	$63,740	$65,740
9	$51,140	$52,240	$53,340	$56,240	$58,240	$60,240	$62,240	$64,240	$66,240
10	$51,540	$52,640	$53,740	$56,740	$58,740	$60,740	$62,740	$64,740	$66,740
11		$53,040	$54,140	$57,240	$59,240	$61,240	$63,240	$65,240	$67,240
12		$53,440	$54,540	$57,740	$59,740	$61,740	$63,740	$65,740	$67,740
13		$53,840	$54,940	$58,240	$60,240	$62,240	$64,240	$66,240	$68,240
14		$54,240	$55,340	$58,740	$60,740	$62,740	$64,740	$66,740	$68,740
15			$55,740	$59,240	$61,240	$63,240	$65,240	$67,240	$69,240
16			$56,140	$59,740	$61,740	$63,740	$65,740	$67,740	$69,740
17			$56,540	$60,240	$62,240	$64,240	$66,240	$68,240	$70,240
18			$56,940	$60,740	$62,740	$64,740	$66,740	$68,740	$70,740
19				$61,240	$63,240	$65,240	$67,240	$69,240	$71,240
20				$61,740	$63,740	$65,740	$67,740	$69,740	$71,740

B. NOTES

a. Educational adjustments may be determined by presenting the board clerk with a copy of a grade card no later than September 10. The board clerk must receive evidence of degree completion by November 10.

b. Summer lump sum compensation will be paid with the regular June payroll or as soon thereafter as state funds have been deposited, provided such payment is requested by the employee in writing on or before April 15 and any extended contract days have been served.

c. Certified staff members who attain National Board Certification will receive an annual stipend equal to the State of Kansas statutory requirements based on the regulations of the Kansas State Department of Education, for the period of time the staff members maintain the Master Teacher Certificate.

d. The Speech and Language Pathologist will be reimbursed in full for the yearly fees associated with maintaining their National Board Certification. (2019)

e. For movement on the salary schedule, all application and impact professional development credit shall be accrued at the beginning of each column, with no carryover of professional development credit to the next column. Twenty professional

development points equals one college credit hour. Horizontal movement of more than one step per year must be based on earned college credit. Placement on the salary schedule will be determined by documentation presented to the board clerk no later than September 10. Current professional development application and impact credit (last 5 years) may be used by current employees for movement on the salary schedule. (2011)

Vertical movement on the salary schedule shall be limited to one step per contract year.

Horizontal Movement past the Master's column: Hours for salary schedule advancement past the Master's column must be graduate level courses. Undergraduate credits may be used for salary advancement if they relate directly to classroom instruction and/or the additional certification/endorsement and if approved in advance by the Superintendent. Undergraduate hours taken past the Master's column not receiving pre-approval shall not be applied for eligibility for salary advancement. (2010)

f. Teachers in their first year of teaching may elect to have ½ of their first month's base salary forwarded to them on September 1st, with the remaining ½ of their base salary paid to them with the first regular paycheck on September 20th. The staff member will submit their request in writing to the district office by August 25th. (2009)

g. Staff frozen in columns four (4) through nine (9) will receive a % increase equal to the % increase on the base. For example, if the raise is a 1% on the base, the employee frozen in columns four (4) through nine (9) will receive a 1% increase. If the dollar value of the % increase for the employee is less than the step differential in that column, the employee will receive the step differential in lieu of the % increase. (2024)
Frozen staff will not always be frozen if they advance to new education columns that contain additional vertical steps. (2024)

h. The speech-language pathologist is a specialized position. USD 372 will recognize years of clinical service toward vertical placement and will recognize clinic hours towards column placement on the salary schedule.

C. SUPPLEMENTAL PAY RUBRIC

Major Sports		High School					Middle School				
	Activity	Head		Assistant			Head		Assistant		
	Boys Basketball	13%	$4,362.80	2	9.50%	$3,188.20	10%	$3,356.00	1	7.50%	$2,517.00
	Girls Basketball	13%	$4,362.80	2	9.50%	$3,188.20	10%	$3,356.00	1	7.50%	$2,517.00
	Cheer	13%	$4,362.80	1	7%	$2,349.20	10%	$3,356.00			
	Football	13%	$4,362.80	5	9.50%	$3,188.20	10%	$3,356.00	2	7.50%	$2,517.00
	Pompom	13%	$4,362.80								
	Volleyball	13%	$4,362.80	2	9.50%	$3,188.20	10%	$3,356.00	1	7.50%	$2,517.00
	Wrestling	13%	$4,362.80	3	9.50%	$3,188.20	10%	$3,356.00	3	7.50%	$2,517.00
Minor Sports		**High School**					**Middle School**				
	Activity	**Head**		**Assistant**			**Head**		**Assistant**		
	Baseball	11%	$3,691.60	2	8.80%	$2,953.28					
	Cross country (MS/HS)	11%	$3,691.60	1	8.80%	$2,953.28					
	Golf (Girls and Boys)	11%	$3,691.60	1	8.80%	$2,953.28					
	Softball	11%	$3,691.60	2	8.80%	$2,953.28					
	Track	11%	$3,691.60	3	8.80%	$2,953.28	9.10%	$3,053.96	3	7.50%	$2,517.00
Competitive Activities		**High School**					**Middle School**				
	Activity	**Head**		**Assistant**			**Head**		**Assistant**		
	Debate *	12%	$4,027.20	1	4%	$1,342.40					
	Forensics *	12%	$4,027.20	1	4%	$1,342.40					
	Unified Sports	2%	$671.20	1	1%	$335.60					
	Scholar's Bowl	6%	$2,013.60				4%	$1,342.40			
	FFA	9%	$3,020.40	1	1%	$335.60					

Extra Duty					Salary Schedule	
	Activity	**# of Positions**	**Percentage**	**Amount**	**Year**	**Base**
	Musical Theater (Director) *	1	4%	$1,342.40	1	$33,560.00
	Musical Theater (Assistant) *	1	3%	$1,006.80	2	$34,060.00
	HS Play Director	1	6%	$2,013.60	3	$34,560.00
	HS Play Assistant	1	4%	$1,342.40	4	$35,060.00
	HS Play Set Construction	1	3%	$1,006.80	5	$35,560.00
	Jr. High Play Director	2	4%	$1,342.40	6	$36,060.00
	Jr. High Play Set Construction	1	3%	$1,006.80	7	$36,560.00
	Band Director (HS/MS) *	1	10%	$3,356.00	8	$37,060.00
	Vocal Director (HS/MS) *	1	10%	$3,356.00	9	$37,560.00
	Boy's Weights	2	4%	$1,342.40	10	$38,060.00
	Girl's Weights	2	4%	$1,342.40	11	$38,560.00
	High School Yearbook *	1	6%	$2,013.60	12	$39,060.00
	Media Advisor *	1	12%	$4,027.20	13	$39,560.00
	STUCO	3	2%	$671.20	14	$40,060.00
	National Honor Society	1	1%	$335.60	15	$40,560.00
	Prom Sponsor	1	2.50%	$839.00	16	$41,060.00
	Fall Concessions	1	3%	$1,006.80	17	$41,560.00
	Winter Concessions	1	4.50%	$1,510.20	18	$42,060.00
	Spring Concessions	1	3%	$1,006.80	19	$42,560.00
	Special Education **	6	2.50%	$839.00		
	Social Worker	1	5%	$1,678.00		
	School Psychologist	1	5%	$1,678.00		
	Grade School Vocal	1	9%	$3,020.40		

* Some courses will require additional duties of the instructor. These courses will call for additional time and effort outside of the classroom setting and involvement in state organizations. These extra duties are considered crucial to the success of these programs and are considered part of the teaching responsibility that goes along with the teaching of the courses.

** For clarification, this includes two elementary inter-related positions, Early Childhood Special Education position and three Jr-Sr high school inter-related positions. This would be in lieu of hourly pay for the IEP meetings under Article V, Section D, item 12) (2014)

D. EXTRA DUTY

1. All claims against the district for extra duty compensation which were incurred during the school term (184-day contract) are to be made no later than the certified employee's last required on site work day for the school year.

2. Approval to schedule any competitions/practices/travel for all sports and activities must be given prior to their occurrence by the building principal or his/her designated representative.

3. Dance/activities chaperons: $40.00 for each chaperon per dance/activity, including the junior senior prom with no more than four chaperons per activity. This includes all required dance/activity assignments. All dance/activity assignments will be voluntary unless insufficient number of personnel volunteers; then administrative assignments will be made.

4. **Summer camp Sponsor (Flag, Dance, Cheerleading):** Current substitute teacher pay per day up to a maximum of five (5) days. Camps must be in-state and school approved (2006).

5. **Accompanist:** $18.00 per hour. Adjustments to the starting salary shall be tied to previous performance-level accompanist experience and shall not exceed $0.30 per year of experience (10 years max). The superintendent may make annual adjustments, thereafter, not to exceed $0.30 per hour per year. (2024)

6. **Assistant Activity Sponsors:** Professional employees who assist in administering jr/sr high school activities will receive $90.00 per event. Any event covering more than one day shall be compensated at the given rate per day.

7. **Summer Drivers Education**: One (1) classroom instructor will receive a $1350 stipend per summer session. In-car instructors will receive $140 per student that each instructor facilitates; the student must complete and pass the course. (2022)

8. **Hourly Rate Schedule**

$12	**$15**	**$20**	**$25**
Ticket Taking	Detention	ALT	Curriculum Work (with administrative approval)
Scorekeeping	Music Program (Elementary)		Grading State Assessments (with administrative approval)
Crowd Control	After School Weight Room (with administrative approval)		
	Before school gym supervision		
	Lunchroom ● Additionally, lunchroom supervisors will be afforded the opportunity to receive one (1) free hot lunch during any assigned shift. (2015)		

9. In the event a professional employee agrees to teach a class on a regular basis during his/her planning time, the professional employee will be paid 1/7 of his/her instructional salary for teaching that class. No employee shall be compensated for more than one class under these terms. A regular basis is defined as working eleven consecutive days in an assignment. Should a professional employee be paid at substitute rate during this time, compensation will be recalculated to reflect

compensation based on instructional salary. (2017)

10. **CTE Pathway Teachers:** A teacher assigned by the administration to serve as a CTE Pathway Teacher shall receive supplemental compensation equal to one percent (1%) of the district supplemental base salary. (2026)
11. **Summer school:** The faculty member will receive their professional daily rate of pay figured as an hourly rate for teaching summer school. One hour is equal to 45 minutes teaching/15 minutes for planning time. Summer driver education is not included in the above pay schedule. (2009)
12. **Licensure Committee Chair:** $500 (2013)
13. All faculty members will receive a free family pass for home activities. The free family pass does not relieve any faculty member of his/her obligation to pay the district's student activity fee, if applicable. (2015)

E. EXTENDED COACHING CONTRACTS

In the event an athletic team is involved in competition beyond its regular season, the coaches involved with such team shall receive additional compensation on a weekly basis for that period of extra duty time. Said compensation shall be included in the payroll period immediately following the final athletic event and shall be calculated as follows:

a. Divide total coaching wages an individual coach receives for that particular sport by total number of weeks – beginning with first practice allowed by KSHSAA and ending with the last regular-season event – to determine weekly base wage.

b. One week's additional salary will be paid to the head and assistant coaches whose teams/athlete(s) qualify to compete in the following postseason contests.

Football:	Regional Game (1 week) Sectional (1 week) Sub-State Game (1 week) State Game (1 week) Pom/Cheer (1 week total for football playoffs, if squad(s) perform; not to exceed $200) (2023)
Volleyball:	State Tournament
Cross Country:	State Meet
Basketball:	Semifinal Game of Sub-State Tournament (1 week) State Tournament (1 week) Pom/Cheer (1 week total for basketball playoffs, if squad(s) perform; not to exceed $200) (2023)
Wrestling:	State Tournament
Softball:	State Tournament
Baseball:	State Tournament
Track & Field:	State Meet [Head coach and any assistant coach who coaches event(s) with qualifying athlete(s)]
Golf:	State Tournament

c. Competition or practice days for debate/forensics will be paid at the rate of $40.00 per

day of competition/practice/travel for up to a maximum of five days ($200.00).

F. EXTENDED INSTRUCTIONAL CONTRACTS

(All extended contracts are payable at the rate of 1/184 of the contract salary for that individual.)

1. K-8 & 9-12 Guidance counselors: 10 day extended contract (2011)
2. School psychologist and School Social Worker (2022): 10 day extended contract each
3. K-12 librarian: 10 day extended contract (2011)
4. In the event additional manpower were to be needed in the form of extended contracts calling for additional days for professional employees, these positions shall be voluntary and noticed in the teachers' lounges for a minimum of five days prior to the selection of personnel. Further, this announcement would include a specific description of the work to be performed and the requirements for the position. This announcement would also be copied to the Association. The personnel selected would also be posted.

G. TEACHER MENTORSHIP

Teachers who serve as mentors to colleagues in their first year in the teaching profession will receive $1000 or the state reimbursement rate, whichever is higher. Teachers who serve as mentors to colleagues in their second year in the teaching profession will receive $500 or the state reimbursement rate for second-year mentors, whichever is higher. For teachers to be eligible for the stipend they must (per KSDE Guidelines):

- hold a ***professional or accomplished level*** teaching license;
- hold an assignment as a ***classroom teacher*** reported as educator type 1-5 in the Licensed Personnel Report (LPR) (1. Elementary, 2. Middle School, 3. Secondary, 4. SPED/ESOL, 5. CTE);
- have ***three consecutive school years*** of employment in the school district where they mentor;
- mentor ***no more than two*** new-to-the-profession teachers (classroom teachers in their 1st through 3rd years of teaching);
- complete a ***mentor training program (based on the Teacher/School Specialist Mentoring Plan guidelines)***

1. Teachers who serve as mentors to colleagues in their first year in the teaching profession will receive $1000 or the state reimbursement rate, whichever is higher. Teachers who serve as mentors to colleagues in their second year in the teaching profession will receive $500 or the state reimbursement rate for second-year mentors, whichever is higher. For teachers to be eligible for the stipend they must (per KSDE Guidelines):

- hold a ***professional or accomplished level*** teaching license;
- hold an assignment as a ***classroom teacher*** reported as educator type

1-5 in the Licensed Personnel Report (LPR) (1. Elementary, 2. Middle School, 3. Secondary, 4. SPED/ESOL, 5. CTE);

- have ***three consecutive school years*** of employment in the school district where they mentor;
- mentor ***no more than two*** new-to-the-profession teachers (classroom teachers in their 1st through 3rd years of teaching);
- complete a ***mentor training program (based on the Teacher/School Specialist Mentoring Plan guidelines)***

2. FFA Sponsorship: 2 positions at 5% per position for work done outside the duty day. (2024)

H. SIGNING BONUS FOR NEW TEACHERS (Optional)

The Board reserves the right to offer a signing bonus of up to $5000.00 to a new teacher in a discipline the Board determines has a shortage of available teachers. The bonus will be paid in two installments, with one half dispersed in September of the first year and the remaining one half being delivered in September of the third year if the teacher is still teaching in USD 372. The bonus payment is to be designated on the teacher's first and third contract. The bonus payment will be issued in a separate check. (2022)

VI: BENEFITS

A. SALARY PROTECTION INSURANCE

Salary protection insurance will be provided for all professional employees subject to this Agreement.

B. FRINGE BENEFIT PROGRAM

1. Amount

The Board shall establish a fringe benefit program to comply with Section 125 of the Internal Revenue Code. The Board shall make available a group health insurance plan ("the plan") through the Kansas Education Insurance Trust (KEIT). For each full-time professional employee enrolled in the plan, the district will provide a benefit equal to the amount of the lowest cost option or Minimum Value Plan (employee-only coverage) available under the plan. (2018)

Professional employees hired prior to the 2001/2002 school year who maintain continual service with the district (exception RIF) and who are not enrolled in the plan will have the option to receive $190 per month added to their regular salary ("cash option") in lieu of receiving group health insurance under the plan. (2012).
Beginning with the 2001-2002 school year and thereafter, new employees to the district will participate in the school health insurance plan or forfeit insurance benefits (use or lose). No cash option will be provided to employees, except for those grandfathered employees as described above. The cash option shall not be

extended to any additional employees and the amount of the cash option shall be frozen with no future increases following the district's entrance date into the KEIT. (2012)

Full-time professional employees enrolled in the district's health insurance plan for at least three (3) consecutive years immediately prior to retirement, with not less than ten (10) years of continuous full-time employment by USD 372 and who choose to retire prior to age 65, will have the option to continue participation in the health insurance plan until age 65 (either single or
family membership plan), with the district continuing to pay 100% of district's required contribution at the time of retirement. Participants in this retiree health benefit will have coverage until one of the following conditions is met. (2015)

a. The retired employee drops the health insurance plan coverage. In this situation, he/she will not be eligible for coverage in the future.
b. The retired employee becomes covered or eligible to be covered under a plan sponsored by another employer. In this situation, coverage will terminate at the end of the month in which the triggering event occurs.
c. The retired employee reaches the age of 65 or dies. In this situation, coverage will terminate at the end of the month in which the triggering event occurs. (2015)

2. Benefits Committee

A committee consisting of at least one (1) elementary classroom teacher, one (1) junior high/high school classroom teacher, one (1) administrator, and one (1) classified employee shall be created by the local association president and Superintendent to identify and research insurance carriers, health and dental care plans and various other employee benefit options for consideration by eligible participants. The committee may present such employee benefit options to eligible participants for a vote to determine, subject to Board approval, the employee benefit options that will be offered by the district. (2014)

C. SALARY REDUCTION

Each employee executing a salary reduction agreement for benefits shall allocate an annual sum to be used for the purchase of:

a. District sponsored health insurance;
b. Life insurance from a company of their choice;
c. Dependent Care;
d. Unpaid medical/co-insurance;
e. Dental;
f. Cancer and dread disease insurance.

Any unexpended money committed by the employee for one of these benefits remaining at the end of the contract year shall revert to the Board.

1. The Board shall provide each employee a description of the benefit coverage within a reasonable time period around the beginning of the school term or the date of employment, which shall include a clear description of conditions and limits of coverage as provided above. When requested by the employee, the Board shall provide applications and, when necessary, information about the programs.

2. Lay-off Provisions

a. If an individual's contract is terminated or non-renewed or on extended leave, the Board agrees to continue the employee's insurance coverage under the provisions of the Consolidated Omnibus Budget Reconciliation Act – 1985 (COBRA), at the employee's expense.

3. If legal, professional employees may elect between the stand-alone 125 fringe benefit plan or the total compensation plan within the district. If the choice between the options is not legal, the stand-alone 125 plan will be implemented.

4. Salary deducted for professional employee absences will be at the current substitute rate, limited to three (3) days per contract year. Beyond the 3-day limit, salary deducted will be 1/184 of the base contract per day. (2009)

5. Payroll Deductions

a. Payroll deductions will be made for K-NEA dues, NEA dues, district-sponsored health insurance premiums, life insurance premiums, annuity payments, mutual fund payments, United Way contributions and deposits to the Education Credit Union. Processing of requests for deduction will not be based on any predetermined number of participants for any one company.

6. Tax-Sheltered Annuities and Mutual Funds

a. The Board shall transmit tax-sheltered annuity and mutual funds on behalf of its employees pursuant to K.S.A. 72-8602.

b. Employees may request a separate salary reduction agreement for the purpose of contributing to a tax-sheltered annuity and/or mutual funds. The Board shall allow its employees to adjust their contributions by giving written notice to the clerk of the Board.

D. HEALTH CERTIFICATES

Professional employees, upon initial employment only, will be reimbursed up to $35.00, upon presenting a doctor's bill, for the cost of a certificate of health stating that the professional employee is free from tuberculosis as indicated by chest x-ray or negative tuberculin skin text, as required by law or the Board of Education.

E. TUITION REIMBURSEMENT

Professional employees will be reimbursed $150.00 per credit hour (not to exceed the

total cost of tuition paid per credit hour) for all graduate level college credits leading to a graduate degree. Graduate level credits not leading to a degree or undergraduate level credits will be reimbursed at 2/3 (two-thirds) of actual cost – not to exceed $150.00 – upon approval of the building principal and superintendent. Successful completion must be documented by receipt of a transcript or grade card. Cost of credit must be documented by credit card receipt or canceled check or paid statement from the university. Reimbursement must be requested within one year of course completion. (2009)

VII: TERM OF EMPLOYMENT

A. JOB VACANCIES

Any vacancies for professional employees will be posted by the superintendent through electronic means (email) and copied to the association president. In addition to this notification, vacancies will be posted in the professional employees' lounge of the three (3) schools prior to the close of the current school term. All vacancies will remain open for three (3) days after electronic notification prior to filling the vacancy. In an emergency the posting requirements specified above shall be waived. "Emergency" is defined as a serious situation or occurrence that happens unexpectedly and demands immediate action, or as a condition of urgent need for action or assistance, such as in a state of emergency. (2009) Professional employees are asked to submit to the superintendent in writing any request for a change in assignment. This request will give the grade or subject preferred. When a vacancy occurs after the school term has ended in the spring, professional employees who have indicated a preference for that position will be notified of the vacancy by email, telephone, if possible, or, if unable to be reached by phone, a letter will be sent to them at their last known address. The superintendent will not fill the vacancy until five (5) calendar days after talking with or mailing a letter to the professional employee at his/her home address. If the district mails notice as provided herein, it will have fulfilled its duties hereunder. (2007)

B. TRANSFERS

All transfer decisions (i.e. subject, grade level, etc.) shall be made by the building principal, and shall be subject to review by or appeal to the superintendent. Further review or appeal may be made to or by the Board, whose decision will be final. This decision (transfers only) is not subject to the grievance/arbitration procedures. No involuntary transfers will occur before voluntary transfers are considered. Involuntary transfers (grade level changes or department transfers) after July 1st will require a stipend of 1/24th of their current salary to be paid to the certified staff member who is transferred involuntarily. (2009)

The building principal will make his/her decision based on criteria which will include, but not be limited to: student needs; years of service in the district; grade level and/or subject area qualifications; all evaluations executed during the employee(s) service to the district; teacher preference; and equity.

The building principal will grant an interview to all current employees who request a transfer within the first three (3) days of notification to an open position. Requests must be in writing and delivered to the district office. This is in no way intended to imply a preference to a position for a current employee. (2007)

C. REDUCTION IN STAFF

1. Reduction

The board of education reserves the right, where needed, to reduce teaching positions, add to teaching positions, and make transfers for the betterment of the educational program of the district.

The board of education will determine the educational goals of the district before making changes in teaching staff. The determination of new teaching positions, the discontinuance of teaching positions, or transfer from one position to another shall rest solely with the board of education. The board of education will use factual-written information supplied by all parties involved.

The following criteria will be considered when reducing staff:

a. When possible, reductions in staff shall be absorbed through normal attrition,
b. When a reduction involves a position held by a non-probationary teacher, the
c. Non-probationary teacher shall be retained prior to a probationary teacher when both have certification for a position being retained.

Should further reductions become necessary the board of education will consider the following criteria in this specific order, as all areas are important to providing educational opportunities for the students:

a. Years of experience in areas of certification(s) in the district,
b. Most recent evaluations, memos or reprimands and their attachments (No documentation older than six years may be used),
c. Years of service to the district.

2. Recall Procedures

a. Recall will be initiated upon the existence of a vacancy in the district.
b. No employee will lose his/her recall rights if he/she secures other employment during the layoff.
c. The board shall make no new hires from other than those who have been RIFFED while there are discharged employees available to fill the vacancies.
d. Any recalled employee shall have all benefits reinstated such as salary placement, accumulated leave days, etc. earned prior to the RIF. In addition, said employee shall be given credit for any teaching, supervision, or administrative experience in a similar or like position during the period of RIF, after verification by the

administration.

e. All professional employees shall be eligible for recall by building and teaching level unless they have not kept a current address on file at the board of education office during a two (2)- year period from the date of reduction. Failure to keep a current address on file with the board of education will terminate all recall rights.
f. The employee shall be afforded the right to remain on the district health insurance plan, within the limits of the law. The teacher must pay the total premium during this period.
g. The board of education shall annually provide the NEA-Silver Lake with a current list of those who have retained these rights.
h. Refusal of an offer to reinstate shall result in termination of all recall rights. Any employee RIFFED shall be accorded recall rights unless specifically waived in writing.
i. Any individual who feels his/her recall rights have been violated may appeal to the board of education within the two-year period stated above.
j. The superintendent may recommend to the board reinstatement of any such teacher whose name and address is on file in the board office that he/she deems qualified and able to serve the best interest of the district.
k. All recall rights will be terminated after two (2) years.

D. IMMEDIATE TERMINATION: NON-PROBATIONARY AND PROBATIONARY TEACHERS The following acts by a teacher shall be considered to be grounds for immediate termination of the teacher's contract of employment:

1. Breach of contract;
2. Conviction of any felony or certain misdemeanors;
3. Any act or acts which cause or result in any persistent or substantial disruption of the operation of a school building or the district;
4. Unauthorized conversion of school property for his own use or for non-school purposes; 5. Substantial or persistent violation of Board policies, rules and regulations;
6. Persistent or willful insubordination;
7. Gross incompetence;
8. Immoral conduct which results in the teacher's not being able to teach effectively in the classroom;
9. Physical unfitness;
10. Mental unfitness;
11. Other just causes.

E. NONRENEWAL: NON-PROBATIONARY TEACHERS

Evaluation shall constitute sufficient reason for nonrenewal in the event such evaluation is unsatisfactory or in the event the teacher's abilities or skills do not fit within the needs of the district's educational goals.

The following acts by a teacher shall be considered sufficient grounds for nonrenewal of a non probationary teacher's contract of employment:

1. All grounds listed above for termination;

2. Failure to comply with reasonable requirements of the Board as may be prescribed to show normal improvement and evidence of professional training;
3. Reduction in staff;
4. Good faith abolishment of a teaching position;
5. Failure to obey reasonable rules promulgated by the Board or by a supervisor; 6. Persistent or willful conduct unbecoming an instructor;
7. Incompetence;
8. Inefficiency; and
9. Other just causes

F. RETIREMENT

Beginning in year four of employment with the district, individuals who elect to retire through the state retirement system (KPERS) and notify the school district of their intent, in writing, on or before the last day of the first semester, will receive a $1,500 early notification stipend in the January payroll check. (2008)

VIII: GRIEVANCES

A. PURPOSE

The purpose of this procedure is to secure, at the lowest possible level and as quickly as possible, equitable solutions to the problems which may from time to time arise affecting professional employees, but not in conflict with administrative regulations, Board policies, and state laws and regulations. Both parties agree that these proceedings will be kept informal and confidential at all levels of the procedure. It is understood that the parties may mutually agree to extend timelines and waive grievance levels.

B. PROCEDURES

Level 1

The grievant shall request an informal conference with his/her principal or other immediate supervisor within ten (10) school days or fourteen (14) calendar days, whichever is less, after he/she becomes aware of the grievance. At this conference, the grievant shall directly seek to resolve the matter informally. Neither side shall be entitled to representation at this level. At all other levels, each side shall be entitled to representation. No procedural defects may be alleged at subsequent levels concerning occurrences at Level 1, except for the timelines for filing the request for the informal grievance conference.

Level 2

If the grievant is not satisfied with the disposition of his/her grievance at Level 1, or if no decision has been rendered within ten (10) school days after presentation of

the grievance, he/she may file the grievance with the superintendent of schools. Within ten (10) school days after receipt of the written grievance by the superintendent, the superintendent will meet with the aggrieved person and his/her representative from the Association in a conference in an effort to resolve it.

Level 3

If the grievant is not satisfied with the disposition of his/her grievance at Level 2, or if no decision has been rendered within ten (10) school days after presentation of this grievance, he/she may file the written grievance with the Board of Education. Within ten (10) school days after receipt of the written grievance by the Board of Education, the Board of Education will meet with the aggrieved person and his/her representative from the Association in a conference in an effort to resolve it.

Level 4

If the grievant is not satisfied with the disposition of his/her grievance at Level 3, or if not decision has been rendered within ten (10) school days after presentation of the grievance, he/she may request in writing that the chairman of the Professional Rights and Responsibilities Committee submit his/her grievance to arbitration. If the Professional Rights and Responsibilities Committee determines that the grievance involves the interpretation, meaning or application of any of the provisions, with the exception of transfers, of this Agreement, a Board policy, administrative regulation or practice affecting conditions of employment, it may by written notice to the Board of Education within ten (10) school days after receipt of the request from the aggrieved person submit the grievance to binding arbitration. If any question arises as to whether a particular dispute involves the interpretation, meaning, or application of any of the provisions of this Agreement, such question will first be ruled upon by the arbitrator selected to hear the dispute.

Level 5

Within ten (10) school days after such written notice of submission to arbitration, the Board of Education and the Professional Rights and Responsibilities Committee will attempt to agree upon a mutually acceptable arbitrator and to obtain a commitment from such arbitrator to service. If the parties are unable to agree upon an arbitrator or to obtain such a commitment within the ten-day period, a request for a list of arbitrators may be made to the American Arbitration Association by either party. The parties will then be bound by the rules and procedures of the American Arbitration Association in the selection of an arbitrator. The arbitrator so selected will confer with the representatives of the Board of Education and the Professional Rights and Responsibilities Committee and hold hearings promptly and will issue his/her decision not later than twenty (20) days from the date of the close of the hearings, or, if oral hearings have been waived, then from the date the final statements and proofs are submitted to him/her. The arbitrator's decision will be in writing and will set forth his/her findings of fact, reasoning and conclusions on the issues submitted. The arbitrator will be without

power or authority to make any decision, which requires the commission of an act prohibited by law or which is violation of the terms of this Agreement. The decision of the arbitrator will be submitted to the Board of Education and the Association and will be final and binding upon the parties in interest. The cost of the services for the arbitrator, including per diem expenses, if any, and his/her travel and subsistence expenses and the cost of any hearing room will be borne as follows: a. For SL-NEA members - one-half (1/2) by the Association and the grievant and one-half (1/2) by the Board of Education. All other costs will be borne by the party incurring them; b. For non-SL-NEA members - one-half (1/2) by the grievant and one-half (1/2) by the Board of Education. All other costs will be borne by the party incurring them. (2017)

C. GENERAL PROVISIONS

1. Grievance Request

The request for review of a grievance at all levels shall be made in writing and shall be specific as to the nature of the alleged grievance. Said grievant, or a representative from the local SL NEA membership shall cite with particularity the provision of the Negotiated Agreement or the grievant's individual contract of employment which the grievant believes has been misapplied, misinterpreted or violated. The grievant shall generally describe to the best of his/her abilities the alleged event or act giving rise to the grievance including approximate time, date, place and the name(s) or known witness(es).

2. Conferences

a. At each step of the procedure all parties directly involved, including the decision makers/supervisors, shall be present and participate in the conference discussions and production of all relevant documents necessary to compare the known facts with the contract provisions and proposed remedies.

b. All grievance conferences and meetings shall be held at mutually agreed to times, places, and dates taking into account all parties and witnesses schedules.

c. All conferences shall allow reasonable time for a complete discussion of the facts and issues in order that decisions may be based upon a complete record.

3. Reprisals

No reprisals of any kind will be taken by the Board or administration against any participant in the grievance procedure by reason of such participation.

4. Communications

All documents, communications and records dealing with the processing of a grievance will be filed in a separate grievance file and not be kept in the personnel file. A separate file, which shall include grievance documents, may be maintained. The file may be accessible, based on legitimate need, to the Board and its

representatives and the aggrieved.

IX: STAFF PROTECTION

STAFF PROTECTION AND SUPPORT

A. Each teacher bears primary responsibility for maintaining proper control and discipline in the classroom. A teacher may use such reasonable force as is necessary to ward off an attack, to protect another person, to quell a disturbance threatening physical injury to others or to obtain possession of weapons or other dangerous objects in the possession or in the control of a student. The Board, at its discretion and after investigation of all facts of the incident, shall provide full support, including its legal counsel, for an assault upon a teacher acting as a result of a school related incident arising out of the discharge of the official duties, on and off school premises, provided the employee is operating reasonably. All disciplinary actions and methods invoked by teachers shall be reasonable and just and in accordance with established Board policy. The Board and Administrators recognize responsibility in supporting teachers in the maintenance of appropriate control and discipline in the classroom. Each teacher is responsible for reporting to the building principal the name of any student who is in apparent need of attention by specialized personnel.

WORK-RELATED INJURY

B. Whenever a teacher is absent from school because of personal injury resulting from an assault by a student or school patron or a school-related incident off school premises, on school property, or at a school-sponsored event, the teacher will be paid full salary less the amount of any workman's compensation or district disability insurance received due to such injury until the termination of the current employee contract. No part of such covered absence will be chargeable to leave.

X: EVALUATION

A. REQUIREMENTS

The Silver Lake-NEA and USD 372 agree to form a committee of equitable representation from the PreK-6 and 7-12 buildings and at least one administration member to comprehensively review the current evaluation process and tools. The committee will present its findings and recommendations to the Silver Lake-NEA and the Board of Education to implement approved changes for the 2025-2026 school year.

All professional employees will be evaluated per the requirements outlined in K.S.A. 72-2407 et seq. or as otherwise mandated by law.

All professional employees **will submit at least one professional goal to their evaluator annually**. The goal will be tied to professional growth related to one of the domains. The professional employee will submit their goal to their evaluator by

Tuesday following Labor Day, and meet with the evaluator during the spring semester to review progress on the goal.

During the **first two consecutive years** of employment, professional employees will be evaluated at least once per semester, no later than the 60th school day of each semester. Employees in **their third and fourth consecutive years** will be evaluated annually, with evaluations completed no later than February 15th.

Professional employees **with more than four consecutive years** of service will be evaluated at least once every three years, with evaluations conducted by February 15th of the applicable school year. Evaluations will follow the procedures and utilize the instrument specified in this policy. The evaluator will hold a conference with the employee within ten (10) school days following the evaluation visit, and both the evaluator and the employee will sign the evaluation document. One copy will be provided to the employee, while the original will be submitted to the superintendent's office for secure storage in the employee's personnel file.

Individual Board members will not have access to an employee's personnel file except when the Board is in session and has approved such access by a majority vote. A copy of the file may be provided to any individual designated in writing by the employee. If an employee receives a low or unsatisfactory attendance rating, the principal will conduct a follow-up attendance review with the employee in the subsequent year.

B. ADOPTION

Silver Lake U.S.D. No. 372 has adopted the locally created evaluation system.

1. Assumption Statement for the Teacher Evaluation System in USD 372 Silver Lake, Aligned to the InTASC Model of Teaching

The InTASC Model of Teaching is grounded in the understanding that learning and teaching are inherently complex processes influenced by the dynamic interplay of individual, cultural, and contextual factors. Teaching expertise is typically not an innate quality but a skill that can be cultivated and refined over time through deliberate practice, ongoing reflection, and intentional professional development. This growth is neither linear nor uniform, as each educator's journey is shaped by their unique experiences, challenges, and supports.

Meaningful development occurs when educators critically reflect on their experiences, receive constructive feedback, and engage in collaborative or individual professional learning opportunities. Furthermore, an educator's growth is deeply influenced by their environment, including the levels of support and resources available within their school or community. By embracing these assumptions, the InTASC framework emphasizes the importance of creating systems that promote continuous improvement and adaptability, enabling educators to meet the diverse needs of all learners.

2. Purpose Statement for the Teacher Evaluation System in USD 372 Silver Lake

The purpose of the teacher evaluation system in USD 372 Silver Lake is to create a framework that strengthens teachers' knowledge, skills, collaboration, and instructional practices, thereby enhancing student learning. This system is dedicated to strengthening instructional quality while reducing variability in teaching effectiveness among teachers and schools, thereby fostering a consistent standard of excellence.

By distinguishing differences in teacher performance, the system aims to address areas of ineffective practice and celebrate effective teaching. It is designed to provide educators with systematic, meaningful, and constructive feedback, promoting continuous improvement and reflection. The evaluation system generates formative and summative results to inform and guide targeted professional development, ensuring teachers receive support that meets their individual growth needs.

This system supports teacher status and decision-making regarding continued service, aligning with district and state policies. It encourages the exchange of professional knowledge, ideas, and dialogue among colleagues, fostering a culture of collaboration and shared expertise. Ultimately, the system ensures that all USD 372 Silver Lake classrooms are student-centered and committed to student growth.

3. Performance Rating Scale

1. **Non-Contributor**

   Description: At this level, the teacher is not meeting the expectations set by the evaluation standards. There is little evidence of planning, student engagement, or professional growth.

2. **Inconsistent**

   Description: The teacher demonstrates some ability and partial adherence to the rubric's expectations but struggles to maintain consistency. There are moments of competence, but they are mixed with periods of lower performance or gaps in execution.

3. **Learning**

   Description: The teacher is making noticeable progress and consistently meets many expectations in the evaluation rubric. While there is room for growth, the teacher demonstrates an understanding of effective practices and is refining skills.

4. **Impactful**

   Description: At this level, the teacher consistently exceeds expectations and demonstrates highly effective performance that positively impacts students and the school environment. Their teaching practices lead to significant student growth and engagement. They serve as a role model and resources for colleagues, showing excellence in planning, execution, and professional growth.

   (Note:If the Non-Contributor rating is used, the principal/evaluator must

comment on why it was used.)

4. The Professional Teaching Components

Domain I: Professional Engagement and Evidence of Learning
Domain II: Student-Centered Classroom
Domain III: Implementation of Instructional Practices
Domain IV: Goal Setting and Reflection

C. PROCEDURES FOR EVALUATION

1. Evaluation will be the responsibility of the building principal or assistant principal for staff members assigned to his/her building. The director of Special Services may be the evaluator for interrelated classroom instructors or Title I instructors. The Superintendent may also conduct certified evaluations.
2. During the evaluation period, teachers must complete the self-assessment and submit it to the supervisor before September 1st.
3. During an evaluation period, the evaluator(s) must conduct a combination of extended observations and walkthroughs in all settings (PLT Meetings, Classrooms, etc.) sufficient to provide meaningful feedback to the employee and complete the summative evaluation process.
4. Informal evaluations and conferences will be continuous between the evaluator and the person being evaluated.
5. The evaluator will hold a conference with the employee within ten (10) days after an observation. 6. Formal, written evaluations will be completed at least twice yearly for each professional staff member during the first two years of service and at least once during years three and four with USD 372. Additional evaluations will be conducted at least once every three years following the fourth year of service.
7. The evaluations will comply with the Negotiated Agreement between the USD 372 Board of Education and the recognized bargaining unit.
8. The person being evaluated will receive a copy of each evaluation.
9. The person evaluated must sign the evaluation and return one signed copy to the principal. The signature indicates that the staff member has read the evaluation; it does not necessarily mean that he/she agrees.
10. The person being evaluated may add comments to the evaluation and has the right to a written rebuttal, which will be included in the written evaluation. The rebuttal must be submitted within two weeks after signing the written evaluation.
11. Each certified staff member will expect routine walkthroughs from the administration and its designees, including the special education director, director of general education instruction, and superintendent.

D. FILES

Staff members may request a copy of the materials in their personnel files. Confidential placement office credentials must be excluded from this request. Personnel files shall also be available to the Board of Education of Silver Lake, USD 372, the administrative staff of USD 372, the State Board of Education as provided in K.S.A. 72-7515, and to

other persons specified by the employee in writing to the Board of Education.

Professional employees shall have the right to view their personnel files, which are located in the superintendent's or principal's office, during regular office hours.

E. PERFORMANCE REVIEW TOOL

Employee Name: Assignment: Term: (Semester/Year)

Domain 1: Professional Engagement and Evidence of Learning	Self Rating	Supervisor Rating	Comments
1.1 The teacher believes in the mission of the school.			
1.2 The teacher contributes to the mission of their PLT and other school teams.			
1.3 The teacher uses data to identify and address problems collectively.			
1.4 The teacher uses goal-setting to promote achievement.			
1.5 The teacher works with PLT to ensure a guaranteed and viable curriculum.			
1.6 The teacher uses the PLT to maximize their strengths and their team's.			
Domain 2: Student-Centered Classroom	Self Rating	Supervisor Rating	Comments
2.1 The students demonstrate engagement in the learning process.			
2.2 The students have the opportunity to make connections and understand the purpose of each lesson.			
2.3 The students produce evidence of their understanding of the content.			
2.4 The students collaborate to stimulate additional understanding and connections to the real world.			
Domain 3: Implementing Instructional Practices	Self Rating	Supervisor Rating	Comments
3.1 Knowledge of content, prerequisite relationships, and the structure of the discipline is evident.			

3.2 Outcomes are sequenced and aligned to this discipline and related disciplines, with high expectations and rigor.			
3.3 Knowledge of resources available to introduce, reinforce, and extend the content			
3.4 Knowledge of the learning process, skills, and language proficiency			
3.5 Learning activities are designed for high levels of cognitive activity.			
3.6 Instructional groups are designed and used to support the instructional target.			
3.7 Congruence with instructional outcomes			
3.8 Use of assessment results for planning			
Domain 4: Goal Setting and Personal Reflection	Self Rating	Supervisor Rating	Comments
4.1 PLT goals promote continuous growth			

4.2 Personal/Professional goals and reflection practices support continuous growth

Supervisor Overall Rating: _____

Supervisor Comments:

Staff Signature:_____ Date:

_____ Supervisor Signature:

_____ Date: _____

Performance Review and Goal-Setting Schedule

No Previously Acquired Tenure in Another District			
Years in the District	**Annual Goal Setting**	**Evaluation Cycle**	**Completion**
Year One	Yes	Yes (x2)	Completed on or before the 60th day of each semester.
Year Two	Yes	Yes (x2)	Completed on or before the 60th day of each semester.

Year Three	Yes	Yes (x1)	Completed on or before February 15th of each year.
Year Four	Yes	Yes (x1)	Completed on or before February 15th of each year.
Year Five	Yes	No	Begins every 3-year cycle.

Previously Acquired Tenure in Another District			
Years in the District	**Annual Goal Setting**	**Evaluation Cycle**	**Completion**
Year One	Yes	Yes (x2)	Completed on or before the 60th day of each semester.
Year Two	Yes	Yes (x2)	Completed on or before the 60th day of each semester.
Year Three	Yes	Yes (x1)	Completed on or before February 15th of each year.
Year Four	Yes	No	Begins every 3-year cycle.
Year Five	Yes	No	

Performance Review Definitions

1. **Assessment Methodology** is the strategies, tools, and processes used to evaluate student learning, skill acquisition, and academic progress. Effective assessment methodologies provide educators with data to inform instruction, support student growth, and ensure alignment with educational standards and learning objectives. (Examples: formative assessments (ongoing checks for understanding, such as quizzes and class discussions), summative assessments (evaluations at the end of a unit or term, such as standardized tests and final projects), diagnostic assessments (pre-tests to identify strengths and areas for growth), and performance-based assessments (demonstrations of knowledge through presentations, portfolios, or experiments).
2. **Cognitive Challenge (Rigor)** is the level of challenge and academic demand placed on students to promote deep learning, critical thinking, and mastery of complex concepts. It involves setting high expectations, encouraging students to engage in problem-solving and analytical tasks, and fostering an environment where they can apply their knowledge meaningfully to develop higher-order skills. Effective support strategies, such as differentiated instruction, targeted interventions, and accommodations, help students meet these challenges and reach their full potential.

3. **Collective Efficacy** refers to the shared belief among educators, staff, and stakeholders in their ability to work together to positively impact student achievement and school success.
4. **Collective Inquiry** is the collaborative process in which educators and stakeholders systematically examine data, research, and best practices to enhance teaching and learning. Through shared reflection, analysis, and problem-solving, collective inquiry fosters a culture of continuous improvement, informed decision-making, and a commitment to student success.
5. **Instructional Groups** are purposeful groups of students based on their learning needs, abilities, or interests to provide targeted instruction and maximize academic growth. These groups can be flexible or fixed and may include small groups, peer collaborations, or differentiated learning cohorts. They allow educators to tailor teaching strategies, provide individualized support, and enhance student engagement.
6. **Intellectual Activity** refers to students' cognitive engagement in critical thinking, problem-solving, creativity, and the application of knowledge. It encompasses activities such as analyzing information, making connections, reasoning logically, and developing new ideas, fostering deep learning and academic growth.
7. **Learning Sequence** is the intentional order in which instructional content, skills, and activities are structured to progressively build student understanding. It ensures that learning experiences follow a logical progression, moving from foundational knowledge to more complex concepts, supporting mastery and long-term retention.
8. **Pedagogy** refers to educators' methods, strategies, and practices to facilitate student learning and development. It encompasses instructional approaches, classroom management, curriculum design, and assessment techniques, all guided by research and best practices to support diverse learning needs and maximize student achievement.
9. **Professional Growth** is the ongoing process through which educators enhance their knowledge, skills, and practices to improve teaching effectiveness and student outcomes. It involves attending professional development workshops, participating in collaborative learning communities, pursuing advanced certifications, and reflecting on instructional practices to stay current with educational trends and meet students' evolving needs.

Artifacts

Domain 1: Professional Engagement and Evidence of Learning	Possible Evidence	Performance Considerations
1.1 The teacher believes in the mission of the school.	*PLT Walkthrough	
1.2 The teacher contributes to the mission of their PLT and other school teams.	*Meeting Notes *Minutes of Meetings *PLT Walkthrough	*Lead discussions or share research with the PLT. *Lead the PLT or other subcommittee in the building
1.3 The teacher uses data to identify and address problems collectively.	*PLT Walkthrough	
1.4 The teacher uses goal-setting to promote	*Student Goal Samples *PLT Walkthrough	

achievement.		
1.5 The teacher works with PLTs to ensure a guaranteed and viable curriculum.	*Alignment/Scope and Sequence Docs *PLT Walkthrough	
1.6 The teacher uses the PLT to maximize their strengths and their team's.	*PLT Walkthrough	
Domain 2: Student-Centered Classroom	Possible Evidence	Performance Considerations
2.1 The students demonstrate engagement in the learning process.	*Teacher Lesson Plans *Student Work Samples	
2.2 The students have the opportunity to make connections and understand the purpose of each lesson.	Teacher Lesson Plans *Student Work Samples	
2.3 The students produce evidence of their understanding of the content.	*Student Work Samples	
2.4 The students collaborate to stimulate additional understanding and connections to the real world.	*Student-created videos *Student Portfolios *Student work samples showing rigor	*Teacher uses various instructional strategies that provide students with a range of experiences to learn content
Domain 3: Implementing Instructional Practices	Possible Evidence	Performance Considerations
3.1 Knowledge of content, prerequisite relationships, and the structure of the discipline is evident.	*Teacher Lesson Plans *	
3.2 Outcomes are sequenced and aligned to this discipline and related disciplines, with high expectations and rigor.	*Teacher Lesson Plans *Portfolios	*Evidence from lessons shows students using various content areas within one activity
3.3 Knowledge of resources available to introduce, reinforce, and extend the content	*Teacher Lesson Plans	
3.4 Knowledge of the learning process and skills	*Teacher Lesson Plans *Student Surveys *Classroom Rules	*Teacher uses various instructional strategies that provide students with a range of experiences to learn content

3.5 Learning activities are designed for high levels of cognitive activity.	*Teacher Lesson Plans *Student Work Samples *Problem-solving-based assignments and student responses	*Teacher uses various instructional strategies that provide students with a range of experiences to learn content *Teacher consistently provides critical thinking opportunities *Questioning promotes evaluation and synthesis rather than recall
3.6 Instructional groups are designed and used to support the instructional target.	*Teacher Lesson Plans *Learning Styles Inventory	
3.7 Congruence with instructional outcomes	*Teacher Lesson Plans	*Student work, judged according to a rubric, consistently shows understanding of key topics
3.8 Use of assessment results for planning	*Teacher Reflection *Student Work Samples *Formative and Summative Assessments *Written feedback to students	*Evidence shows that students have various ways to demonstrate their learning: oral presentations, portfolios, etc.
Domain 4: Goal Setting and Personal Reflection	Possible Evidence	Performance Considerations
4.1 PLT goals promote continuous growth	*Sign onto the PLT SMART goal document *Data supporting SMART goal *Lesson plan showing implementation *Log of activities	*Attend professional development opportunities supporting the SMART goal *Implemented new learning in the classroom
4.2 Personal/Professional goals and reflection practices support continuous growth *Annual goal established in PDPToolbox	*Lesson plans with reflection on effectiveness *Seeking feedback from colleagues *Sharing experiences with colleagues *Engaging in professional development activities	*Utilize a reflection journal and share ideas from it with colleagues

This rubric was modified from A Guide to Impactful Teacher Evaluations: Let's Finally Get it Right! Joseph O. Rodgers. 2021.

Ratings	1 = Non-Contributor	2 = Inconsistent	3 = Learning	4 = Impactful

Certified Performance Review Rubric

Domain 1: Professional Engagement and Evidence of Learning

Element	1 = Non-Contributor	2 = Inconsistent	3 = Learning	4 = Impactful
Learning Mission of the School	The teacher does not embrace and believe the school's mission is to ensure that all students learn at a high level.			The teacher embraces and believes the school's mission is to ensure that all students learn at high levels.
Contributes to the Mission of the PLT	The teacher does not contribute to school teams or processes of collective inquiry and does not take responsibility for student learning, negatively impacting collective efficacy and student achievement.	The teacher does not consistently contribute to teams, influencing inconsistent professional growth for themselves and others. The teacher's inconsistency in participating in school teams and processes of collective inquiry may negatively impact student achievement.	The teacher is learning to contribute to teams by sharing resources, ideas, strategies, and best practices. The teacher benefits professionally from engaging in teams that impact student achievement and is learning to contribute to the professional growth of their peers.	The teacher contributes to teams through collective inquiry processes by sharing resources, ideas, strategies, data, and best practices. The teacher consistently works within teams to increase their effectiveness and the effectiveness of other professional educators, positively influencing adult professional learning and student achievement.
Utilization of Data	The teacher does not use data to improve pedagogical practices and identify student needs.	Lack of consistency in data utilization has a neutral or negative effect on improving identified instructional weaknesses individually and collectively, as well as student	The teacher is learning to use data consistently, influencing identified pedagogical areas of improvement. The teacher is learning to use data more precisely to impact their and their	The teacher consistently uses data to address problems collectively, intentionally, and strategically. The teacher uses data to examine and interpret individual and collective pedagogical impacts on student achievement. The teacher works within teams to identify students who need additional support and enrichment and to identify instructional strategies that increase student learning and achievement.

		identification for support or enrichment.	team's professional learning and student needs.	
Goal Setting	The teacher does not establish class or subject goals for student achievement, facilitate individual student achievement goals, or develop action plans. The teacher does not understand the role of professional learning in raising student achievement and improving professionally.	The teacher does not consistently establish class/subject and/or individual goals for student achievement and does not understand the link between professional learning, goal setting, and student achievement.	The teacher is learning to establish class/subject and individual student achievement goals based on the needs of his/her students. The teacher is learning to understand a clear link between adult professional learning goals and student achievement.	The teacher consistently establishes class/subject and individual goals for student achievement. The teacher develops action plans to meet those goals in collaboration with their team. The teacher works with their team to create professional learning goals based on the needs of students according to data.
Curriculum and Pedagogy	The teacher does not contribute to the work of collaborative teams to establish a guaranteed and viable curriculum for content areas and subjects. Lack of contribution inhibits the discussion of new and research-based instructional strategies with team members.	Inconsistent adherence to curriculum and pedagogical practices is detrimental to the alignment of instructional and assessment practices, affecting anticipated professional growth and student learning.	The teacher is learning to implement an agreed-upon curriculum and pedagogical practices. The teacher is learning to use assessments to influence professional practices consistently.	The teacher consistently works in collaborative teams to establish a guaranteed and viable curriculum for content areas and subjects; clarifies essential learning; creates pacing guidelines; implements summative, formative, and embedded assessments; and collaborates to try new research-based instructional strategies with team members.
Improvement of Practice	The teacher does not use his/her strengths to improve student learning or reflect on and improve upon weaknesses. The teacher does not understand how to work within PLCs, contributing to enhancing others or oneself.	The teacher does not consistently work with PLCs to maximize strengths and/or improve upon weaknesses. Sporadic participation with teams limits the improvement of practices collectively.	The teacher is learning to work within teams to maximize their strengths and improve their weaknesses. The teacher works within teams to help maximize other team members' strengths and help them improve upon weaknesses.	The teacher consistently works within teams to maximize their strengths and improve their weaknesses. The teacher works within teams to help maximize other team members' strengths and help them improve upon weaknesses.

Domain 2: Student-Centered Classroom

Element	1 = Non-Contributor	2 = Inconsistent	3 = Learning	4 = Impactful
Student Engagement	Teacher-directed instruction dominates classroom pedagogy. Students answer more questions than they ask and rarely have opportunities to inquire.	The teacher inconsistently engages students in meaningful work due to teacher-directed models of instruction and influence over curriculum and pedagogical practices. This creates a learning environment that inconsistently applies to the real world for students.	The teacher is learning to engage students in meaningful work through students' backgrounds, identities, processes of inquiry, and inquisitiveness. Students have a chance to inquire but require teacher direction. Real-world application of concepts occurs in the learning environment but requires teacher direction.	Student inquiry is a regular aspect of learning in the classroom. Learning opportunities connect students' cultures, personal concepts, and ideas, which motivates and excites them about learning. Real world application of concepts occurs organically for students.
Purpose	Activities and lessons lack real world application of learning. Rote learning and passive learning dominate pedagogical practices in the classroom, establishing a lack of real-world purpose in learning.	Learning activities sometimes lack purpose, clear objectives, and goals. Lessons sometimes do not connect to students' lives, resulting in a disconnection from the real world and student personal experiences.	The teacher is learning to establish clear lesson objectives, purposes, and/or goals for learning tasks. The teacher is learning to provide students with feedback. Students are learning to make real-world connections to the concepts they are learning.	The students consistently understand what is expected of them, and they know what they are learning and why. Students use feedback to progress in meeting lesson objectives, purpose, and/or goals for learning tasks. Learning opportunities link to real-world experiences for students.
Productivity	The students are consistently engaged in traditional ways of producing work and providing evidence of learning via paper and pencil, closed questions, quizzes, and tests.	The students are inconsistent in the variety of production in the classroom. The teacher is attempting to facilitate the production of student work in various contexts. However, students revert to paper-and-pencil or traditional methods more often. Student inquiry is	The teacher is learning to establish clear lesson objectives, purpose, and/or goals for learning tasks. The teacher is learning to provide students with feedback. The students are learning to make real-world connections to the concepts they are	The students consistently produce and present quality work in different contexts: written, orally, digitally, and through publication. Produced work answers real-life questions, solves real-life problems, encourages better questions, and continues the work of inquiry.

		limited, and lessons are teacher-directed at the wrong times.	learning.	
Student Collaboration	Students rarely, if ever, have an opportunity to collaborate, solve problems, ask questions, or discover knowledge. Teacher directed pedagogical practices are consistently used to deliver content to students.	Student collaboration is not a regular or consistent avenue for student learning, production, inquiry, and knowledge discovery. The teacher leads students through content more often than students collaborate and inquire together.	The teacher is learning to facilitate student collaboration, increasing student engagement, learning, production, and inquiry processes.	Students' collaboration leads to student engagement in real-world activities. Students collaborate to create and produce quality work in varying formats. Students collaborate to present and display work in varying formats. Student collaboration leads to curiosity and inquiry. Students collaborate to ask open questions, solve real problems, create solutions, and discover knowledge.

Domain 3: Implementing Instructional Practices

Element	1 = Non-Contributor	2 = Inconsistent	3 = Learning	4 = Impactful
Knowledge of content, prerequisite relationships, and the structure of discipline	The teacher's plans, practice, and demonstration of content contain errors, do not correct student mistakes, or do not appear to understand prerequisite skills.	The teacher's plans and practice demonstrate an understanding of content and prerequisite skills, but some mistakes are evident.	The teacher's plans and practice show a solid understanding of the content and how the essential concepts relate.	The teacher displays extensive knowledge of the essential concepts and how they relate to each other and other disciplines.
Value, Sequence, and alignment	Outcomes represent low expectations for students and a need for more rigor. They do not reflect meaningful learning in the discipline or a connection to a learning sequence.	The outcomes represent moderately high expectations and rigor. Some reflect essential learning in the discipline, and some connect to a learning sequence.	Most outcomes represent high expectations, rigor, and essential learning in the discipline. They are connected to a learning sequence.	All outcomes represent high expectations and rigor and essential learning in the discipline. They are connected to a sequence of learning in the discipline and related disciplines.
Resources to extend content and pedagogy	Teacher is unaware of the resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available	The teacher displays awareness of resources available for the classroom through the school or district and some familiarity with	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, professional organizations and universities, and on the internet.

		more broadly.	resources external to the	

			school and on the internet.	
Knowledge of the learning process and skills	The teacher sees no value in understanding how students learn and does not indicate that such knowledge is valuable.	The teacher displays partial knowledge of the developmental characteristics of the age group. Still, this knowledge is shown only for the class as a whole.	The teacher accurately understands the typical developmental characteristics of the age group, and applies this knowledge to groups of students.	The teacher displays accurate knowledge of the typical developmental characteristics and exceptions to general patterns, and the ability to maintain such information.
Learning activities	Learning activities are unsuitable for students or instructional outcomes and are not designed to engage students in active intellectual activity.	Only some learning activities are suitable for students or the instructional outcomes. Some represent a moderate cognitive challenge, but there is no differentiation for different students.	All of the learning activities are suitable for students or to the instructional outcomes, and most represent a significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable for diverse learners and support 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 to provide some variety.	Instructional groups are varied according to the students and the different instructional outcomes.	Instructional groups are varied according to the students and the different instructional outcomes. There is evidence of student choice in selecting the various patterns of instructional groups.
Congruence with instructional outcomes	Assessment procedures are different from instructional outcomes.	Some instructional outcomes are assessed through the proposed approach, but many still need to be.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	The proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students as needed.
Use of assessment results for planning instruction	The teacher has no plans to use assessment results in designing future instruction.	The teacher plans to use assessment results to prepare for future instruction for the class.	The teacher plans to use assessment results to prepare for future instruction for groups of students.	The teacher plans to use assessment results to prepare for future instructions for individual students.

Domain 4: Goal Setting and Personal Reflection

Element	1 = Non-Contributor	2 = Inconsistent	3 = Learning	4 = Impactful
PLT goals promote continuous growth	The teacher does not engage in the PLT goal-setting process or contribute towards achieving the goal.	The teacher inconsistently engages in PLT goal setting or meaningful work that leads to achieving the goal.	The teacher demonstrates an understanding of the importance of PLT goal setting and is making improvements in implementing processes leading to the attainment of defined goals.	The teacher identifies areas where PLT goals will impact growth, creates practical goals, and serves as a role model in the work necessary for attaining the goals.
Personal/Professional goals and reflection practices support continuous growth	The teacher does not demonstrate goal setting nor reflection as a necessary process for professional growth.	The teacher demonstrates some goal-setting efforts and reflection on the profession but inconsistently uses these processes to make sustainable change.	The teacher is learning to reflect on professional practices and set goals, and is establishing a pattern of noticeable change that positively impacts student learning.	The teacher consistently reflects on professional practices, seeks input from others, set long and short-term goals, and uses the information to lead students and colleagues in the growth process.