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MASTER AGREEMENT

BETWEEN

THE

BOARD OF EDUCATION

PERRYSBURG EXEMPTED VILLAGE SCHOOL DISTRICT

AND

THE PERRYSBURG EDUCATION ASSOCIATION

Effective through July 31, 2016

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ARTICLE I. ORGANIZATIONAL RIGHTS

A. Recognition

1. This Agreement is entered into by and between the Board of Education of the Perrysburg Exempted Village School District, hereinafter called the Board, and the Perrysburg Education Association, hereinafter called the PEA.
2. The Board recognizes the PEA, affiliated with the Ohio Education Association and the National Education Association, as the sole and exclusive bargaining representative for all full and part-time teachers as defined in this Contract.
3. The Board agrees not to negotiate with any one of, or group of, the teachers other than the PEA for the duration of this Contract.
4. The Board agrees, in principle, not to sub-contract current PEA positions. Should the Board consider sub-contracting any bargaining unit positions, they agree to meet with the PEA in advance to discuss such considerations.
5. Neither the Board nor the Association shall discriminate against bargaining unit personnel on the basis of race, color, creed, national origin, sex, religion, disability, or for the exercise of rights protected by the Constitution of the United States and the laws of the State of Ohio.
6. Advances in technology may allow for the development of technologically innovative methods of instruction. The terms "Blended Learning," "Online learning" or "Distance Learning" as used herein refer to instruction where the teacher and the student are separated geographically so that face to face communication is absent; communication is accomplished instead of by one or more technological media. No teacher's contract shall be suspended under Article XVI (Reduction in Force) as a result of implementing such instruction. Nothing in this paragraph (A)(6) shall permit the Board to provide "blended," "online," or "distance learning" for a course or class that a member of the bargaining unit is teaching or in the previous school year taught if that member is still employed and is still licensed to teach.

B. Definitions

1. Board: The locally elected body charged with the responsibility of establishing policies for the school district. It is further recognized that the Board is guided in this matter by existing and revised laws of the State of Ohio.
2. Superintendent: The executive officer of the school district.
3. Teacher: For all full and part-time teachers: A person certificated and employed by the Board. This includes all classroom teachers, special teachers (art, reading, music, physical education, speech and hearing, CBI, special education), department heads, coordinators, guidance counselors, librarians, nurses,

psychologists, hourly rated teachers, and all substitute teachers working more than sixty (60) days in the same teaching assignment. Excluded from this definition are administrators, intern psychologists, and casual substitute teachers. All employees newly employed by the District shall be conditionally employed until the Board receives the results of a criminal records check from both the Bureau of Criminal Identification and Investigation and the Federal Bureau of Investigation. If such report indicates the individual does not qualify for employment as defined in Revised Code Section 3319.311(B)(1), the individual shall be informed that he/she is being released from conditional employment and the reason, i.e., the report from Bureau of Criminal Identification and Investigation or the Federal Bureau of Investigation, for the release. No individual released from conditional employment under this section, nor the Association or any other agency or individual acting upon the conditional employee's behalf, shall have the right to bring a grievance or request arbitration or initiate any other legal proceeding to contest a conditional employee's release from conditional employment by the Board.

4. Administrative Staff: Includes principals, assistant principals, superintendent, and athletic director if paid as an administrator, or a person who fills a new position created by the Board of Education who has responsibility to hire, fire, evaluate, or to recommend such action as a part of the job description.

C. Payroll Deduction

1. Payroll deductions will be provided without cost to the bargaining unit members for the following: a) Member dues, b) Fair Share fee, c) Credit Union, d) United Way e) Tax Sheltered Annuities, f) Insurance (life, dental, health), g) EPAC and h) Others as agreed upon. Payroll deductions will be continuous. Deductions pertaining to all of the items except fair share fee, above, may be revoked by the bargaining unit member in writing.
- D. The PEA shall represent any professional staff member who is included as a "teacher" in definition B-3 above. Each person included in this definition shall be represented by the Association equally and without discrimination, regardless of membership or non-membership in the PEA.
- E. The Administration will provide a copy of this contract to all certificated staff members. Copies will be distributed by the PEA and/or the Administration. Whenever this Master Agreement requires the provision of copies or notice, an electronic copy or notice is sufficient unless the specific provision precludes copies or notices electronically.
- F. There will be no reprisals of any kind taken against any teacher by reason of his membership in the PEA or participation in any of its lawful activities.
- G. Nothing contained herein will be construed to restrict or deny to any professional staff member's rights they may have under law.

- H. Representatives of the Perrysburg Education Association are granted up to an aggregate of eight (8) days annually for conference purposes. The unused portion is not accumulative from year to year.
- I. Long-term substitutes shall continue to be paid in accordance with Board policy and the Ohio Revised Code, i.e., after 60 consecutive days in the same assignment, long-term substitute teachers will be paid at the District's negotiated base salary (Step 0, B.S. on salary schedule). After the 60th consecutive day in the same assignment, long-term substitutes will begin accumulating sick leave (Article XIII(E)) and will be eligible for personal leave (Article XIII(A)) and insurance benefits (Article XXV) in accordance with the Board-PEA Contract. Long-term substitutes will be required to be members of the bargaining unit, or pay a fair share fee, pursuant to Articles I(A) and VI of the negotiated agreement. The one-year limited contracts of substitutes in the bargaining unit shall automatically expire at the end of the school year, without further action by or notice from the Board; this sentence supersedes O.R.C. 3319.11.
- J. Reemployment of Retirees

When a teaching vacancy exists which the Board may fill by hiring a properly certificated teacher who was not already employed by the Board, the Board may consider an employee retiree for any such vacancy upon the recommendation of the Superintendent. A retiree is an individual who has attained service retirement status with the State Teachers Retirement System and is otherwise qualified by certification or license and background for public school teaching in Ohio. Re-employed retirees will be required to be members of the bargaining unit, or pay a fair share fee, pursuant to Articles I(A) and VI of the negotiated agreement.

1. A retiree shall be paid at her/his level of training and granted a maximum of three years' experience, regardless of the duration of her/his employment as a reemployed retiree and placed on step three (3) on the salary schedule.
2. A retiree shall receive a one-year limited contract which shall expire automatically at the end of the stated term. No notice of non-renewal is required. Continuation of employment of a retiree through offering a new one-year limited contract which automatically expires shall be at the discretion of the Board upon recommendation of the Superintendent. A retiree is not eligible for a continuing contract regardless of years of employment as a retiree with the Board. The parties specifically waive all rights for such employees pursuant to O.R.C. §§3319.11.
3. A retiree shall accumulate and use sick leave, but shall not be entitled to severance pay upon conclusion of the employment as a retiree.
4. Unless otherwise required by Ohio law, a retiree shall not be entitled to participate in medical insurance provided to other bargaining unit members but shall be eligible for dental and vision coverage
5. A retiree shall not accumulate seniority in the bargaining unit.

6. This provision supersedes any differing or inconsistent terms of other provisions of the negotiated agreement or of the Ohio Revised Code which pertain to teacher employment, including, but not limited to, provisions of the Agreement and Statutes pertaining to teacher salary and salary schedule advancement, contract status, duration of contract, procedural requirements for non-renewal, evaluation requirements related to teacher contract non-renewal, seniority and severance pay.

K. Documents

The Board agrees to supply the Association upon reasonable request within a reasonable time all public documents relating to financial, enrollment, budget, and other data necessary to prepare proposals for negotiations. The Board agrees to supply the Association with all Board policies and procedures, etc.

L. Use of Facilities

The Association and its representatives shall have the right to use school buildings before and after school hours for meetings, provided that special custodial services are not required and such use does not interfere with student or other school activities or operations. The Board may make a reasonable charge when custodial services are required. The Association must give the particular principal reasonable advance written notice of its desire to use a particular building and the date and time of any meetings.

M. Use of Equipment

The Association shall have the right to use school equipment, all technology, and communications equipment. The Association shall pay for the reasonable cost of such equipment and all materials and supplies incident to such use. The Association will hold the Board harmless for loss or corruption of data of the District due to the Association's use.

N. Official Business

1. Duly authorized representatives of the Association shall be permitted to transact official Association business with the Board on school property at all reasonable times, provided that this shall not interfere with or interrupt normal school operations or activities.
2. Association representatives (teachers) engaged during the school day on behalf of the Association in negotiations, mediation, bargaining grievances or arbitration with any representative of the Board shall be released from regular duties without loss of salary, if the administration or Board schedules or agrees to a meeting/conference for such purposes during the teacher workday. Such appearance(s) shall not be charged against any other leave in this Agreement.

O. Bulletin Boards and Use of Mail

The Association shall have the right to post notices of Association business on teacher bulletin boards in faculty planning rooms and use available campus mail service, school mail boxes and school e-mail for communications. At least one (1) teacher bulletin board

shall be provided in each school building. The Association will hold the Board harmless for loss or corruption of data of the District due to the Association's use.

P. No Partisan Activity

In using Board premises, equipment or property under Sections (L), (M), (N), or (O) above, the Association and its agents and representatives shall not engage in partisan political activity and shall not promote, support, or oppose any candidate(s) for public office.

ARTICLE II. MANAGEMENT RIGHTS

The Board retains all rights, which do not conflict with state and federal law, except as limited by the express and specific terms of this Contract. In the event that the specific terms of this Contract conflict with the rights of management, then the specific terms of this Contract will be controlling.

ARTICLE III. NEGOTIATIONS PROCEDURES

- A. Negotiations will be governed by provisions of Chapter 4117 of the Ohio Revised Code except that the parties agree to follow the mutually agreed dispute resolution procedure contained in this Paragraph A and except that negotiations taking place during the term of the Master Agreement shall take place pursuant to the provisions of Paragraph B, below.

In the event no agreement has been reached thirty (30) days prior to the expiration of the contract a fact-finding panel will be appointed from a panel selected pursuant to the procedures outlined below. Said panel shall hold a fact-finding hearing and issue an advisory recommendation disposing of all outstanding issues. The recommendations from the panel are due by the date of the expiration of the Contract unless the parties mutually agree to extend this deadline. If either party rejects the advisory recommendations, the Federal Mediation and Conciliation Service shall be contacted and a mediator requested. The parties are bound contractually to negotiate in good faith for a period of ten (10) days following the issuance of recommendations by the panel. These negotiations in the presence of a Federal Mediator may be extended by mutual agreement. If agreement has not been reached by the conclusion of the agreed to period of negotiations, then the Association has the right to strike pursuant to provisions of ORC 4117.14.

The fact finding panel shall be appointed by the parties consisting of a representative of the Board, a representative of the Association and a third member selected by them. If they are unable to select a third member within 5 days the third member will be selected from a list of 9 qualified Ohio residents provided by the American Arbitration Association and selected from such list pursuant to the rules of the American Arbitration Association.

- B. Should either party seek to open negotiations during the term of the Contract over a mandatory subject of bargaining not bargained during negotiations leading to this Contract, that party must serve notice to negotiate to the other party. Upon receipt of the

notice, the parties will bargain for not more than fifteen (15) calendar days. Should the parties reach impasse after fifteen (15) days of negotiations, the parties agree to submit all unresolved issues to mediation for a period of seven (7) days using the assistance of the Federal Mediation and Conciliation Service. Should agreement be reached and ratified by both parties, such agreement is incorporated into the current Contract. If agreement is not reached, the Contract will continue unchanged for its duration.

- C. The PEA President will submit the names of the members of the negotiating team to the Superintendent. Each negotiating team may consist of a reasonable number of representatives from each side, agreed to by both parties. Either party may use a consultant as a spokesperson for its team.

ARTICLE IV. IMPLEMENTATION AND AGREEMENT

This Contract will become effective upon its ratification by the PEA and the Board. It may be amended by mutual consent of both parties. A meeting to negotiate such amendment proposals shall be held not more than thirty (30) days following a written request for such meeting by either party. Negotiations shall be conducted in accordance with the procedures in this Contract, but such amendment proposals shall not be permitted during the negotiations period defined in Paragraphs A of Article III, above, except by mutual consent of both parties.

ARTICLE V. SEVERABILITY

Should any article, section or clause of this Contract become unlawful, said article, section, or clause shall be deemed invalid except to the extent permitted by law, but all other provisions shall continue in full force and effect for the duration of the Contract. The Board agrees to bargain with the Union over the impact of such unlawfulness and to bring the Master Agreement into compliance. Such bargaining shall occur under Article III(B).

ARTICLE VI. FAIR SHARE

- A. Payroll Deduction of Fair Share Fee

The Board will deduct from the pay of members of the bargaining unit who elect not to become or to remain members of the PEA, a fair share fee for the PEA's representation of such non-members during the terms of this contract. No non-member filing a timely demand shall be required to subsidize partisan political or ideological causes not germane to the PEA's work in the realm of collective bargaining.

- B. Notification of the Amount of Fair Share Fee

Notice of the amount of the annual fair share fee, which shall not be more than one hundred percent (100%) of the unified dues of the PEA, shall be transmitted by the PEA to the Treasurer of the Board on or about September 15 of each year during the term of this Contract for the purpose of determining amounts to be payroll-deducted, and the Board agrees to promptly transmit all amounts deducted to the PEA.

C. Schedule of Fair Share Fee Deductions

1. All Fair Share Fee Payors

Payroll deduction of such fair share fees shall begin at the second payroll period in January except that no fair share fee deductions shall be made for bargaining unit members employed after December 31 until the second paycheck, which period shall be the required fair share fee probationary period of newly-employed bargaining unit members.

2. Upon Termination of Membership During the Membership Year

The Treasurer of the Board shall, upon notification from the PEA that a member has terminated membership, commence the deduction of the fair share fee with respect to the former member, and the amount of the fee yet to be deducted shall be the annual fair share fee less the amount previously paid through payroll deduction.

D. Transmittal of Deductions

The Board further agrees to accompany each such transmittal with a list of the names of the bargaining unit members for whom all such fair share fee deductions were made, the period covered, and the amounts deducted for each.

E. Procedure for Rebate

The PEA represents to the Board that an internal rebate procedure has been established in accordance with Section 4117.09(c) of the Ohio Revised Code and that a procedure for challenging the amount of the representation fee has been established and will be given to each member of the bargaining unit who does not join the PEA and that such procedure and notice shall be in compliance with all applicable state and federal laws and the constitutions of the United States and the State of Ohio.

F. Entitlement to Rebate

Upon timely demand, non-members may apply to the PEA for the advance reduction rebate of the fair share fee pursuant to the internal procedure adopted by the PEA.

G. Indemnification of the Board

The Association agrees to indemnify the Board, including its officers, members, employees, and agents, for any cost and liability incurred as a result of their implementation and enforcement of this provision provided that:

1. The Board shall give the Association a twenty (20) day written notice of any claim made or action filed against the Board by a non-member for which indemnification may be claimed;

2. The Association reserves the right to designate counsel to represent and defend the Board. However, this provision shall not prevent the Board from employing its own counsel (at its own expense) to assist in such representation. Furthermore, the Association agrees that counsel it designates to represent the Board shall accept and act upon the Board's reasonable instructions and recognize his/her primary obligation to his/her client, i.e., the Board. In no event shall the Association impose such representation upon the Board as will create or foster a conflict of interest;
3. The Board shall give full and complete cooperation and reasonable assistance to the Association and its counsel at all levels of the proceeding;
4. The Board shall permit the Association and/or its affiliates to intervene as a party;
5. The Board shall not oppose application by the Association and/or its affiliates to intervene as a party or as amicus curiae; and
6. Indemnification shall not be required if the Board intentionally or willfully fails (except pursuant to court order) to fulfill its obligation herein.

ARTICLE VII. GRIEVANCE PROCEDURE

A. Definitions:

1. A grievance is defined as a claim by a teacher, group of teachers, or the Association to enforce its rights under the Agreement or on behalf of one or more teachers (hereafter called the grievant) claiming that there has been a violation, misinterpretation or misapplication of the Negotiated Contract, policies and procedures that pertain to compensation, and terms and conditions of professional employment.
2. A day shall be defined as a school calendar day for which teachers are compensated during the regular school year but Mondays through Fridays (other than federal holidays) during the summer vacation period.
3. It is expressly understood and agreed that member(s) of the bargaining unit may not file a grievance to contest some alleged mistreatment of that member(s) by the Association.
4. See Article X, Section IV for Expedited Grievance Procedures pertaining to Teacher Evaluations.

B. General Provisions:

1. There shall be no reprisal against a person or persons who initiate or participate in a grievance according to the agreed-upon procedure.

2. A grievance may be withdrawn at any level without prejudice.
3. Time limits specified in the procedure may be altered by mutual agreement of the grievant(s) and Superintendent or Board of Education.
4. During all phases of the grievance process the PEA and/or its representatives have the right to be present.
5. The fact that a teacher files a grievance shall not be utilized in denying promotions or for employment recommendations.
6. Hearings and conferences under this procedure will be conducted at a time and place, which will afford a fair and reasonable opportunity for all interested parties and witnesses to be present, provided that hearings before Step 4 shall not be conducted during the teacher work day.

C. Step 1:

Within fifteen (15) days from the date of the event-giving rise to a grievance, the grievant shall complete the form in Appendix I and request an informal meeting with the appropriate administrator for the purpose of resolving the matter. The grievant shall indicate that the discussion will pertain to a possible grievance. If the grievant fails to request such meeting within fifteen (15) days after the grievant knew or should have known of the act or condition, on which the grievance is based, the grievance shall be considered waived.

D. Step 2:

If the grievance is not resolved at Step 1, the grievant shall, within five (5) days, present to the administrator with whom the grievance was initiated with a written explanation of the grievance, citing the specific section of the contract that has been violated and the relief sought.

Within fifteen (15) days of the receipt of such claim, the appropriate administrator shall render a decision on the grievance in written form, one copy of which will be sent to the grievant and a second copy will be sent to the President of the Association and the Superintendent.

E. Step 3:

If the grievant is not satisfied with the written decision of the appropriate administrator, the grievant shall, within ten (10) days of receipt of the decision, send a written request for a hearing before the Superintendent. In addition to the request, the grievant shall include the written explanation of the grievance originally submitted at Step 2. A copy of the request and the grievance shall be sent to the President of the Board of Education. The grievant and the Superintendent or designee may each have a representative present at the hearing. The hearing will be held within ten (10) days of the Superintendent's receipt of the request. The Superintendent will render a decision on the grievance within

ten (10) days of the hearing. The action taken will be reduced to writing and copies sent to the grievant, the appropriate administrator and the President of the Board of Education.

F. Step 4: Arbitration

If the Association is not satisfied with the Step 3 answer, it may within thirty (30) calendar days of the filing of the Step 3 answer, advance the grievance to arbitration by giving simultaneous written notice of such appeal to the American Arbitration Association and the Superintendent. Unless the parties mutually agree to expedited arbitration pursuant to the American Arbitration Association rules for expedited labor arbitration, the procedural format will be the American Arbitration Association Rules for Voluntary Labor Arbitration. The Arbitrator shall be selected and conduct an arbitration pursuant to the appropriate rules of the American Arbitration Association.

The Arbitrator shall render his decision in writing thirty (30) days, or such additional time as the parties may in writing agree, after any grievance has been submitted to him and his decision, when so rendered as required by law, will be final and binding on the parties and may be enforced by any court of competent jurisdiction. The Board and the PEA will bear their own grievance process and arbitration expenses individually and share the Arbitrator's fee and expenses equally.

The jurisdiction and authority of the Arbitrator and his opinion and award will be limited to the interpretation of the written provisions of this Contract. The Arbitrator shall have no authority to add to or to subtract from or in any way modify the terms and conditions of this Contract.

In any arbitration proceeding where a question concerning the Arbitrator's jurisdiction over the grievance is raised, the Arbitrator will make a separate decision on the question of his jurisdiction. In his decision the Arbitrator will first rule upon the jurisdictional issues and, if he determines he has no jurisdiction, he will make no decision or recommendation concerning the merits of the grievance. Nothing contained herein will prohibit the Arbitrator from taking all evidence of the jurisdictional issues and merits of the grievance in a single hearing.

ARTICLE VIII. TEACHER CONTRACTS

A. Regular Contracts

1. Individual contracts are between the teacher and the Board but will be subject to the provisions of the negotiated contract.
2. Sequence of Limited Contracts

The length of limited contracts that are offered to members will be as follows:

- a. First contract – one year
- b. Second contract – one year

- c. Third contract and each contract thereafter – two years
 - d. Teachers enrolled in the Ohio Resident Educator Program will receive one-year contracts until they have successfully completed the program, at which time they will be eligible for a two-year contract.
3. Said contracts shall contain the following information:
- a. Name of the teacher.
 - b. Name of the school district and Board employing said teacher.
 - c. Type of contract, limited or continuing. If limited, the number of years the contract is to be in effect.
 - d. Annual compensation to be paid.
 - e. If limited, the number of days in the contract year and the beginning date. If continuing contract, number of days in the contract year will be contained in salary agreement.
 - f. Anticipated subject(s) and/or grade(s) to be taught for the next school year and other areas of certification. Enrollment fluctuation may change the assignments at any time.
 - g. Provision for the signature and date of the teacher being contracted, the Treasurer, and the President of the Board of Education.
4. All teachers shall be paid by direct deposit over 26 pays.

B. Supplemental Contracts

- 1. Supplemental contracts will be entered into with each professional staff member who is to perform duties which are in addition to such professional staff member's regular duties and for which compensation is authorized. Such contracts will be limited contracts. Each applicant for a supplemental position will be rated using a maximum scale of 100 points, with 5 added points awarded to any applicant who is a teacher in the District. The position will be awarded to the applicant with the highest number of rating points, including the added 5 for unit members.
- 2. In addition to specifying additional duties, said contracts will include all information except item F stated in Section A2, above.
- 3. Teachers performing seasonal activities supplementals have the option of a lump sum payment upon completion of the seasonal activity or payment in accordance with the following schedule; If the option of a lump-sum payment is chosen, a

separate check will be issued for payment of such supplemental contract with the following provisions:

4. Full year activities – pay starts with the first payroll on or after September 1 and continues for twenty-five additional pays. Notification must be received in the Treasurer’s Office by the first day of school. Teachers performing full year activities will have the option of 26 pays or a lump sum payment in accordance with the above spring activity option. Teachers must notify the Treasurer’s office by the first teacher workday of the year as to the option being chosen. If no notification is received, the teacher will be paid in accordance with the lump sum payment option.

Fall activities – pay starts with the first payroll on or after September 1 and continues for four additional pays. Notification must be received in the Treasurer’s Office by the first day of school. For the lump sum option: verification forms for fall activities are due by November 15. A separate payroll will be run on or about November 30th of each year to pay all fall supplementals. Should a teacher miss the deadline to submit the verification form with supervisory approval for payment, the supplemental pay will be included in the teacher’s next regular paycheck following submission of the completed verification form, or at the teacher’s request, held until the next supplemental lump sum payroll date.

Winter activities - pay starts with the first pay on or after November 1 and continues for four additional pays. Notification must be received in the Treasurer’s Office by October 15. For the lump sum option: verification forms for all winter activities are due by March 15. A separate payroll will be run on or about March 30 of each year to pay winter supplementals. Should a teacher miss the deadline to submit the verification form with supervisory approval for payment, the supplemental pay will be included in the teacher’s next regular paycheck following submission of a completed verification form, or, at the teacher’s request, held until the next supplemental lump sum payroll date.

Spring activities – pay starts with the first pay on or after March 1 and continues for four additional pays. Notification must be received in the Treasurer’s Office by February 15. For the lump sum option: verifications forms for all spring activities are due to be submitted to the Treasurer’s office by June 1. A separate payroll will be run on or about June 15 of each year to pay spring supplementals. Should a teacher miss a deadline to submit the verification form with supervisory approval for payment, the supplemental pay will be included in the teacher’s next regular paycheck following submission of a completed verification form, or, at the teacher’s direction, held until the next supplemental lump sum payroll date.

Summer activities – pay starts with the first pay on or after June 1 and continues for four additional pays. Notification must be received in the Treasurer’s Office by May 15. For the lump sum option: verification forms for all summer activities are due to be submitted to the Treasurer’s office by September 1. A separate

payroll will be run on or about September 15 of each to pay summer supplementals. Should a teacher miss a deadline to submit the verification form with supervisory approval for payment, the supplemental pay will be included in the teacher's next regular paycheck following submission of a completed verification form, or, at the teacher's direction, held until the next supplemental lump sum payroll date.

ARTICLE IX. JOB OPENINGS

- A. All teacher job openings will be emailed to all teachers and posted on the Perrysburg web page at the beginning of the posting period. Time between posting and consideration for the position shall be at least five (5) working days or, between the last contract day of one school year and the first contract year day of the next school year, seven (7) calendar days.
- B. If there is an opening in a specific building, the principal will notify the staff via the building conference email. All teachers interested in moving to a new position in a different building are required to fill out an Internal Application/Transfer Form on the district web site.
- C. The Board agrees to give due consideration to the professional background and attainments of all applicants for job openings. All current teachers applying for a posted position shall be afforded an opportunity for an interview. The Board agrees to meet upon the request of the PEA President in March of each year with the PEA Leadership to review staffing needs for the following school year.
- D. The procedure outlined above will not restrict the Board from going outside the system in an effort to find the best-qualified candidate available.
- E. No vacancy will be filled except in compliance with the above procedure.
- F. Notice of transfer from one building to another or reassignment within the same building will be given to teachers whenever possible prior to June 1 preceding the school year in which the transfer is to take place.
- G. In case of an involuntary reassignment (grade-to-grade or building-to-building), the following procedure will apply:
 - 1. Should a teacher be subject to involuntary reassignment, a conference will be held with the teacher and the reassigning administrator; a PEA representative may attend. The reason for the reassignment will be explained to the teacher.
 - 2. An involuntary transfer may not be for arbitrary, capricious, or unreasonable reasons or in retaliation for the teacher's exercise of protected rights.
- H. A teacher who applies for but does not receive a new position (different grade level or building) will be offered a chance to meet with the Superintendent to receive the reasons

for the denial of the teacher’s request for a new assignment. A PEA representative may attend, as may another administrator at the invitation of the Superintendent. Such denial may not be for arbitrary, capricious, or unreasonable reasons or in retaliation for the teacher’s exercise of protected rights.

ARTICLE X. TEACHER EVALUATION

This policy applies to District employees who meet one of the following categories and are not substitutes or adult education instructors:

- A teacher working under a license issued under Ohio Revised Code (ORC) Sections 3319.22, 3319.26, 3319.222 or 3319.226 who spends at least 50% of his/her time providing content-related student instruction; or
- A teacher working under a permanent certificate issued under ORC 3319.222 as existed prior to September 2003 who spends at least 50% of his/her time providing content-related student instruction; or
- A teacher working under a permanent certificate issued under ORC 3319.222 as it existed prior to September 2006 who spends at least 50% of his/her time providing content-related student instruction; or
- A teacher working under a permit issued under ORC 3319.301 who spends at least 50% of his/her time providing content-related student instruction.

A. Observation and Evaluation Procedures

<u>Category</u>	<u>Minimums Only</u>
1. Limited Contract Teachers/ Continuing Contract Teachers.	Annually, two (2) formal observations, or three (3) observations for each teacher who is under consideration for nonrenewal, of at least 30 minutes* each, with post observation meeting and written reports. Annually, one evaluation summary with conference.
2. “Accomplished” Teachers.	Annually, two (2) formal observations of at least 30 minutes* each, with post observation meeting and written reports or bi-annually present a project to their principal in lieu of formal observations. Annually, one evaluation summary with conference.

*Will include entire lesson or class period.

Evaluators in evaluation documentation (formal observations, documented walkthroughs and summative evaluations) shall rely only on school records or substantiated information. Teachers shall have ten (10) school calendar days beyond the observation conference to present evidence to support/refute classroom observations. The evaluator will be considered to have met the deadlines of this Article if the evaluator completed his/her responsibilities timely but altered, amended or supplemented his/her evaluation activities or documentation based on the teacher's presentation.

B. Timeline and Annual Deadlines

1. Formal Observation Timelines

No formal observation shall be made during the first ten (10) student attendance days of the year or ten (10) school calendar days from date of hire, whichever comes later.

The evaluator shall notify the teacher of the intended formal observation and of the date and time of the pre-observation conference at least five (5) school calendar days before the observation. The pre-observation conference shall occur 1-2 days before the formal observation. Each formal observation shall be followed by a conference at which time a written observation report will be given to the teacher. This conference will take place within five (5) school calendar days of the formal observation. There should be at least fifteen (15) school calendar days between formal observations, unless the Christmas/New Year's break intervenes, in which case at least ten (10) school calendar days.

2. Documented Walkthroughs.

The evaluator shall conduct two (2) to five (5) documented walkthroughs for purposes of the annual evaluation. A copy of the document summarizing the time, date, and comments on the walkthrough shall be given to, or sent to the teacher in written form within seven (7) school calendar days after the walkthrough. Each documented walkthrough must consist of no more than ten (10) minutes in the teacher's classroom.

3. The timelines stated in paragraphs (B) (1), (2) and (4) (except for May 1) shall be reasonably modified by the evaluator due to the absence(s) of the teacher or evaluator with the mutual agreement of the teacher, which agreement shall not be unreasonably withheld.

4. Formal Classroom Observation Deadlines.

The annual deadlines for conducting formal classroom observation are as follows:

For Limited Contract and Continuing Contract Teachers:

- the first observation will take place by the end of the first semester.
- the second (and third if required) observation will take place by May 1 unless the evaluator intends to recommend nonrenewal, in which case the second and third observations will take place by April 15.

For “Accomplished” Teachers:

- the observation will take place by May 1st.

5. Evaluation Summary Deadlines:

The deadlines for writing the annual evaluation summary including the evaluation conference are as follows:

For Limited Contract Teachers, the evaluation summary will be completed by May 1 and the conference will be held, and the evaluation report given to the teacher, by May 10.

For Continuing Contract Teachers, the evaluation summary will be completed by May 1 and the conference will be held, and the evaluation report given to the teacher, by May 10.

6. For “Accomplished” Teachers, the evaluation summary will be completed by May 1 and the conference will be held, and the evaluation report given to the teacher, by May 10.

C. Assigning an Effectiveness Rating.

Each evaluation will result in an effectiveness rating of “Accomplished”, “Skilled”, “Developing” or “Ineffective” as set forth in the collective bargaining agreement. Each teacher will be evaluated using multiple evaluation factors with fifty percent of the evaluation attributed to multiple measures of student growth and with fifty percent of the evaluation attributed to teacher performance. Teacher performance and student growth

measures shall be combined to produce a summative teacher effectiveness rating as follows:

	Teacher Performance			
Student Growth	4	3	2	1
Above	Accomplished	Accomplished	Skilled	Developing
Expected	Skilled	Skilled	Developing	Developing
Below	Developing	Developing	Ineffective	Ineffective

Teachers rated as Accomplished, Skilled, or Developing will complete a Professional Growth Plan. Teachers rated Ineffective will complete and adhere to the Improvement Plan guidelines.

D. Calculating Teacher Performance.

Teacher performance is evaluated during the minimum two or three formal observations and periodic classroom walkthroughs. Fifty-percent (50%) of the effectiveness rating will be attributed to Teacher Performance through a holistic process based upon the following *Ohio Standards of Teaching Profession* and training for credentialed evaluators:

1. Understanding Student Learning and Development and Respecting the Diversity of the Students they teach;
2. Understanding the Content Area for which they have Instructional Responsibility;
3. Understanding and Using Varied Assessment to Inform Instruction, Evaluate and Ensure Student Learning;
4. Planning and Delivering Effective Instruction that Advances Individual Student Learning;
5. Creating Learning Environments that Promote High Levels of Learning and Student Achievement;
6. Collaborating and Communicating with Students, Parents, Other Educators, District Administrators and the Community to Support Student Learning; and
7. Assuming Responsibility for Professional Growth, Performance and Involvement.

E. Calculating Student Growth Measures.

Student academic growth will be measured through multiple measures that shall include value-added scores on evaluations for teachers where value-added scores are available in proportion to the part of a teacher's schedule of courses or subjects for which the value-added progress dimension is applicable. Other student growth measures shall be selected from Ohio Department of Education's assessment list for teachers of subjects where value-added scores are not available and/or from locally developed measures of student growth. Local growth measures shall be established based on state-designed criteria and guidance and the terms set forth in the collective bargaining agreement including, but not limited to, student learning objectives (SLOs).

In calculating student academic growth for an evaluation, a student shall not be included if the student has forty-five (45) or more excused or unexcused absences or such lower number allowed by law for the school year.

F. Credentialed Evaluators.

Credentialed evaluators that are employed by the Board shall observe but in each instance the building administrator shall sign the summative evaluation report. Neither PEA bargaining unit members nor third party companies shall be used as evaluators. If as a result of the first formal observation of a school year when the teacher will be considered for renewal or nonrenewal the evaluator indicates that the teacher's deficiencies are such that there may be a recommendation for nonrenewal, the building administrator (who must be credentialed as an evaluator) will conduct the second and third formal observation.

G. Forms

The forms for this evaluation procedure are attached as Appendix F.

H. Training

OTES training shall be provided based on collaboration between the Association and the administration at the beginning, but not limited to, the 2013-14 school year. A list of resources pertaining to the evaluation process shall be provided to each Association member.

I. Legal Changes

1. If during the term of this Agreement O.R.C. Sections 3319.111 and 3319.112 are repealed or substantially repealed, the evaluation procedure and forms for all bargaining unit members will immediately revert to the language of this Article X and Appendix G as they existed in the 2011-12 school year.
2. If legislation is enacted during the term of this Agreement that requires written evaluation of teachers or of certain teachers on a less frequent basis than as provided in this Article X, or that allows student growth measures to account for less than fifty percent (50%) of an evaluation, this Article shall be deemed to be automatically amended to include those legislative changes.

J. Teachers Who Instruct Students Less Than Half Their Work Day

1. Teachers who instruct students less than half their work time shall be evaluated annually pursuant to I (A and B) as to timelines, (F), and Section IV below.
2. A joint committee of two noninstructional Association members appointed by the Association President and two persons appointed by the Superintendent shall mutually develop appropriate evaluation rubrics, forms and procedures by the beginning of 2014-15 school year. The 2011-12 evaluation form and procedure will be used in 2013-14.
3. The evaluator shall complete the written evaluation by May 1 and shall hold a conference with the teacher and provide him/her with a copy of the evaluation by May 10.
4. The time frames and deadlines above shall be adjusted due to the absence of the evaluator or teacher.

K. Expedited Grievance Challenge to Teacher Evaluations.

1. If a teacher believes the evaluator has violated the procedure established in this Article X, or has violated Art. I(A)(5), or that the evaluator's judgment or conclusion is arbitrary, capricious or unreasonable, the teacher must file a written grievance at Step 3 of Article VII within ten (10) school calendar days of the teacher's receipt of the signed and final version of a written evaluation for the particular school year.

2. The Superintendent and/or designee(s) shall meet within ten (10) school calendar days of the filing of a written evaluation grievance with the Association President and/or OEA Consultant and discuss the grievance(s) to attempt to understand and resolve the grievance(s). Within ten (10) school calendar days of such meeting, if the Association wished to appeal to arbitration, the Association shall file a written request for arbitration with the Superintendent. The arbitration shall be conducted on an expedited basis before attorney Mitchell Goldberg of Cleveland, Ohio, or Jerry Fullmer of Cleveland, Ohio (using the arbitrator who is first available), in lieu of the use of a AAA list(s), the AAA selection process and the AAA voluntary labor arbitration rules. The arbitration award shall be binding on the Board, the Association and the employee.
3. The above attorneys will be contacted simultaneously by email for their first available date that is also available to both parties. The PEA President shall be copied on the email and all replies.

ARTICLE XI. PERSONNEL RECORDS

- A. All personnel records will be filed in the Personnel Office on a current basis. These personnel records may include: 1) application for employment, including references; 2) copy of latest contract, properly signed; 3) copy of latest salary notice; 4) Ohio teacher certificate/-license; 5) personal and professional data form; 6) transcript of college credits showing the official record of the degree granted, original or certified copy; 7) record of military service, if any; and 8) other documentation which can legally be retained in one's file.
- B. Personnel records will remain confidential to the extent permitted by Ohio law and will be carefully guarded in the interest of the individual employee. They are primarily available for administrative use and review by the individual employee. Each file will contain a record indicating who has reviewed it and the date reviewed. Central Office personnel are not included in this requirement.
- C. Upon request, a teacher will be permitted to review his/her personnel file during the regular business hours of the administrative offices. Pre-employment materials, such as reference letters, university credentials, etc., are not available for review. For each request over five (5) in any given day, the time sequence will be delayed at the rate of two (2) days per five (5) requests. The Superintendent will set up an appointment within two (2) days. At the direction of the Superintendent, information gathered prior to employment of the teacher will be removed from the file. The review of the file will be in the presence of the Superintendent or his designated representative. No material will be removed from said file by the teacher without the written authorization of the Superintendent. Upon request, copies of any material contained in the file will be provided said teacher upon payment of the reasonable cost of reproducing such copies.

- D. Official grievances filed by any teacher under the grievance procedure as outlined in this Contract will not be placed in the personnel file of the teacher. Such grievance(s) may become a part of a common grievance file housed in the Office of the Superintendent.
- E. A professional staff member will be notified of the intent of the administration to place in his/her personnel file any material which may be considered critical or complimentary of the conduct, performance, character or personality of the professional staff member and will be provided the opportunity to read any such material prior to its being placed in such personnel file. The professional staff member will acknowledge that he/she has read the material by affixing his/her signature and date to the copy to be filed. The material to be filed shall contain the following statement: the professional staff member signature only indicates receipt of this document, not that he/she agrees with the contents. The professional staff member will receive a copy of all entries into his/her file contemporaneous with the filing of documents. The professional staff member will also have the opportunity to reply to such critical material in a written statement to be entered in the personnel file. Such reply must be presented to the building principal, who will affix his/her signature thereto, acknowledging that the building principal has read the reply. Such signature will not indicate agreement by the principal with the content of the reply.
- F. Teachers can have a representative accompany them when reviewing their individual personnel files provided that a signed release is provided to the Superintendent or his designee.
- G. Personnel file documents kept at the building level are subject to the same provisions as official personnel files.
- H.
 - 1. If a teacher disputes the accuracy or validity of material in his/her file, he/she may file a written complaint with the Superintendent who shall conduct an investigation. The dispute shall specify the reasons why the teacher believes the material lacks accuracy and/or validity. If the Superintendent determines the material lacks one (1) or more of these qualities, it shall be modified or removed from the teacher's file.
 - 2. Material in a personnel file may also be removed upon written mutual agreement of the teacher and the administrator who made the entry or the Superintendent.
 - 3. If the teacher elects to submit dispute to Step Four of the grievance procedure after receiving the Superintendent's decision, the arbitrator may not order material removed from the teacher's personnel file unless the teacher demonstrates that the material is factually inaccurate or invalid. No grievance or aspect of any grievance that concerns an administrator's exercise of his/her professional judgment in matters such as evaluation and observation may be taken to Step Four. Moreover, an arbitrator is specifically prohibited from submitting his/her judgment for that of an administrator in matters of professional judgment.

ARTICLE XII. COMPLAINT PROCEDURES

Professional staff members will be notified within 48 hours of any complaints against them using the complaint form attached to this agreement as Appendix D and will have the opportunity to resolve the complaints with the complainant. The form agreed upon during negotiations will be used to register all complaints that are forwarded to a teacher for resolution. If, in the opinion of the principal, a complaint should not be recorded and sent to the teacher, that complaint will not be used at a later date for any action, disciplinary or otherwise, against the teacher. Anonymous complaints shall not be considered unless the complaint involves health, safety and welfare of a student or other employee, or involves allegations of criminal conduct. Member to member complaints shall be referred to PEA unless the complaint involves the health, safety and welfare of a student or other employee, or involves allegations of criminal conduct.

ARTICLE XIII LEAVES

Professional staff members will be entitled to the following temporary leaves of absence without loss of pay each school year:

A. Personal and/or Family Emergency Leave

Each teaching employee, at the beginning of each school year, shall be credited with three (3) personal leave days per year to be used exclusively for personal use. Unused personal leave shall not accumulate from year to year but shall be credited to accumulated sick leave at the close of the year. Any teacher with accumulated sick leave of 210 days shall receive an amount equal to the then current substitute daily rate for each unused personal leave day. If a teacher has used the three days, up to two additional days per year may be taken by a teacher for emergency absences if approved by the Superintendent, whose determination in approving or rejecting the request shall not be arbitrary or capricious. Reasons for granting or denying an emergency request for these additional two days shall not be deemed precedent setting. There shall be no conversion to sick leave or payment of these two days.

Personal leave days may not be used for gainful employment, to take part in a transaction in which financial profit is sought, or during any work stoppage. Falsification or improper use of personal leave may be grounds for discipline.

Notice to the teacher's principal that personal leave will be taken will be given at least 24 hours in advance, except in the event of an emergency situation not covered by sick leave.

Not more than 10% of the teachers in a building may use personal leave on the same day, except during the months of April and May, when no more than 5% of the teachers in a building may use personal leave on the same day. Personal leave will be granted on a "first applied for" basis.

Except in the event of a highly unusual situation out of control of the teacher, personal leave may not be taken on the day before or the day after a school holiday or vacation, the first or last day of a grading period, or the first day of a school year or semester.

However, personal leave used for funeral attendance not covered under sick leave shall not count against these limits.

All disputes regarding a highly unusual situation shall be resolved by the Superintendent, whose determination shall not be arbitrary or capricious.

B. Unpaid Leave of Absence

1. A bargaining unit member may, with the approval of the Superintendent, be granted an unpaid leave of absence. A written request stating the reason and duration of the leave must be submitted to the Superintendent no later than sixty (60) calendar days prior to the beginning of the desired leave. The maximum length of an unpaid leave shall be one year, and renewal of such leave shall be at the discretion of the Board. If a unit member requests an early termination of the leave, the Superintendent will have the option of approval or disapproval.
2. The employee must notify the Superintendent By April 1 if they plan on returning the following year
3. Upon return from an unpaid leave, the unit member will resume the contract status, which existed prior to such leave. If the unit member desires to continue insurance benefits during the leave of absence, the member must pay the full premium amount through a check to the Treasurer of the school district.
4. Teachers who are on extended sick leave will receive Board paid benefits for a one-year period. An extended sick leave absence without pay is granted to professional staff members as follows:
 - a. Any professional staff member who has been in the Perrysburg Schools for two (2) consecutive years whose personal illness extends beyond the period covered by her/his accumulated sick leave shall be granted further leave, for such time as is necessary for complete recovery from such illness. Request for this medical leave will be accompanied by a statement from the attending physician stating the disability from performing work and recommending that a leave of absence be granted. A medical release authorized by a physician shall be considered one of the conditions for returning to active service.
 - b. The professional staff member while on this leave shall not receive tenure, even though he/she meets the requirements for tenure.
 - c. This leave shall be granted for up to one year.
 - d. This leave may be extended for an additional year upon written request to the Superintendent prior to the beginning of the school year, up to a maximum of two years as per O.R.C. 3319.13.

5. Unpaid leave of absence will normally be granted in semester increments. If the leave is the result of pregnancy, the leave may begin during a semester already in progress.
6. Teachers who are in pay status for a minimum of one hundred and twenty (120) days during the school year will be granted one year of experience on the salary schedule, even though they are on an unpaid leave of absence for up to sixty-four (64) days.
7. While on unpaid leave of absence, the employee will not accumulate sick leave.

C. Absent Without Pay

Teachers will be allowed to be absent from work without pay during their regular work hours only if a substitute is available and if the teacher has prior approval by the immediate supervisor and the Superintendent.

Under this section, teachers who are absent without pay for three (3) or more consecutive days will have deducted a prorated portion of their medical insurance premium. This deduction will be calculated by multiplying the teacher's monthly insurance premium by twelve and dividing this figure by the number of teacher days in the school year

D. Professional Leave

1. Professional staff members are encouraged to attend professional meetings that contribute to the educational program. Procedures for approval of professional leave are outlined in Article XIV.

E. Sick Leave

The sick leave policy for the Perrysburg Public Schools shall be as follows:

1. Granting of five (5) days to each new professional staff member in the system on the first contract day to be used for absences caused by illness or physical disability of the professional staff member.
2. Granting of one and one-quarter (1-1/4) days for each completed month of service, or fifteen (15) days for each completed year of service.
3. Sick leave may be accumulated up to two hundred ten (210) days. Any teacher starting the year at a maximum accumulation of 210 days who uses 15 or fewer days in the school year shall end that year at 210 days.
4. Sick Leave may be used for absence due to personal illness, injury, pregnancy, exposure to contagious disease which could be communicated to others, and for absence due to illness, emergencies or death in the employee's immediate family as defined below. Sick Leave also may be used to attend to matters relating to application for or implementation of Medicaid and other nursing care matters

involving one's immediate family. A "day" of sick leave is the teacher's scheduled workday whatever that workday is when the absence is taken.

5. Immediate family includes father, mother, spouse and children, father-in-law, mother-in-law, or anyone who is a permanent member of the household of the staff member in connection with absences due to illness or emergencies in the immediate family. In the case of death in the immediate family, the definition shall be extended to include brother, sister, grandparents, grandchildren, uncle and aunt. Sick leave may be granted for illness, emergency or death of others in addition to those listed above with the approval of the Superintendent for a maximum of five days per year.
6. Professional staff members entering the Perrysburg system from other Ohio public school systems should see that a statement of their accumulated sick leave is forwarded to the Treasurer's Office of the Perrysburg Public Schools.
7. Sick leave will not be charged for days on which schools are not in session due to public calamity or unforeseeable emergency situations.
8. Upon return from extended sick leave or unpaid leave of absence, a professional staff member shall return to the same position he/she held prior to leave or to an equivalent position.
9. Teachers are required to return to work within six (6) weeks after delivery of a child or adoption of a child pre-school age or younger unless the attending physician submits certification of physical disability.
10. Teachers who are absent because of sickness will be assumed to be returning the following school day unless they do the following: Enter an absence or request a substitute, by using the district's Automated Educational Substitute Operator system (AESOP) at www.aesoponline.com or call them at 1-800-942-3767. Teachers are responsible for entering their own absences and substitute requests into the AESOP system. Teachers must enter the request into AESOP as soon as they know that they will be absence from work. If Professional Leave is being requested, teachers must complete a Professional Leave Form in addition to the Employee Absence Form. Teachers who are absent due to illness will be assumed to be returning the following school day unless these directions are followed.
11. Where an employee is excessively absent or is absent in an unusual pattern or is demonstrating behavior which, in the opinion of the Superintendent, suggests that the teacher might not be able to perform her/his professional duties in a satisfactory manner, the Superintendent is entitled to require that employee to undergo a physical or mental examination. The physician will report only whether or not the employee is able to work. Absence examinations in connection with excessive or suspicious absences are at the expense of the Board. The possibility of sick leave pool donations will continue to be determined on an individual, case by case basis and are subject to Board approval.

F. Assault Leave

A staff member who is absent due to disability resulting from an unprovoked attack upon said staff member which occurred on Board premises or while in attendance at an official school function and in the course of said staff member's employment will, subject to the approval of the Superintendent, be granted up to twenty-five (25) working days assault leave. During such assault leave, said teacher will be maintained on full pay basis. Such assault leave will not be deducted from the teacher's accumulated sick leave. Additional days, up to the total of fifty (50), may be granted to a teacher upon confirmation by the Board's physician that the disability continues. Should the Board's physician indicate that the disability is permanent, the teacher shall convert to sick leave and apply for disability retirement through the State Teachers Retirement System.

Assault leave may not be granted under this policy unless the staff member in question:

1. Has submitted a signed, written letter justifying the granting and use of assault leave:
2. Provides a certificate from a licensed physician stating the nature and duration of the disability and the necessity of absence from employment, and agrees to file criminal prosecution charges against the person(s) involved. Exceptions to this might include an attack by a student as a manifestation of a disability, if the teacher and administration agree that filing criminal charges would not be sound.

Falsification of the aforesaid-signed statements will be grounds for suspension or termination of employment under Ohio Revised Code 3319.16.

G. Military Leave

1. Military leaves and right to re-employment upon completion of military service will be granted upon terms and conditions and to the extent specified by Ohio Revised Code § 3319.14 and 5923.05.
2. Teachers who are members of the Reserve Forces of the United States or the Organized Militia as defined by O.R.C. 5923.01 shall be entitled to leave of absence with pay or partial pay for such time as they are in military duty as defined by O.R.C. 5923.01 in accordance with O.R.C. 5923.05, which currently provides (June 2013) for:
 - a. Twenty-two (22) contract days of full pay, up to the equivalent of one hundred seventy-six (176) hours, each calendar year; and
 - b. Then partial pay equal to the lesser of: (1) the difference between the teacher's regular pay and his/her military pay, including combat pay, if applicable; or (2) \$500 monthly.

3. Upon return from an absence for military service, the teacher shall be reinstated to his/her previous assignment. For purposes of seniority and placement on the salary schedule, years of absence for military service shall be counted as though teaching service had been performed during that time.

H. Fringe Benefits

In event a leave of absence is granted as a result of the serious health condition of the teacher, spouse, child or parent of the teacher, pursuant to the Family Medical Leave Act of 1993 (FMLA), the teacher shall be eligible for continuation, at Board expense, on the group hospitalization and major medical coverage as provided under this Agreement. Board payment towards the cost of such insurance coverage shall be at the level established under Article XXV. Continuation at Board's expense of health coverages during any period of unpaid leave of absence for any reason shall be for a period not to exceed a total of twelve (12) weeks in any school year, except for a teacher on an extended sick leave in accordance with Article XIII(B)(4). In the event a teacher has taken paid sick leave for any of the circumstances for which he/she applies for and receives an unpaid leave of absence, the period of paid sick leave shall be deducted from the twelve (12) week annual period for continuation, at Board expense, of health benefits during the otherwise unpaid leave of absence. If the teacher elects not to return to work following an unpaid leave of absence during which she/he has continued, at Board expense, on the health benefit programs provided under Article XXV and should the teacher's reason for not returning to work be other than the continuation, reoccurrence or onset of the health condition that gave rise to the leave, the teacher shall reimburse the Board for the health insurance premiums paid by the Board during the twelve (12) week period described above. Eligibility for continuation, at Board expense, of health insurance benefits is limited to teachers employed on at least a 3/4 time basis over a full school year, and only following completion of one full school year of employment.

ARTICLE XIV PROFESSIONAL DEVELOPMENT

A. Committee

An annually established advisory committee composed of representatives of the PEA and the administration will meet to plan professional development for the certificated/licensed staff and other duties listed below. The committee will be guided by priorities of the District. The committee will be composed of two (2) teachers from the elementary level, two (2) from the Junior High level and two (2) from the High School level appointed by the PEA. The committee also will be composed of one (1) central office administrator, one (1) elementary Principal, one (1) secondary Principal, and an LPDC administrative representative as appointed by the Superintendent.

Other administrators and representatives of other bargaining units may be included on the committee with the mutual consent of the Association and the Superintendent.

The committee will meet at least quarterly, and any other times as needed, to accomplish the professional development objectives of the District. Costs related to the work of the committee will be borne by the Board, subject to approval by the Superintendent.

B. Committee Responsibility

The committee is also responsible for evaluating and approving staff members' individual professional development requests based on criteria established by the committee.

The Board will establish and maintain an account in the amount of \$45,000 solely for the payment of expenses of teachers attending such meetings. The payment of expenses will be inclusive of the cost of a substitute teacher. When teachers are required to attend meetings and conferences due to significant curriculum changes, the Board will provide additional funds to pay for their expenses. A sub-committee of the IBB negotiating team will meet once a year to evaluate the effectiveness and funding levels of this committee.

C. Perrysburg Alternative Credit (PAC) Courses

1. The Board of Education will pay for the equivalent of three (3) semester hours for ten (10) members of the Association. If there are more than ten (10) members enrolled in the class who wish to receive graduate credit, the total cost of the class will be divided between the members minus the Board's contribution. If there are members taking the class for P.A.C. credit only, they will not be included in the cost.
2. There will be two (2) P.A.C. courses offered per academic year. PAC classes may be suspended for financial reasons.
3. There will be a minimum of ten (10) members enrolled in the class or it will be cancelled.
4. Successful completion for P.A.C. will be determined by the instructor and confirmed in the form of a P.A.C. certificate containing the course title, the participant's name, the number of credit hours, the date, and the instructor's signature. This P.A.C. certificate will be completed in duplicate and mailed to the Superintendent. One copy will be placed in the participant's personnel file to determine salary advancement. The other copy is for the participant's personal records.
5. Successful completion of a course for graduate credit in addition to P.A.C. will be reported to the participant through regular reporting procedures of the university involved. Upon receipt of grade, participants will follow the usual procedure of reporting graduate credit to the Superintendent.
6. Teachers successfully completing a P.A.C. course, whether receiving P.A.C. credits or actual graduate credit, will receive credit that is applied on their salary schedule.

7. A high level of scholarship and participation is expected.
8. Prior approval from the Superintendent and LPDC for classes that the faculty member wishes to count for credit for salary schedule advancement is required.
9. Regular attendance is expected regardless of the policy of the instructor/providing agency.
10. Whenever possible, the full requirements of the course will be publicized well in advance so that prospective participants will have knowledge of the commitment involved.
11. Whenever possible, additional course expenses (texts, computer time, and printing) will be indicated in advance. Participants will be responsible for such additional expenses.
12. The Perrysburg Staff Development Committee (PSDC) is responsible for insuring the above standards of scholarship, attendance, and participation in establishing the course. These will be agreed upon by the instructor and the providing agency represented.
13. Problems/discrepancies related to the above standards will be reported to the Perrysburg Staff Development Committee.

D. Tuition Reimbursement

Each school year a pool of \$35,000 shall be available for reimbursement of tuition charges paid by unit members for successful completion of graduate level classes approved in advance by the Superintendent. To be considered for approval the course work must be on the graduate level in a residence course from an accredited institution and in the teacher's area of certification/licensure or in another area approved by the Superintendent. The pool shall be divided among teachers so approved with a limit of reimbursement of 3 semester hours or equivalent per year (July 1-June 30). Requests are to be submitted by August 1st; proof of course completion with an earned credit of B or above is to be submitted by September 15th. Reimbursement checks will be issued on or about October 15th. To be eligible for payment a teacher must be under contract with the Board at the time of payment. Teachers who do not complete one (1) full year of service for the Board (the school year in which reimbursement is made) shall repay the amount reimbursed.

ARTICLE XV TEACHER PROTECTION/STUDENT DISCIPLINE

- A. Prior to the beginning of the school year, the administration of each school will develop school procedures to deal with control and discipline of students.
- B. It is the responsibility of each professional staff member to implement such procedures so as to provide an atmosphere for learning to take place.

- C. It is recognized that, in developing responsible student conduct, the positive disciplinary techniques of example, counseling and guidance should take place over punitive disciplinary measures.
- D. Section 3319.41 of the Ohio Revised Code states that a professional staff member or administrator may use such force as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupils, for the purpose of self-defense, or for the protection of persons or property.
- E. All cases of physical threat or violence to members of the staff will be reported immediately to the principal.
- At the staff member's discretion, the principal will notify the police.
 - The involved staff member will complete an assault report and provide a copy to the principal.
 - The principal will forward the report to the Superintendent
 - Any staff member who is assaulted will at their discretion be excused to seek a medical evaluation of the injuries.
 - The Board will cover expenses not covered by the employee's insurance and/or the Ohio Workers Compensation Program.
 - If the physician's evaluation of the injury or injuries resulting from the assault warrants additional time off for the staff member, such time will be governed by the assault leave policy.
- F. Any student physically or verbally threatening or harassing a staff member will be removed from the class and parents will be notified. At the staff member's discretion, a meeting with parents will be requested. Attendance by the staff member will be at their discretion.
- G. The policy of the Board regarding suspensions, expulsions and emergency removals will be applicable to the removal, suspension, or expulsion of students.
- H. Neither the Board nor the Association shall discriminate on the basis of race, creed, religion, color, national origin, age, sex, and marital status and/or sexual orientation with respect to any employee, student or community member. Neither the Board nor the Association condones harassment for any reason, and both agree to act together to prevent its occurrence. All allegations of harassment shall be reported to the appropriate building administrator or Central Office administrator. The Board shall investigate complaints in a timely manner.

ARTICLE XVI. REDUCTION IN FORCE

A. Reasons for Reduction

If the Board of Education decides that it will be necessary to reduce the number of teachers, it may make a reasonable reduction for reasons set forth in O.R.C. 3319.17, which (as of June, 2013) are: (1) return to duty of regular teachers after leaves of absence including suspension of schools; (2) territorial changes affecting the district; (3) financial reasons; or (4) decreased enrollment of pupils.

B. Procedure

1. In making such reduction, the Board shall proceed to suspend contracts in accordance with the recommendation of the Superintendent of Schools. Teachers whose contracts are suspended shall have the right of restoration to active service status in the reverse order of layoff when teaching positions become vacant or are created in which any of such teachers are or become qualified. Teachers who had unsatisfactory evaluations at the time of the reduction in force will not have recall rights. “Unsatisfactory” in this article means an “Ineffective” summative evaluation rating.

2. Steps to Determine “Preference to Teachers”

Certification: Certification will be defined as all types of certification/licensure that are approved by the Ohio Department of Education.

Reductions in Force will be made in the following order unless prohibited by law:

- a. Teachers on limited contracts who have received unsatisfactory formal observations and/or summative (year-end) evaluations within the last two years.
- b. Part Time continuing contract teachers.
- c. Should an additional reduction in force need to be made to Full Time Limited Contract Teachers a panel of at least three administrators appointed by the Superintendent and one nonvoting PEA observer will be convened to conduct a blind review of the remaining teachers based upon the following criteria: Formal Observation, Evaluations (summative), record of attendance, licensure (multiple subjects/grade levels), level of education, involvement in school/community activities, extracurricular activities, licensure (different levels, i.e., Master Teacher) and years of experience.

d. Continuing Contract

Continuing contract teachers shall be reduced by utilizing the following order:

1. Licensure/Certification
2. Rating as determined by formal evaluation
3. When evaluations are comparable, seniority in the District shall prevail.

For the purpose of determining “comparable final evaluation rating” anyone with an evaluation rating of Accomplished, Skilled or Developing will be considered comparable until the end of the 2014-15 school year. Thereafter, the district’s evaluation instrument will determine “comparable final evaluation rating.”

Seniority shall be based on the most recent date of hire into a bargaining unit position. Retired teachers who are hired back do not accumulate seniority years of service. Teachers who teach in Perrysburg but who are not paid by the Perrysburg Board of Education do not accumulate seniority years of service.

A teacher taking an extended unpaid leave of absence as defined in Article XIII, Section (B) will not receive seniority credit for the period of time the teacher is on leave. If a teacher resigns and then is hired back, seniority years start over at the date of the rehire. Seniority for long-term subs commences with their first date of employment in a regular teaching position. Part-time teachers will receive a prorated equivalent of seniority equal to the percentage of the school day they are employed.

C. Recall Rights

1. Certificated staff who have their contracts suspended will be on the recall list for three (3) calendar years from the date of the reduction in force action (RF) as approved by the Board of Education. Positions will be offered even if they are part time in nature and full time employees may pass on the part time openings and wait for a full time position if one becomes available during the three (3)-year period.
2. The Association shall review the certified employee seniority list and submit for changes by April 1st of each year.
3. Laid off Employees shall be recalled in reverse order of layoff in keeping with contract status, Certification/Licensure, or other entry-level requirements for the bargaining unit position.

4. Any Employee shall be considered to have recall rights if the Employee is either laid off or is working in a position of lower pay or fewer hours than the position he/she held prior to the reduction in force or working in any position with a different Employer. The Employee shall be given seven (7) calendar days to accept such offer and shall be granted a minimum seven (7) calendar days from acceptance of the notice to report to work.

D. Notification of Anticipated RIF

1. Except for years in which the Board has a levy on the ballot in the May primary election, prior to April 15 the Superintendent shall notify the union president of any RIF to be implemented for the next school year; if there is a May primary, the deadline shall be May 20. The notification shall include the reason(s) for the RIF; the anticipated position(s) to be reduced or eliminated; the anticipated name(s) of the employees to be affected, the anticipated date of employer action to implement the RIF and the effective date of the RIF. The Superintendent shall notify the employee to be laid off due of the RIF by April 30 (by May 25 in the case of a May levy). The notice shall state the reason for the RIF and the effective date of the suspension.
2. Within ten (10) days of receipt of the written notification, two representatives of the union, the Superintendent and the Treasurer of the Board or President of the Board shall meet to review and discuss the proposed RIF.

ARTICLE XVII. ACADEMIC FREEDOM

While the Board intends to protect teachers from any censorship or restraint that interferes with their obligation to pursue truth in fulfilling their classroom duties, it also expects that controversial issues will be presented in a fair and unbiased manner, and that the maturity and intellectual grasp of students will be taken into account.

ARTICLE XVIII. DISMISSAL/DISCIPLINE

- A. The Perrysburg Public Schools will follow the Ohio Revised Code as it relates to the dismissal of certificated staff. In addition, Perrysburg staff members in the Perrysburg School District shall be granted, upon request, an opportunity for a conference with the Superintendent. The principal and the representative of the PEA may be present at such conference upon the request of the teacher.
- B. Employee Discipline Procedure
 1. The purpose of a Progressive Discipline plan is to facilitate the discipline practices of the District. To this end, the procedure outlined will secure at the lowest possible level, solutions to problems which may arise during the school

year affecting an employee's classroom performance or compliance with District rules, regulations, policies or directives in an effective and confidential manner, to correct and document employee performance problems, and to administer employee discipline in an appropriate manner thereby contributing to employee morale by treating all certificated staff fairly.

2. An employee may be disciplined for just cause.

3. Discipline will be imposed in the following progression:

a) Conference

Before imposing a demotion, suspension or discharge on an employee, the Superintendent or his/her designee shall hold a conference with the employee to give an opportunity to learn the reasons for the intended disciplinary action and to explain his/her behavior. The employee has the right to be accompanied by his/her union representative. The conference will be scheduled as promptly as possible. The Superintendent or designee may impose reasonable rules for the conference and the conduct of the participants. If the Superintendent or designee determines that the employee's continued employment prior to the conference poses a danger to persons or property or a threat of disrupting operations, he/she may relieve the employee of duty with or without pay pending the conference to determine final disciplinary action.

b) Penalties

1. The first instance of misconduct by an employee shall result in a private oral reprimand from his/her supervisor. Documentation of this oral reprimand will be placed in the employee's personnel file.

2. Further misconduct shall result in a written reprimand. (Within three (3) calendar years of oral reprimand). The written reprimand will be signed by both the employee and supervisor and placed in the employee's personnel file.

3. Further misconduct shall result in suspension without pay or demotion, imposed by the Superintendent or designee. (Within three (3) calendar years of the written reprimand). The Superintendent or designee may impose a demotion or suspension for up to thirty (30) days without pay. Documentation of such suspensions or demotions shall be placed in the employee's personnel file.

4. Further misconduct thereafter shall result in discharge, using the above mentioned process as documentation of due process. The recommendation for discharge of an employee shall be considered and voted upon by the Board of Education.

- c) Discipline will normally be progressive, but may be decided on an individual basis based upon the severity of the violation. Therefore, discipline may begin at any step of the disciplinary procedure which is appropriate to the severity of the infraction.
- d) Fringe benefits shall remain in effect during the time of any suspension under this article.
- e) If a grievance is filed because of a suspension with or without pay, the grievance may be initiated at Step Three, Article VII, E.
- f) Employee signatures only indicate receipt of disciplinary notice, not that they agree.

ARTICLE XIX. CONTRACT YEAR

- A. The Board recognizes its duty to bargain consideration of the year-round school calendar. The contract year will include one (1) staff work day/in-service day at the beginning of the school year, one staff work day at the end of the school year, one (1) teacher in-service day as scheduled by the Perrysburg Staff Development Committee (PSDC) and the Superintendent or her/his designee. For the elementary buildings, the equivalent of two (2) conference days and one workday at the end of the first semester. For the junior high and senior high buildings, the equivalent of one (1) conference day and one workday at the end of the first semester. For all teachers, there will be one (1) teacher professional development day scheduled the day preceding students' return from winter break (but not to be scheduled on a Friday). The 186th day shall be a professional development day at the beginning of the school year. At each building, teachers are obligated to participate in the equivalent of two (2) afternoon/evening parent-teacher conference days (3 hours of conferences per each afternoon/evening) and, as compensatory time, the teachers shall receive the day before Thanksgiving as an unscheduled work day. A teacher who is unable to take part in the afternoon/evening parent-teacher conference day(s) due to a highly unusual situation out of control of the teacher is obligated to arrange, through her/his Building Principal, alternate times for the conduct of the parent/teacher conferences outside the regular expected teacher workday. On non-student contact days, the Superintendent will annually establish the starting and ending time of the teacher work day whenever District-wide professional development activities/meetings are planned. When a non-student contact day is designated as a preview day or orientation program, starting/ending times of the teacher work day may be adjusted on a building-level basis so that teachers are available to visit with new students and parents in the late afternoon/evening.

B. The regular teacher work year (contract days) shall be:

	<u>Days</u>
2013-14	185
2014-15	186
2015-16 + thereafter	186

These additional days, beyond the 184 days in 2012-13, (1 day in 2013-14, then a total of 2 days beginning in 2014-15) shall be paid at the teacher's per diem for the particular school year in addition to the salaries on the agreed upon salary schedules. In 2015-16, in preparing a calendar for the 2016-17 and thereafter school years, the 186 days shall be rolled into the school calendar and the per diems into the salary schedules.

ARTICLE XX. DELAYED OPENINGS AND EARLY DISMISSAL

In case of delay, teachers will report within a reasonable length of time. In case of early dismissal the teachers will be able to leave after the students have all cleared the building. In case the Superintendent closes the schools system-wide for emergency situations, teachers will not be required to report to work.

ARTICLE XXI. SCHOOL DAY

A. Elementary Day

The elementary day shall include the following elements:

1. 150 minutes per week of duty-free lunch – all full-time teachers.
2. 200 minutes per week of planning time will be provided on average over the entire year to all full-time teachers.
3. Teachers will escort their students to the cafeteria, but shall not be required to remain in the cafeteria with their students while they are eating.
4. The Board of Education recognizes its mandatory duty to bargain consideration of any material change in the school day and schedules here reflected.
5. The teacher work day shall be 7.5 hours. Any before school or after school meetings and/or duties shall be conducted within the workday or considered voluntary.

B. Junior High School

1. Teachers will be assigned five (5) graded instructional classes or a period requiring instructional preparation of up to fifty (50) minutes each.

- a. One (1) period will be a personal planning period with a minimum of forty (40) minutes.
 - b. Each full-time staff member will have a minimum of a thirty (30) minute lunch period.
 - c. Duties will be assigned for any remaining periods in the schedule. Academic options (AO) represents a duty.
 - d. Language Arts/Math teachers will be assigned four (4) classes not to exceed sixty-five (65) minutes each. In lieu of the four (4) classes they will not have any duty, with the exception of teaming, collaboration, and Academic Options (AO).
2. Teachers may volunteer to teach a sixth course in lieu of a duty assignment. Teachers who volunteer to teach a sixth course will be compensated by supplemental contract at .70 of the supplemental schedule for a full year course and .35 of the supplemental schedule for a semester course based on a 50-minute class period. Classes less than 50 minutes will be prorated. A sixth class constitutes the teaching of six separate class periods.
 3. Duties related to Continuous Improvement/School Improvement requirements may be assigned by the building principal. Reasonable efforts will be made to assign staff on an equitable basis to instructional and non-instructional duties. Teachers may switch duties with their colleagues with the approval of the administration. Cafeteria duty will be rotated every semester.
 4. The schedule should be designed to reflect a middle school concept with exploratory programs and instructional teams that may be modified in the event of redesigned facilities.
 5. The Board of Education recognizes its mandatory duty to bargain consideration of any material change in the school day and schedules here reflected.
 6. The teacher work day shall be 7.5 hours. Any before school or after school meetings and/or duties shall be conducted within the workday or considered voluntary. However, the Junior High shall have no more than one (1) staff meeting per month not to exceed one (1) hour beyond the end of the teacher workday.

C. High School Day

1. Teachers shall be assigned six (6) periods (instructional, academic, intervention/assistance, or duty) every year. Of that total five (5) will be graded instructional assignments or a period requiring instructional preparation.
2. Teachers may volunteer to teach a sixth course in lieu of a duty assignment. Teachers who volunteer to teach a sixth course will be compensated by

supplemental contact at .70 of the supplemental schedule for a full year course and .35 of the supplemental schedule for a semester course based on a 50-minute class period. Classes less than 50 minutes will be prorated. A sixth class constitutes the teaching of six separate class periods.

3. Duties related to Continuous Improvement/school improvement requirements may be assigned by the building principal. Reasonable efforts will be made to assign staff on an equitable basis to instructional and non-instructional duty. Teachers may switch duties with their colleagues with the approval of the administration. Cafeteria duty will be rotated every semester.
4. The teacher workday will remain seven and one-half (7.5) hours. The student day may be adjusted to accommodate a new schedule. Any before school or after school meetings and/or duties shall be conducted within the workday or considered voluntary.
5. A performance-based job description has been adopted for the high school department chairperson.
6. The Board recognizes its mandatory duty to bargain consideration of any material change in the school day and schedules here reflected.

D. Teachers Voluntarily Covering Classes for Absent Teachers

The District will make concerted efforts to use substitute teachers from the approved district substitute list. If a substitute cannot be found, teachers shall be reimbursed for time spent covering a class for a colleague. To be eligible for reimbursement, a teacher must be assigned to cover the class, and it must be during the teacher's regularly scheduled, non-teaching time (planning period, teaming period, duty period, or lunch period).

Teachers will be assigned to cover a colleague's class in accordance with the following:

1. Absence where no substitute is available;
2. Other circumstances at the Principal's discretion.

All assignments under this provision must be approved by the Building Principal or designee, and shall be approved on a rotating basis.

At the junior high and high school levels, a teacher shall be paid at the current negotiated teacher's hourly rate for every sixty (60) minutes spent covering or doubling up with another teacher's class. Reimbursement for less than sixty (60) minutes will be prorated, based on the negotiated teacher's hourly rate. At the elementary level, a teacher shall be paid at the current negotiated teacher's hourly rate for every fifty (50) minutes spent covering or doubling up with another teacher's class. Reimbursement for less than fifty (50) minutes will be pro-rated, based on the negotiated teacher's hourly rate.

Regular teachers used as period substitutes will be supplied with a “Period Sub Form” by their Principal for the purpose of recording substitute time.

ARTICLE XXII. CLASS SIZE

The Board shall comply with class size requirements of the State of Ohio imposed by state law or the Ohio Administrative Code in regulations adopted by the Ohio Department of Education. With due consideration for the availability of state and local revenues, physical facilities, and the need to insure continuity of instruction, the Board will make good faith efforts to continue, in accordance with its past practice, to implement its elementary grade class size caps.

ARTICLE XXIII. MILEAGE REIMBURSEMENT

Teachers who are required to travel between buildings as a part of their regular teaching assignment will be reimbursed for established distances at the rate approved by the Internal Revenue Service.

ARTICLE XXIV. RETIREMENT PAYMENT

A. General

Retirement pay will be a one-time lump sum payment to eligible members of this bargaining unit according to the following provisions.

B. Eligibility

A teacher’s eligibility for retirement pay will be determined as of the final date of employment. The criteria are as follows:

1. The teacher retires from the Perrysburg Public Schools.
2. Retirement will be defined as disability retirement as specified in Section 3307.42, Ohio Revised Code or service retirement as specified in Section 3307.38, Ohio Revised Code (State Teachers’ Retirement System).
3. The teacher must be eligible for disability or service retirement as of the last date of employment with the Board.
4. The teacher must, within one hundred and eighty (180) days of the last date of employment with the Board, prove acceptance into the retirement system by having received and cashed the first retirement check.
5. The teacher must provide a copy of her/his first retirement check stub to the Treasurer’s office to initiate the payment.

C. Benefit Calculation

The retirement pay benefit will be calculated according to the following method:

1. Four (4) days per year are granted for each of the last ten (10) years of Perrysburg service
2. The Treasurer's office will look at the ending sick leave balance of the teacher for the last six (6) years before retirement. The teacher will receive eleven (11) days of severance for each year, up to three (3) years (max of 33 days granted), that the teacher ends the year with two hundred and ten (210) days of accumulated but unused sick leave.
3. In addition, if the teacher completes all six (6) years with two hundred and ten (210) days of accumulated but unused sick leave they will receive an additional six (6) days of severance.

Teachers will receive retirement pay based on one-fourth of their accrued but unused sick leave or the retirement pay benefit explained above, whichever is greater. Retirement pay shall be calculated using the teacher's current per diem rate.

In the event of death of an employee eligible for receipt of service retirement benefits under Ohio law, one-quarter (1/4) of the severance pay which the employee would have received shall be paid in accordance with Ohio Revised Code 2113.04 to the estate of the employee.

D. Severance Pay Deferral Plan

Retirement pay will be made through payroll to all teachers under the age of 55 on or about January 15 of the calendar year following retirement. All teachers turning 55 in the calendar year in which they retire or older, will take part in the Accumulated Leave Plan for Public Employees that is offered by the ING Company.

1. If a retiring member is a participant in the accumulated leave plan, the employer contribution shall be made in a lump sum to ING on his/her behalf under the accumulated leave plan in an amount equal to the lesser of:
 - a. The total amount of the Participant's Severance Pay, or
 - b. The maximum contribution amount allowable under the terms of the accumulated leave plan.
2. To the extent that an accumulated leave plan participant's severance pay exceeds the maximum amount allowable under the accumulated leave plan for a calendar year, the excess amount shall be payable to the accumulated leave plan in the following January, up to the maximum accumulated leave plan limits for that calendar year. If there is any remaining excess, it shall likewise be paid in subsequent calendar years; provided, however, that if any excess remains at the

end of the fifth calendar year following the calendar year of retirement, the remainder shall be paid in cash to the retired employee.

3. If a member is entitled to have a contribution paid to an accumulated leave plan and dies prior to such contribution being paid to the Plan, the contribution shall be paid to the estate of the deceased member.

ARTICLE XXV. INSURANCE COVERAGE

- A. Subject to the modifications below, teachers selecting either single or family coverage shall be enrolled in the current PPO program and shall pay 10% of the monthly premium via payroll deduction. Employees commencing employment with the Board on and after August 1, 2005, shall pay 15% of the monthly contribution by payroll deduction.

Plan design shall be as follows:

1. The individual deductible shall be established at \$100 per year for single and \$200 per year for family coverage in network and out of network, with a maximum out of pocket of \$250 per individual in network and \$500 per individual out of network. Co-insurance shall be at 100/90% for in network and 80% out of network. Office visit co-pays shall be \$10 per visit in network and subject to the deductible and co-insurance for out of network. Well child care for the first year of life will have a maximum of \$1,000.
2. When one or more comprehensive networks is/are implemented, the deductible shall be \$100 for single and \$200 for family in network and \$300 for single and \$600 family for out of network. The co-insurance shall be \$250 per individual for in network and \$750 per individual out of network. Co-insurance for in-network shall be 90%, with 70% co-insurance for out of network.
3. Nervous, mental and substance abuse benefit expenses shall be subject to a 20% employee payment share. (The lifetime maximum limit for major medical is set at \$2,000,000 unless prohibited by law.)
4. Enrollees in health insurance shall be provided a retail drug card. Generic drugs will have a \$4 co-pay, Formulary drugs an \$8 co-pay and Non-formulary drugs a \$16 co-pay. Where a generic is available, the employee or dependent must select the generic prescription or pay, in addition to the co-pays, the full cost difference between the cost of the generic and the cost of the name brand prescription unless the attending physician, in writing, documents that filling the prescription with the name brand drug is a medical necessity and specifies the medical conditions producing the necessity. Mail order prescriptions are available at a 90 day supply at a co-pay of \$5 for generic, \$10 for Formulary and \$25 for Non-formulary for each prescription, subject to the same generic mandate as set forth above. Formulary lists for different prescription carriers may change yearly (Jan.-Jan.) and formulary lists with the current carrier are not precedent-setting. Formulary

drug lists (sometimes called performance drug lists) are available on the prescription provider's website.

5. If premium renewal increases during the term of this Agreement cumulatively exceed ten percent (10%), the annual deductible shall be increased to \$250 for single coverage and \$500 for family coverage.
 6. The Board shall implement as soon as feasible an ER copay of \$50 and WebDoc (with any cost for the latter paid by the Board).
- B. For any full-time certificated employee employed before 7/31/2005 who elects one or more forms of family or single coverage the Board of Education agrees to pay ninety percent (90%) of the total family or single health insurance premium. Employees commencing employment on and after 8/1/2005 shall pay 15% of the total family or single health insurance premium. Certificated employees who are employed between fifty percent (50%) and seventy-five percent (75%) of full-time are entitled to payment by the Board of 50% of the family or single premium, while certificated employees employed between 76% and 90% of full-time are entitled to Board payments of 75% of family or single health insurance premium Board payment of 90% (if hired before 7/31/2005) or 85% (if hired after 7/31/2005) of the family or single health insurance premium will be available to certificated employees employed at 90% and above of full time. Certificated employees employed less than 50% of the equivalent of a full-time teaching employee are not entitled to medical insurance benefits. This also includes all hospitalization, surgical, dental, and major medical insurance. Subject to the limitations imposed by federal, state, and local laws and regulations, the teacher's contribution towards the cost of health insurances will be accomplished in a fashion that does not result in a negative tax impact on the teacher.
- C. Teachers electing health insurance coverage may participate in the Board's Section 125 Plan by electing to have their contribution amounts deducted from their pay on a pre-tax basis. Participation in the plan is subject to the rules and regulations of the Internal Revenue Code, as adopted by the Board.
- D. The Board of Education will pay one hundred percent (100%) of the established life insurance policy for all employees in the insured amount of \$50,000.
- E. The Board reserves the right to add another network at any time, in addition to the current network.
- F. If a state insurance pool is established during the life of this Agreement, and if the Board elects to convert the District's insurance to a program offered through the state insurance pool, the PEA reserves the right to bargain with respect to any material changes.

G. Spousal Mandate:

1. Employees whose spouse's employer or retirement provider provides and pays for at least 70% of the cost of health insurance for single coverage must have the spouse's plan provide primary coverage for the spouse. Benefits under the Board plans will not be provided to an eligible dependent spouse eligible for the type of group plan described above until the eligible spouse's group benefits have paid the primary portion of the claim.
2. Employees will be required to obtain yearly written verification on spousal eligibility from their spouse's employer.
3. In the event that the spousal mandate is in violation of applicable law, the bargaining unit and representatives of the Board of Education will meet to discuss application of said laws to the contract.

H. Health Care Committee (HCC)

The parties agree to establish a continuing committee composed of representatives of the PEA and the Board that will act in an advisory capacity to discuss health insurance matters affecting employees. The Committee will be composed of four members appointed by the PEA and four members appointed by the Board. Representatives of other bargaining units may be included on this Committee with the mutual consent of the PEA and the Board.

Each party will appoint a chairperson. Minutes will be kept of all meetings and shared with all members of the committee. The use of a consultant is permitted.

The Committee will review insurance costs, explore program additions or revisions, modifications and cost containment options, and examine utilization patterns and make recommendations to the Superintendent for changes within existing health insurance programs as well as adding and/or modifying health insurance plans/programs.

I. Waiver

1. A full-time teacher currently receiving Board-paid contributions towards hospitalization, surgical, and major medical insurance--family coverages, who waives the right to insurance for one (1) full benefit year (September 1 through August 31), will receive a lump sum payment on the first pay period following completion of that benefit year of \$1,000.
2. In the event of a change in the need for coverage due to a major life event causing a cessation of the teacher's alternate source of coverage during the waiver year (major life event described as death of spouse, divorce, dissolution, spouse loss of job), the teacher may reinstate coverage effective the first day of the following month without having to meet any pre-existing condition requirement provided she/he has filed the proper application card with the Office of the Treasurer. Such re-entry into the insurance program will preclude the bargaining unit member

from receiving the health care insurance waiver payment in lieu of coverage as indicated during the waiver year. If a teacher retires or resigns before the waiver period is up the waiver will be pro-rated.

3. Should a teacher elect to participate in the program, the teacher must complete the waiver form by the 1st of September. The waiver shall remain in effect unless the Board receives written notification. A participant in the waiver program may change only once at the beginning of the school year and must notify the Board prior to the first day of September of the requested change of status. A teacher who withdraws from the program may not re-enter same until the following year, except for the conditions established in paragraph 2 above. A newly employed teacher may elect to participate by completing the waiver of coverage at the time of initial employment. Payment shall be made to such persons on a pro rata basis. The waiver amount shall be paid in a separate check.

J. New Employees

A newly hired teacher who is eligible for insurance coverage and elects same will be insured effective with the first day of the first full month of Board employment.

ARTICLE XXVI. EMPLOYEE'S RETIREMENT CONTRIBUTION

The Board will designate each employee's mandatory contributions to the State Teachers' Retirement System of Ohio as "picked up" by the Board as contemplated by Internal Revenue Service Revenue Rulings 77-462 and 81-36, although they shall continue to be designated as employee contributions as permitted by Attorney General Opinion 82-097, in order that the amount of the employee's income reported by the Board as subject to federal and Ohio income tax will be the employee's total gross income reduced by then-current percentage amount of the employee's mandatory State Teachers' Retirement System of Ohio contribution which has been designated as "picked up" by the Board, and that the amount designated as "picked up" by the Board will be included in computing final average salary, provided that no employee's total salary is increased by such "pick up," nor is the Board's total contribution to the State Teachers' Retirement System of Ohio increased thereby.

ARTICLE XXVII. INDIVIDUAL RIGHTS

The provisions of this agreement shall be uniformly applied to all members of the bargaining unit.

ARTICLE XXVIII. MISCELLANEOUS

- A. Each building will have a committee that will function as an open forum for discussion. Committee members and meeting times will be arranged by the PEA in cooperation with the building principal. The committee will meet as needed at a mutually agreed upon time.

B. Medical Procedures

Except for field trips, no classroom teacher shall be required to administer medications or provide nursing services to any student. Teachers must contact the school nurse prior to any field trip.

C. Extended Time Allowance

Members of the bargaining unit assigned to positions as District K-12 guidance personnel and (when part of the unit) school psychologists or other members of the bargaining unit required in writing by the Superintendent's office to work beyond the regular school year will be issued supplemental contracts for services beyond the regular teacher work year. Such contracts shall provide compensation for such services at the member's regular per diem rate for each full day of extended service. The number of extended days may vary from year to year. Extended time days shall occur on nonscheduled work days (Monday through Friday). Other services beyond the regular school year performed by a bargaining unit member which is not required in writing by the Superintendent's office shall be compensated at the established hourly rate for such hours as are approved by the Superintendent's office.

D. Perfect Attendance Incentive

If in the first semester a unit member has perfect attendance, excluding professional days, the member shall receive a stipend of \$100.00; a unit member with perfect attendance, excluding professional leave, for the second semester shall receive a stipend of \$150.00. These amounts shall be prorated for part-time teachers and shall not be available to tutors.

E. Smoking

All buildings and grounds in the District and every event held in any building in the District will be smoke/tobacco free at all times, regardless of whether or not school is in session or students are in attendance.

F. Drug-Free Schools

The Association and Board oppose the illegal use of drugs by any employee and oppose the use of illegal drugs or alcohol which presents a significant risk to safe and effective performance of job responsibilities. The parties agree that it is in the best interest of the Board, Association and all students that the District be a drug and alcohol-free work place. The Association and Board wholeheartedly support reasonable efforts by the other to obtain and maintain this result.

1. The Association further recognizes the right and duty of the Board to make, publish, and enforce rules and policies to assure this result. However PEA retains its rights to bargain over any material changes in policy or rules proposed by the Board.

2. The term “drug” includes cannabis, as well as other controlled substances including alcohol as defined in the Ohio Revised Code. The term “illegal drug usage” or “illegal drug abuse” includes the use of cannabis or any controlled substance which has not been legally prescribed and/or dispensed, or the abusive use of alcohol or a legally prescribed drug.
3. Before any reasonable suspicion testing program commences, at least three administrators appointed by the Superintendent shall attend training offered by the Ohio Bureau of Workers’ Compensation in the detection and prevention of abuse of drugs or alcohol paid by the Board. Four members appointed by the Association President shall be offered the opportunity to attend such training.
4. Employees may be tested for abusive illegal drug usage of drugs or alcohol where there are reasonable grounds to believe that the employee to be tested is abusing illegal drugs. Before an employee may be directed to reasonable grounds testing, a committee composed of at least two appropriately trained administrative personnel will consider the specific, objective facts which raise reasonable concerns regarding illegal drug abuse. The administrators will offer to meet with an appropriately trained PEA member appointed by the PEA President to review and discuss those facts and inferences. However, no member of the PEA will be expected or required to identify or offer an opinion with respect to whether an employee should be tested for use of drugs or alcohol. Such facts and inferences may be based upon, but are not limited to, any of the following:
 - a. Observable phenomena, such as direct observation of drug or alcohol use, possession or distribution, or the physical symptoms of being under the influence of drugs or alcohol, such as but not limited to slurred speech, dilated pupils, odor of alcohol or marijuana, changes in affect, dynamic mood swings, etc.
 - b. A pattern of abnormal conduct, erratic or aberrant behavior, or deteriorating work performance (e.g. frequent absenteeism, excessive tardiness, recurrent accidents) which appears to be related to substance or alcohol abuse and does not appear to be attributable to other factors.
 - c. The identification of an employee as a focus of a criminal investigation into unauthorized drug possession, use or trafficking.
 - d. Repeated or flagrant violations of the Board’s safety or work rules, which are determined by a supervisor to pose a substantial risk of physical injury or property damage and which appear to be related to substance use or substance use that may violate the Board’s drug free workplace policy and do not appear attributable to other factors.
5. Any member who may have caused or contributed to an on-the-job accident, as defined below, shall submit to a drug and/or alcohol test. “Accident” means an unplanned, unexpected or unintended event which occurs on Board property,

during the conduct of the Board's business, or during working hours, or which involves Board-supplied motor vehicles or motor vehicles used in conducting the Board's business, or within the scope of employment, and which results in any of the following:

- a. A fatality of anyone involved in the accident.
 - b. Bodily injury requiring off-site medical attention away from the employer's place of employment.
 - c. Vehicular damage in apparent excess of \$2500, or
 - d. Non-vehicular damage in apparent excess of \$2500.
6. Provided the Board had reasonable cause to believe that the employee to be tested is abusing illegal drugs or alcohol, an employee refusing to submit to testing shall be disciplined up to and including discharge.
7. Testing shall be conducted at a laboratory that meets "Mandatory Guidelines for Federal Workplace Drug Testing Programs and is listed on the Federal Register."
- a. Guidelines and Additional Requirements -- Except as otherwise provided, all drug testing will, as a minimum, be conducted in accordance with the U.S. Department of Health and Human Services' "Mandatory Guidelines for Federal Workplace Drug Testing Programs," as set forth in the Federal Register and at Board expense. In addition to the "Guidelines," urine samples will be separated into two containers at the time of sample donation. One portion of the original urine sample will be kept secure and chemically stable and made available for verification of laboratory testing results as provided in Section B., 2. All alcohol testing will, as a minimum, include the use of: evidential-grade breath alcohol analysis devices." Moreover, where a confirmatory test is performed directly on blood, one portion of the sample will be kept secure and chemically stable and made available for verification of laboratory testing results as provided in Section B., 2.
 - b. Testing Positive
 - (1) In the case of a "positive" test result, the employee will be so advised by the appropriate representative of the laboratory conducting the test, on a confidential basis, prior to the reporting of the results to the Employer, and the employee will have the right to discuss and explain the results, including the right to advise the laboratory representative of any medication prescribed by his/her own physician, which may have affected the results of the test.
 - (2) An employee testing "positive" will have the right to have the secured portion of his/her urine or blood sample independently

retested by a HHS-certified laboratory of his/her choice and at his/her expense. If the independent retest is “negative” the employee will be permitted to resume work immediately and be reimbursed for the cost of such independent test.

8. In the case of a “positive” test result, the employee shall be so advised by the appropriate representative of the laboratory conducting the test, on a confidential basis, prior to the reporting of the results to the Board, and the employee shall have the right to discuss and explain the results, including the right to advise the laboratory representative of any medication prescribed by his/her own physician, which may have affected the results of the test.
9. The Board shall encourage and refer the employee to participate in drug and/or alcohol counseling, employee assistance, rehabilitation, and other drug and alcohol abuse treatment programs. Employees who have tested “positive” under these procedures will be encouraged to accept a referral to such a Program.
10. Discipline
 - a. Confirmation – No adverse action or discipline will be taken against any employee on the basis an unconfirmed “positive” result of a drug or alcohol test. Confirmation of positive drug test results will be conducted using the GCMS method or other method which may subsequently be recognized by the U.S. Department of Health and Human Services as the state-of-the-art for validity and accuracy of drug testing results. Confirmation of positive alcohol test results will be conducted using a second breath sample and a second analytic device. In addition, at the option of the employee, a further confirmatory test will be performed on a blood specimen using the Gas Chromatography method or other method which may subsequently be recognized by the U.S. Government as the state-of-the-art for validity and accuracy of alcohol testing results.
 - b. Grievance Procedure – Any discipline or adverse action imposed by the Employer as a result of this drug and alcohol program, including the results of chemical testing, will be subject to the grievance and arbitration procedures as provided in the collective bargaining agreement. Such discipline must meet the just cause standard.
11. The Board shall pay for the first two (2) tests. Additional tests of the original specimen desired by the employee shall be at his or her own expense, and done at the lab of his/her choice other than the one used by the Board.
12. Subject to the provisions of this policy, employee confidentiality shall be maintained.
13. This Section shall be construed and applied so as to be consistent with the Americans With Disabilities Act.

No employee shall unlawfully possess, use or distribute illicit drugs or alcohol on school premises or at any place where school activities are held. Disciplinary sanctions will be imposed on employees who violate this provision. Sanctions may include referral to and completion of an appropriate rehabilitation program, employment termination in accordance with O.R.C. 3319.16, and referral for prosecution.

Through this Agreement, the Board provides members of the bargaining unit with the mandatory standard of conduct described above and a description of the range of sanctions that may be imposed for a particular violation. Information about drug and alcohol counseling and rehabilitation and re-entry programs is available to employees of the Perrysburg Exempted Village Schools and may be obtained through the Superintendent's office.

G. Americans with Disabilities Act

The Superintendent may transfer and assign certificated employees in order to provide a reasonable accommodation to disabled bargaining unit members in compliance with the Americans with Disabilities Act.

H. Salary Placement and Contract Status

In order to be eligible for new salary schedule placement, teachers must supply the office of the Superintendent with written confirmation of their attainment of additional hours not later than ten days before the first work day of the year or ten days before the end of the first semester of the year. Original transcripts or a written form that is available at the Personnel office shall be completed by the university and submitted to the Personnel office at least ten (10) working days before the first work day of the year or ten days before the end of the first semester of the year. Additional hours which entitle the teacher to advance on the salary schedule shall be made effective with the first pay of each semester, provided the notice has been given within the timeline set forth above. Teachers who believe they will be eligible for consideration for continuing contract status (tenure) pursuant to the guidelines listed below, must advise the office of the Superintendent and the building principal of that fact by October 1st. Failure to so advise the office of the Superintendent by that date will result in a waiver of the teacher's right to be considered for continuing contract until the following school year.

I. Eligibility for Continuing Contract Status

1. Teacher must have completed 3 years with Perrysburg schools (at least 3 of the last five years, OR 2 years if tenure was granted elsewhere.)
2. Teacher must have one of the following:
 - a. If the teacher did not hold a masters' degree at the time of initially receiving a teachers' certificate or an educator license, thirty semester hours of coursework in the area of licensure or in an area related to the teaching field since the initial issuance of such certificate or license.

- b. If the teacher held a masters' degree at the time of initially receiving a teacher's certificate or an educator license, six semester hours of graduate coursework in the area of licensure or in an area related to the teaching field since the initial issuance of such certificate or license, as specified in rules with the state board of education shall adopt.
3. A teacher must meet the eligibility requirements for a continuing contract set forth in O.R.C. 3319.11(B) and 3319.08(D-F).
4. Teacher must send letter requesting continuing contract status to building principal *and* superintendent no later than October 1.
5. Building principal must send letter to Superintendent recommending teacher for tenure. Superintendent recommends to board.

Under RC 3319.11, the superintendent has the option to recommend reemployment of a teacher eligible for tenure under a one-time contract with reasons directed at professional improvement, only if the Board rejects, by $\frac{3}{4}$ vote, the superintendent's recommendation for tenure.

J. Classroom Movement

Teachers whose classroom assignments have changed are expected to pack all of their personal belongings. Actual movement of personal belongings as well as District materials from one location to another will be the responsibility of the District with any additional help required for such activity to be paid at an appropriate classified employee rate.

K. Occupational Safety and Health

The Board retains exclusive authority to adopt and implement policies and procedures required by O.R.C. Chapter 4167, by the Division of Occupational Safety and Health, by the Public Employee Risk Reduction Advisory Commission, and/or any other rules or regulations adopted under the authority of Chapter 4167. The Board is entitled to adopt such policies and procedures without any obligation to bargain.

Except for a condition which the teacher, acting in good faith, reasonably believes presents an imminent danger of death or serious harm to her/him, a teacher must report an alleged violation. If the alleged violation is not resolved within ten (10) days or if the teacher feels she/he has been discriminated against in violation of Chapter 4167, the teacher may file a grievance under Article VII.

Before exercising her/his right to refuse work under Section 4167.06 because of a condition, which the teacher acting in good faith reasonably believes, presents an imminent danger of death or serious harm to her/him, the teacher must immediately

notify her/his supervisor of the condition. The teacher may be temporarily reassigned while the condition is being investigated and/or ameliorated.

L. Administrator Review

PEA and administrators will work to resolve concerns on a case-by-case basis. A resolution team of PEA members and administrators will be selected to investigate situational concerns to determine the correct course of action. All participants will be assured that events will be confidential. A written summary form will be maintained to document the current situation. Concurrently, no written documentation will appear in the PEA member's annual evaluation.

PEA members may request resolution through the PEA leadership, who will contact the Superintendent to start the resolution process. PEA members are the only persons who may initiate the process.

M. Association Release Time

The Association President shall be granted release time. If the President is a junior or senior high school teacher, she/he shall be released one (1) period per day in place of an assigned duty. If the President is an elementary faculty member, she/he shall be excluded from pre and post student day duties. It is understood that the President remains responsible for participating in activities relating to the education of students, including but not limited to IEP conferences, IAT meetings, student credentialing, etc., that might be scheduled during such release time and that the President normally will remain in her/his assigned building during the release time.

N. Intra and Inter-District Enrollment

1. Children of certificated/licensed employees residing in the District and who elect to participate in the intra-district enrollment program shall be given first consideration for building assignment, provided the intra district enrollment request is submitted 30 days prior to the intradistrict enrollment deadline.
2. Inter-district enrollment
The PEA and board recognize the importance of high morale and its relationship to both home and work. To this end, the PEA leadership and representatives of the board will meet regularly to explore the feasibility and economic impact of allowing bargaining unit members' children who reside outside the district to attend Perrysburg Schools. A recommendation will be given to the board on a yearly basis.

O. LPDC (Local Professional Development Committee)

The LPDC shall determine its rules for voting, planning or other organization issues that are in compliance with the Ohio Revised Code.

Compensation for members appointed by PEA at .08, with .12 for the chair on the index supplemental schedule. The LPDC is recognized as the district's liaison with the State regarding licensure, and is the only path through which teachers may renew their licenses.

When placing or replacing PEA members for any committee receiving compensation, the PEA Executive Board will make recommendations, not appointments to the Superintendent for hire.

P. Supplemental Review Committee – Ground Rules

1. A Supplemental Review Committee (SRC) shall be appointed by the Board of Education and the Perrysburg Education Association. Appointments shall be for the length of the negotiated agreement, unless the appointee no longer meets the criteria established for his/her appointment. Replacements shall be made in the same manner as used for the original appointments.

2. The committee shall consist of eight (8) working members:

a. Four (4) members shall be appointed by the President of the association to include

One (1) Elementary staff member

Two (2) Jr. High staff members

One (1) High School staff member

At each level, the member should hold a supplemental. At such time that an appointee no longer meets the criteria for his/her appointment, the President of the Association will name a replacement, using the criteria required to maintain the balance of positions as indicated above.

b. Four (4) members shall be appointed by the Superintendent to include:

Athletic Coordinator

Co-Curricular Coordinator

One (1) Principal

Director of Personnel

3. The SRC will be responsible for making a recommendation to the Superintendent, after reviewing requests submitted by teachers and administrators for:

a. Adding a position

- b. Deleting a position
 - c. Moving a supplemental on the supplemental salary schedule (to be moved only at such time as a new negotiated agreement between the Board and the Association shall be implemented).
 - d. Creating or revising job descriptions.
- 4. The Superintendent, upon receipt of the SRC recommendations, shall consider said recommendations and take action within ten (10) days of receipt of such recommendations. The Superintendent shall provide the SRC with his/her written decision regarding the recommendations with supporting rationale.
 - 5. If four or more members of the committee are not satisfied with the Superintendent's rationale, the matter may be submitted to the Board for final consideration.
 - 6. The SRC shall adopt its own procedures and meeting dates.

Q. Job Sharing

- 1. Two teachers who are qualified and certified/licensed for the same position may be granted the opportunity to share a job upon recommendation by the Superintendent.
- 2. Job sharing shall refer to a voluntary option available for two unit members in like job classifications (certification) to share one (1) full-time position. Priority for job sharing opportunities shall be given to unit members on a "first come, first served" basis.
- 3. The Superintendent may designate grade levels and buildings at which job sharing opportunities may be available and may limit the number of job sharing opportunities, District-wide. Job sharing must conform to and last the full school year unless approved for modification by the Superintendent.
- 4. The salary of the job-sharing teacher shall be the percentage of that teacher's salary as set forth in this Agreement, which represents a percentage of the job that the teacher performs. For example, if two (2) teachers equally share a position, each teacher will be paid 50% of the salary she/he would otherwise earn.
- 5. Job sharing teachers will have the option of paying fifty percent (50%) of all insurance premiums at the established rate.
- 6. All sick leave and personal leave days are accrued and accumulated at the same percentage as job-sharing teachers will be working (e.g. 50%=7.5 sick days and 1.5 personal days per year).

7. Each job-sharing teacher shall be credited with a full year of seniority and a full year of credit for placement on the salary schedule for each year they participate in a job sharing position.
8. Unit members interested in job sharing for an upcoming school year can request a meeting with the building principal and Superintendent to discuss job-sharing opportunities. It shall be the primary responsibility of the unit member seeking a job sharing opportunity to find an acceptable job-sharing partner. No unit member shall be required to job share or be involuntarily assigned or transferred for the purpose of job sharing.
9. To be considered for job sharing, the interested teachers must submit a written proposal to the Superintendent no later than April 1 of the school year preceding the school year in which the job share will be implemented. The proposal must include a letter to the building principal and a copy to the Superintendent, requesting that the unit members' contracts be reduced, and detail the specific position which will be shared, and how the proposed arrangement will work. The proposal must detail how the unit members' educational philosophies are compatible and how they will share a full-time equivalent load of performance responsibilities for attendance, and participation in in-service meetings, staff meetings, team meetings, material selection meetings, IEP meetings, etc.
10. Unless there is a different agreement between the teachers and the principal, job-sharing teachers at the elementary buildings shall split the day equally, and at the middle school and high school shall divide assignments and number of periods equally.
11. The administration will attempt to comply with the wishes of the job-sharing teachers regarding scheduling, but reserves the right to schedule working hours and classes as needed.
12. Each job-sharing teacher's workday will be 3.75 hours. Both teachers must attend scheduled parent conferences.
13. Other staff will not be required to assume any responsibilities of the job-sharing teachers.
14. Between them, the job-sharing teachers shall be responsible for performing a full time equivalency of instructional and supervisory assignments, including committee assignments and attendance at staff meetings, team meetings, materials selections meetings, in services, IEP meetings, etc. The job-sharing teacher attending one of the above listed meetings shall solicit the view of his/her partner in advance of the meeting so the absent partner's views are able to be presented and shall be responsible for sharing the meetings results with the partner. Unless circumstances require the attendance of both teachers at a particular meeting, for example certain IEP meetings, or student staffings, attendance by one of the pair will satisfy this requirement.

15. At the end of each grading period, the job-sharing partnership will be reviewed, or more often if necessary by the building principal or his/her designee and the Superintendent, to ensure that the teachers involved in the job share are performing their duties at expected standards. Key considerations will be:
 - a. The partnership work schedule does not interfere with normal interactions with supervisors, fellow employees, parents and students;
 - b. The partnership schedule does not adversely affect the ability of other employees and/or students to perform their work;
 - c. The partnership ensures their accessibility to staff who maintain full-time hours;
 - d. Leave (professional, personal and sick leave) have been handled in the same manner as prior to the job-sharing partnership; and
 - e. The partnership is following the agreed upon work schedule.
16. Inadequate availability, reduced work production and/or work quality may be cause for modification or termination of the job-sharing partnership. If a recommendation is made that a job-sharing partnership be terminated and returned to one-full time position prior to the end of the school year, the individual teacher's seniority will be considered in deciding who will be given the option of remaining in the position on a full-time basis. The job-sharing teacher who does not remain in the full time position in this case shall be subject to layoff and recall procedures outlined in Article XVI of the negotiated agreement. If neither teacher desires full time employment, the position may be posted and the both teachers in the job-share will be subject to lay-off procedures. In no event shall a teacher who is/was job sharing displace another teacher prior to the end of the school year.
17. By April 1 of each school year, the teachers involved in a job-sharing partnership must notify the building principal(s) and Superintendent in writing whether they wish to continue the job-sharing arrangement for the next school year. If the teachers decide to dissolve the job-sharing arrangement at the conclusion of the academic year, each job-sharing teacher may choose to apply for any available full-time position or have the option of resigning from the system.
18. By March 31, the teachers involved in job sharing and the building principal will review the job-sharing program and the specific job-sharing arrangement. At this time the teachers should offer their input on improving the job-sharing program for the next academic year along with their requests for time scheduling.
19. Non-job share teachers on the recall list must be offered positions before job-sharing teachers can be offered full-time contracts.

20. If during the school year one of the job-sharing teachers becomes unable to continue the job-sharing arrangement, that teacher shall give a four-week notice to the building principal and Superintendent, unless an emergency necessitates immediate change and the remaining job sharing teacher shall fill the fulltime position for the remainder of the school year. The other job-sharing teacher will use appropriate leave provisions as outlined in the negotiated agreement.
21. Job-sharing teachers shall be subject to all other provisions of the negotiated agreement.

R. School-Year Calendar

The Superintendent has the authority to create and recommend a school year calendar to the Board of Education. The Superintendent may create an ad hoc committee for the purposes of exploring new calendar options. This committee will consist of at least three, but no more than five, PEA members appointed by the PEA leadership. The committee will cease to exist upon their recommendation to the Superintendent.

ARTICLE XXIX. ENTIRE AGREEMENT CLAUSE

This contract supersedes and cancels all previous agreements, verbal or written or based upon alleged past practices between the Board and the Association and constitutes the entire agreement between the parties. In accordance with Ohio Revised Code Section 4117.10(A), the provisions of this Agreement shall supersede, control and govern the relationship of the parties in the place of provisions included in Ohio law.

SALARY AND DURATION

1. This Agreement shall be effective through July 31, 2016. The 2013-14 salaries shall be retroactive to August 1, 2013.
2. Salary Schedules
 - A. Individual salaried teachers, by not submitting a written election of Option B to the Superintendent by 5:00 p.m. on January 6, 2014, shall remain on the Salary Schedule A for regular contract duties for the duration of this Master Agreement, except as provided in paragraph 2 of Step Salary Schedule Option B.
 - B. Each teacher who was in paid contract status for the Board for at least one hundred and twenty (120) contract days during the 2012-13 school year shall be credited with one additional year of service credit at the beginning of the 2013-14 school year beyond his/her experience step placement in the 2012-13 school year.
 - C. During the entire duration of this Master Agreement each teacher who has gained the additional training to move horizontally on the salary schedule for regular contract duties shall be moved to the higher training column in accordance with Section XXVIII(H) of the Master Agreement; that Section XVIII(H) applies only to this Salary Schedule A.
 - D. Beginning with the 2014-15 school year and continuing thereafter, each teacher who was in paid status for the Board for at least one hundred and twenty (120) contract days during the 2013-14 school year shall be credited with that year on Salary Schedule A.
 - E. Beginning in the 2015-16 school year and continuing thereafter, each teacher who was in paid status for the Board for at least one hundred and twenty (120) contract days during the 2014-15 school year shall be credited with that year on Step Salary Schedule A.
 - F. Beginning with the 2013-14 school year, if during a previous school year the teacher was placed on Salary Schedule A at a top consecutive experience step (e.g., 16 years' experience in the BS column or 18 years' experience in the Master's column), the teacher shall receive experience credit for his/her service in the District of at least one hundred and twenty (120) days in the 2010-11 and/or 2011-12 school year (2 years' experience for such service in both school years) for all placement on experience steps beyond the last consecutive step in the particular column.
 - G. This Article sets forth the exclusive method for teachers to move to higher experience steps and/or training columns, notwithstanding any other language in this Master Agreement of provision of law.
 - H. The base salary (B.A. with zero years' experience) shall be increased by one and

one-quarter percent (1.25%) in 2013-14 and one and one-quarter percent (1.25%) in both the second and third school years of this Master Agreement, to:

\$35,820 in 2013-14 (retroactive to 8/1/13).

\$36,268 in 2014-15.

\$36,721 in 2015-16.

3. See attached Memorandum of Understanding for Salary Schedule B.

**PERRYSBURG EDUCATION
ASSOCIATION**

Tom Przymlyski

Nancy M. Kuhl

June Roe

Jean L. Mays

Todd [unclear]

Rob Gentry

**PERRYSBURG EXEMPTED VILLAGE
SCHOOL DISTRICT BOARD OF
EDUCATION**

Don Z. Hahn

Paul A. [unclear]

Alan [unclear]

Burt M. [unclear]

Kadee Anstadt

APPENDIX A

Index

PERRYSBURG EDUCATION ASSOCIATION INDEX

DEGREE STEP	BS	BS+15	BS+30	M	M+10
0	1.0000	1.0550	1.1100	1.1650	1.2200
1	1.0550	1.1100	1.1650	1.2200	1.2750
2	1.1100	1.1650	1.2200	1.2750	1.3300
3	1.1650	1.2200	1.2750	1.3300	1.3850
4	1.2200	1.2750	1.3300	1.3850	1.4400
5	1.2750	1.3300	1.3850	1.4400	1.4950
6	1.3300	1.3850	1.4400	1.4950	1.5500
7	1.3850	1.4400	1.4950	1.5500	1.6050
8	1.4400	1.4950	1.5500	1.6050	1.6600
9	1.4950	1.5500	1.6050	1.6600	1.7150
10	1.5500	1.6050	1.6600	1.7150	1.7700
11	1.6050	1.6600	1.7150	1.7700	1.8250
12	1.6600	1.7150	1.7700	1.8250	1.8800
13	1.7150	1.7700	1.8250	1.8800	1.9350
14	1.7700	1.8250	1.8800	1.9350	1.9900
15	1.8250	1.8800	1.9350	1.9900	2.0450
16	1.8800	1.9350	1.9900	2.0450	2.1000
17		1.9900	2.0450	2.1000	2.1550
18				2.1550	2.2100
19					2.2650
23	1.9350	2.0450	2.1000	2.2100	2.3200
27	1.9900	2.1000	2.1550	2.2650	2.3750
29	2.0450	2.1550	2.2100	2.3200	2.4300

1.25% on
35,378

Appendix A
Perrysburg Public Schools
2013-14

****This schedule is excel calculated and has NOT
been hand checked for accuracy. It is subject
to change once it has been fully checked.**

35,820

Compensation Plan for Teaching Personnel

DEGREE	BS		BS+15		BS+30		M		M+10	
STEP	Salary	One Day Per Diem								
0	35,820	194.67	37,790	205.38	39,760	216.09	41,730	226.79	43,700	237.50
1	37,790	205.38	39,760	216.09	41,730	226.79	43,700	237.50	45,671	248.21
2	39,760	216.09	41,730	226.79	43,700	237.50	45,671	248.21	47,641	258.92
3	41,730	226.79	43,700	237.50	45,671	248.21	47,641	258.92	49,611	269.63
4	43,700	237.50	45,671	248.21	47,641	258.92	49,611	269.63	51,581	280.33
5	45,671	248.21	47,641	258.92	49,611	269.63	51,581	280.33	53,551	291.04
6	47,641	258.92	49,611	269.63	51,581	280.33	53,551	291.04	55,521	301.74
7	49,611	269.63	51,581	280.33	53,551	291.04	55,521	301.74	57,491	312.45
8	51,581	280.33	53,551	291.04	55,521	301.74	57,491	312.45	59,461	323.16
9	53,551	291.04	55,521	301.74	57,491	312.45	59,461	323.16	61,431	333.86
10	55,521	301.74	57,491	312.45	59,461	323.16	61,431	333.86	63,401	344.57
11	57,491	312.45	59,461	323.16	61,431	333.86	63,401	344.57	65,372	355.28
12	59,461	323.16	61,431	333.86	63,401	344.57	65,372	355.28	67,342	365.99
13	61,431	333.86	63,401	344.57	65,372	355.28	67,342	365.99	69,312	376.70
14	63,401	344.57	65,372	355.28	67,342	365.99	69,312	376.70	71,282	387.40
15	65,372	355.28	67,342	365.99	69,312	376.70	71,282	387.40	73,252	398.11
16	67,342	365.99	69,312	376.70	71,282	387.40	73,252	398.11	75,222	408.82
17			71,282	387.40	73,252	398.11	75,222	408.82	77,192	419.52
18							77,192	419.52	79,162	430.23
19									81,132	440.93
23	69,312	376.70	73,252	398.11	75,222	408.82	79,162	430.23	83,102	451.64
27	71,282	387.40	75,222	408.82	77,192	419.52	81,132	440.93	85,073	462.35
29	73,252	398.11	77,192	419.52	79,162	430.23	83,102	451.64	87,043	473.06

**Graduate hours and locally developed board paid PAC credits only.

**A teacher new to the system or who has a break in service with the Perrysburg Schools will be allowed full credit for three (3) years teaching and military service. Additional years may be granted at the discretion of the Superintendent where the teacher would be responsible for the performance of a related supplemental contract or is assigned to a specialty certification/license area. Teachers will sign a form prior to being hired disclosing all teaching and military experience and acknowledging the years of service granted at hire. Any current part time teacher with Perrysburg Schools that is moving to full time will be granted a maximum of three (3) years of experience. Their part time years will counted as half-credit up to the three (3) year maximum.

1.25% on
35,820

Appendix A
Perrysburg Public Schools
2014-15

****This schedule is excel calculated and has NOT
been hand checked for accuracy. It is subject
to change once it has been fully checked.**

36,268

Compensation Plan for Teaching Personnel

DEGREE	BS		BS+15		BS+30		M		M+10	
	STEP	Salary	Two Days Per Diem	Salary						
0	36,268	394.22	38,263	415.90	40,257	437.58	42,252	459.26	44,247	480.95
1	38,263	415.90	40,257	437.58	42,252	459.26	44,247	480.95	46,242	502.63
2	40,257	437.58	42,252	459.26	44,247	480.95	46,242	502.63	48,236	524.30
3	42,252	459.26	44,247	480.95	46,242	502.63	48,236	524.30	50,231	545.99
4	44,247	480.95	46,242	502.63	48,236	524.30	50,231	545.99	52,226	567.67
5	46,242	502.63	48,236	524.30	50,231	545.99	52,226	567.67	54,221	589.36
6	48,236	524.30	50,231	545.99	52,226	567.67	54,221	589.36	56,215	611.03
7	50,231	545.99	52,226	567.67	54,221	589.36	56,215	611.03	58,210	632.72
8	52,226	567.67	54,221	589.36	56,215	611.03	58,210	632.72	60,205	654.40
9	54,221	589.36	56,215	611.03	58,210	632.72	60,205	654.40	62,200	676.09
10	56,215	611.03	58,210	632.72	60,205	654.40	62,200	676.09	64,194	697.76
11	58,210	632.72	60,205	654.40	62,200	676.09	64,194	697.76	66,189	719.45
12	60,205	654.40	62,200	676.09	64,194	697.76	66,189	719.45	68,184	741.13
13	62,200	676.09	64,194	697.76	66,189	719.45	68,184	741.13	70,179	762.82
14	64,194	697.76	66,189	719.45	68,184	741.13	70,179	762.82	72,173	784.49
15	66,189	719.45	68,184	741.13	70,179	762.82	72,173	784.49	74,168	806.17
16	68,184	741.13	70,179	762.82	72,173	784.49	74,168	806.17	76,163	827.86
17			72,173	784.49	74,168	806.17	76,163	827.86	78,158	849.54
18							78,158	849.54	80,152	871.22
19									82,147	892.90
23	70,179	762.82	74,168	806.17	76,163	827.86	80,152	871.22	84,142	914.59
27	72,173	784.49	76,163	827.86	78,158	849.54	82,147	892.90	86,137	936.27
29	74,168	806.17	78,158	849.54	80,152	871.22	84,142	914.59	88,131	957.95

**Graduate hours and locally developed board paid PAC credits only.

**A teacher new to the system or who has a break in service with the Perrysburg Schools will be allowed full credit for three (3) years teaching and military service. Additional years may be granted at the discretion of the Superintendent where the teacher would be responsible for the performance of a related supplemental contract or is assigned to a specialty certification/license area. Teachers will sign a form prior to being hired disclosing all teaching and military experience and acknowledging the years of service granted at hire. Any current part time teacher with Perrysburg Schools that is moving to full time will be granted a maximum of three (3) years of experience. Their part time years will counted as half-credit up to the three (3) year maximum.

1.25% on
36,268

Appendix A
Perrysburg Public Schools
2015-16

****This schedule is excel calculated and has NOT
been hand checked for accuracy. It is subject
to change once it has been fully checked.**

36,721

Compensation Plan for Teaching Personnel

DEGREE	BS		BS+15		BS+30		M		M+10	
STEP	Salary	Two Days Per Diem								
0	36,721	399.14	38,741	421.10	40,760	443.04	42,780	465.00	44,800	486.96
1	38,741	421.10	40,760	443.04	42,780	465.00	44,800	486.96	46,819	508.90
2	40,760	443.04	42,780	465.00	44,800	486.96	46,819	508.90	48,839	530.86
3	42,780	465.00	44,800	486.96	46,819	508.90	48,839	530.86	50,859	552.82
4	44,800	486.96	46,819	508.90	48,839	530.86	50,859	552.82	52,878	574.76
5	46,819	508.90	48,839	530.86	50,859	552.82	52,878	574.76	54,898	596.72
6	48,839	530.86	50,859	552.82	52,878	574.76	54,898	596.72	56,918	618.67
7	50,859	552.82	52,878	574.76	54,898	596.72	56,918	618.67	58,937	640.62
8	52,878	574.76	54,898	596.72	56,918	618.67	58,937	640.62	60,957	662.58
9	54,898	596.72	56,918	618.67	58,937	640.62	60,957	662.58	62,977	684.53
10	56,918	618.67	58,937	640.62	60,957	662.58	62,977	684.53	64,996	706.48
11	58,937	640.62	60,957	662.58	62,977	684.53	64,996	706.48	67,016	728.43
12	60,957	662.58	62,977	684.53	64,996	706.48	67,016	728.43	69,035	750.38
13	62,977	684.53	64,996	706.48	67,016	728.43	69,035	750.38	71,055	772.34
14	64,996	706.48	67,016	728.43	69,035	750.38	71,055	772.34	73,075	794.29
15	67,016	728.43	69,035	750.38	71,055	772.34	73,075	794.29	75,094	816.24
16	69,035	750.38	71,055	772.34	73,075	794.29	75,094	816.24	77,114	838.20
17			73,075	794.29	75,094	816.24	77,114	838.20	79,134	860.15
18							79,134	860.15	81,153	882.10
19									83,173	904.05
23	71,055	772.34	75,094	816.24	77,114	838.20	81,153	882.10	85,193	926.01
27	73,075	794.29	77,114	838.20	79,134	860.15	83,173	904.05	87,212	947.96
29	75,094	816.24	79,134	860.15	81,153	882.10	85,193	926.01	89,232	969.91

**Graduate hours and locally developed board paid PAC credits only.

**A teacher new to the system or who has a break in service with the Perrysburg Schools will be allowed full credit for three (3) years teaching and military service. Additional years may be granted at the discretion of the Superintendent where the teacher would be responsible for the performance of a related supplemental contract or is assigned to a specialty certification/license area. Teachers will sign a form prior to being hired disclosing all teaching and military experience and acknowledging the years of service granted at hire. Any current part time teacher with Perrysburg Schools that is moving to full time will be granted a maximum of three (3) years of experience. Their part time years will counted as half-credit up to the three (3) year maximum.

APPENDIX B

**Memorandum of Understanding between the Parties
Perrysburg Exempted Village School District Board of Education (Board)
And
Perrysburg Education Association (Association)**

WHEREAS, the Perrysburg Education Association (Association) recognizes that the Perrysburg School Board (Board) has adopted an Alternative Compensation Pilot through an approved grant from Ohio Department of Education, and

WHEREAS the Board has implemented the initial planning of the grant during the 2012-13 school year, and

WHEREAS the Board will implement a revised Alternative Compensation Pilot for the 2013-14 school year as it coincides with this memorandum and the Board Salary Proposal dated November 13, 2013,

NOW THEREFORE, The parties agree that the Alternative Compensation Pilot shall be available but not mandatory for all certified teachers employed with Perrysburg Exempted Village School District, and

The Alternative Compensation Pilot may be extended one additional year if the parties mutually agree to extend. Disputes over whether to extend the Alternative Compensation Pilot are not subject to arbitration.

This Memorandum shall expire July 31, 2016 unless mutually extended in writing.

See attached provisions for Salary Schedule B.

For the Association

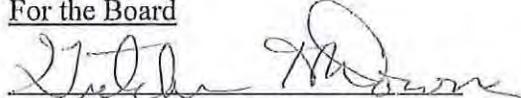


Association President

Date

12/13/13

For the Board



President, Board of Education



Treasurer



Superintendent

Date

Step Salary Schedule Option B (Pilot)

1. An individual salaried teacher may elect to be placed and paid on Salary Schedule B in lieu of placement and payment on Salary Schedule A by submitting a written election to the Superintendent by 5:00 p.m. on January 6, 2014 with implementation to occur 2nd semester of the 2013-14 school year (January 17, 2014). At the beginning of the second semester of 2013-14 (January 17, 2014), a teacher on Salary Schedule B shall be placed on Salary Schedule B at the tier that has an annual salary closest to the annual salary on the step on which he/she would be placed in that school year on Salary Schedule A that does not result in a reduction in annual salary; in addition, the teacher will be paid a one-time payment of \$1500 for the 2nd semester of 2013-14.
2. If a salaried teacher did not elect to be placed and paid on Salary Schedule B for 2013-14, the teacher may elect to be placed and paid on Salary Schedule B beginning with the 2014-15 school year by submitting a written election form to the Superintendent by 5:00 p.m. on June 6, 2014. Such a teacher shall be placed on Salary Schedule B at the tier that has an annual salary closest to but not lower than the annual salary step on which he/she would have been placed for 2014-15 on Salary Schedule A. Once a teacher is placed on Salary Schedule B (whether in the 2013-14 or 2014-15 school year), that teacher shall remain placed on and paid on Salary Schedule B through the 2014-15 school year.
3. In the 2014-15 school year teachers who are on Salary Schedule B shall receive a one-time stipend in addition to their annual salaries on Salary Schedule B of \$1000.
4. A teacher in June after the end of each school year (beginning in June 2014) shall be awarded Achievement Credits (“ACs”) based on the description and standards for ACs set forth on Schedule B-1.
 - a. If the teacher has not achieved at least 70 ACs but has achieved 10, 20, 30, 40, 50 or 60 ACs attributable to that school year, the teacher will receive the amount listed in the applicable horizontal salary box at the beginning of the next school year as a stipend for that year only, not added to the base.
 - b. No teacher’s base salary shall be reduced from one school year to another unless pursuant to a uniform reduction of salaries for all teachers in the District; provided, however, that if a teacher who has been placed on Salary Schedule B returns to placement on Salary Schedule A for 2015-16 he/she shall be placed on Salary Schedule A pursuant to the rules of this Agreement that would otherwise apply to such teacher on Salary Schedule A even if the teacher’s salary is reduced from what it was on Salary Schedule B, notwithstanding O.R.C. 3319.08, O.R.C. 3319.12, Board policy or any other provision of law or this Agreement.

- c. If the student growth building level data is not available by the beginning of the next school year (beginning with 2014-15), the additional ACs for that data, if any, shall be credited to the teacher promptly after the District receives the data. If the crediting of those ACs from the prior school year would move the teacher to a higher salary tier of box, the annual salary of the teacher shall be recalculated and awarded to the teacher retroactive to the beginning of the school year.
5. In addition, for a teacher to move into tier SP-1, the teacher must have attained at least 70 ACs in seven (7) of the previous ten (10) school years and a cumulative total of at least 670 ACs over those ten (10) years.
- a. Over the first ten (10) years in which Salary Schedule Option B is in existence, a teacher shall move up from PRO-9 to SP-1 based on the following number of ACs for the total number of years Salary Schedule Option B has been in existence (with 2013-14 as year 1 for step movement in 2014-15):

School Year	Average ACs	No. of School Years	Cumulative Total
2013-14	70	1	70
2014-15	67.5	2	137.5
2015-16	66	3	203.5
2016-17	65	4	268.5
2017-18	65	5	335
2018-19	65	6	402
2019-20	65	7	469
2020-21	65	8	536
2021-22	65	9	603
2022-23	65	10	670

In addition, the teacher must achieve at least 70 AC's in the year immediately prior to moving from PRO-9 to SP-1.

- b. If a teacher begins the school year at tier LC-1, his/her salary will remain frozen, and will only be eligible to receive AC credits and any increase in the "base" salary of Salary Schedule B.

6. This Article sets forth the exclusive method for teachers to move to higher vertical tiers or horizontal salary boxes on Salary Schedule B, notwithstanding any other language in this Master Agreement or provision of law.
7. The base salary (beginning teacher at EC-1) shall be increased by one and one-quarter percent (1.25%) in both the second and third years of this Master Agreement.
8. Salary Schedule B and all provisions concerning it shall expire on June 30, 2015 except for remaining payments for salaries earned during the 2014-15 school year; provided, however, salaried teachers who were paid under Salary Schedule B during the 2014-15 school year may opt to continue placement on Salary Schedule B during the 2015-16 school year by filing a written election to do so with the Superintendent by 5:00 p.m. on June 1, 2015. Salary Schedule B shall continue after June 30, 2015 either: (1) only for salaried teachers who file a timely written election to do so; or (2) if the parties mutually agree to continue Salary Schedule B beyond 2014-15 on other terms on which they may mutually agree.

PERRYBURG SCHOOLS
ACHIEVEMENT CREDITS

Compensation Category	Units	Description	Implementation
Professional Growth	30	5 or more CEUs outside the workday approved by the LPDC and earned between July 1 and June 30 or approved coursework approved by the LPDC that supports the district mission (ANNUAL) Master Teacher or National Board Certified (CONTINUOUS)	LPDC is the Local Professional Development Committee. Master Teacher is a consortium of teachers and administrators in Lucas County make the determination. Kelley Treece is our representative on the committee. National Board for Professional Teaching Standards evaluates NBC candidates.
Organizational Citizenship	20	Mentor – 20 Cooperating Teachers in a co-teaching environment - 15 Teacher Activity Sheet 1-15 units as determined by the building committee	Mentor teacher is assigned by the administration. Currently 15-20 mentors are assigned at this point. Cooperating teachers are assigned by the building administrator. Principal and BLT will review the Teacher Activity Sheet and award points. In the event of a dispute, the Superintendent will decide.
Student Growth Building Level	20	See below	ODE
Collaboration	20	At the end of the school year, teachers will show	Determined by the principal in

		evidence of continuing collaboration addressing closing the achievement gap in reading, math, or science as measured by grade, team, or department student learning objectives	consultation with the BLT.
Attendance	10	Teachers can only have an accrued absence of 5 days or fewer during the school year not including: military leave, family medical leave, personal days, assault leave, jury duty, religious holidays, and professional leave days.	Treasurer's office provides the data.

Student Growth (max of 20)

Building Grade	Ineffective	Developing	Skilled	Accomplished
A	0	12	18	20
B	0	10	15	18
C with .25 improvement	0	0	10	15

**Appendix B
Perrysburg Public Schools
2013-14
Compensation Plan - Schedule B**

								Achievment Credits/Units									
Masters = 10% inc				2013-14				2,000.00									
		One Day		One Day													
BS	MA	39,700	BS	Per Deim	MA	Per Deim	10 Units \$200	20 Units \$400	30 Units \$600	40 Units \$800	50 Units \$1,000	60 Units \$1,200	70 Units \$1,400	80 Units \$1,600	90-100 Units \$1,800-\$2,000		
0 EC 1	1.000	1.100	0	EC 1	39,700	215.76	43,670	237.34	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
1 EC 2	1.040	1.140	0.04	1 EC 2	41,288	224.39	45,258	245.97	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
2 EC 3	1.080	1.180	0.04	2 EC 3	42,876	233.02	46,846	254.60	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
3 PRO 1	1.160	1.260	0.08	3 PRO 1	46,052	250.28	50,022	271.86	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
4 PRO 2	1.240	1.340	0.08	4 PRO 2	49,228	267.54	53,198	289.12	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
5 PRO 3	1.320	1.420	0.08	5 PRO 3	52,404	284.80	56,374	306.38	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
6 PRO 4	1.400	1.500	0.08	6 PRO 4	55,580	302.07	59,550	323.64	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
7 PRO 5	1.480	1.580	0.08	7 PRO 5	58,756	319.33	62,726	340.90	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
8 PRO 6	1.560	1.660	0.08	8 PRO 6	61,932	336.59	65,902	358.16	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
9 PRO 7	1.640	1.740	0.08	9 PRO 7	65,108	353.85	69,078	375.42	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
10 PRO 8	1.720	1.820	0.08	10 PRO 8	68,284	371.11	72,254	392.68	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
11 PRO 9	1.800	1.900	0.08	11 PRO 9	71,460	388.37	75,430	409.95	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
12 SP 1	1.840	1.940	0.04	12 SP 1	73,048	397.00	77,018	418.58	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
13 SP 2	1.880	1.980	0.04	13 SP 2	74,636	405.63	78,606	427.21	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
14 SP 3	1.920	2.020	0.04	14 SP 3	76,224	414.26	80,194	435.84	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
15 SP 4	1.960	2.060	0.04	15 SP 4	77,812	422.89	81,782	444.47	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
16 SP 5	2.000	2.100	0.04	16 SP 5	79,400	431.52	83,370	453.10	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
17 SP 6	2.040	2.140	0.04	17 SP 6	80,988	440.15	84,958	461.73	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
18 LC 1	2.090	2.190	0.05	18 LC 1	82,973	450.94	86,943	472.52	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000

** Units earned that are greater than or equal to 70 move the Teacher to the next tier

*Calculated 11/25/13 (using formulas) - Actual Amounts may vary by +/- \$1.00 or so once hand calculations are done.

**Appendix B
Perrysburg Public Schools
2014-15
Compensation Plan - Schedule B**

									Achievment Credits/Units									
Masters = 10% inc				2014-15 - 1.25% Increase					2,000.00									
				Two Days		Two Days		10 Units	20 Units	30 Units	40 Units	50 Units	60 Units	70 Units	80 Units	90-100 Units		
BS	MA			40,196	BS	Per Deim	MA	Per Deim	\$200	\$400	\$600	\$800	\$1,000	\$1,200	\$1,400	\$1,600	\$1,800-\$2,000	
0 EC 1	1.000	1.100		0	EC 1	40,196	436.91	44,216	480.60	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
1 EC 2	1.040	1.140	0.04	1	EC 2	41,804	454.39	45,823	498.08	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
2 EC 3	1.080	1.180	0.04	2	EC 3	43,412	471.87	47,431	515.56	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
3 PRO 1	1.160	1.260	0.08	3	PRO 1	46,627	506.82	50,647	550.51	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
4 PRO 2	1.240	1.340	0.08	4	PRO 2	49,843	541.77	53,863	585.46	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
5 PRO 3	1.320	1.420	0.08	5	PRO 3	53,059	576.73	57,078	620.42	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
6 PRO 4	1.400	1.500	0.08	6	PRO 4	56,274	611.68	60,294	655.37	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
7 PRO 5	1.480	1.580	0.08	7	PRO 5	59,490	646.63	63,510	690.32	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
8 PRO 6	1.560	1.660	0.08	8	PRO 6	62,706	681.58	66,725	725.28	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
9 PRO 7	1.640	1.740	0.08	9	PRO 7	65,921	716.54	69,941	760.23	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
10 PRO 8	1.720	1.820	0.08	10	PRO 8	69,137	751.49	73,157	795.18	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
11 PRO 9	1.800	1.900	0.08	11	PRO 9	72,353	786.44	76,372	830.13	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
12 SP 1	1.840	1.940	0.04	12	SP 1	73,961	803.92	77,980	847.61	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
13 SP 2	1.880	1.980	0.04	13	SP 2	75,568	821.40	79,588	865.09	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
14 SP 3	1.920	2.020	0.04	14	SP 3	77,176	838.87	81,196	882.56	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
15 SP 4	1.960	2.060	0.04	15	SP 4	78,784	856.35	82,804	900.04	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
16 SP 5	2.000	2.100	0.04	16	SP 5	80,392	873.83	84,412	917.52	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
17 SP 6	2.040	2.140	0.04	17	SP 6	82,000	891.30	86,019	934.99	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
18 LC 1	2.090	2.190	0.05	18	LC 1	84,010	913.15	88,029	956.84	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000

** Units earned that are greater than or equal to 70 move the Teacher to the next tier

*Calculated 11/25/13 (using formulas) - Actual Amounts may vary by +/- \$1.00 or so once hand calculations are done.

**Appendix B
Perrysburg Public Schools
2015-16
Compensation Plan - Schedule B**

				2015-16 - 1.25% Increase					Achievment Credits/Units									
Masters = 10% inc				Two Days					2,000.00									
		BS	MA	40,698	BS	Per Deim	MA	Per Deim	10 Units \$200	20 Units \$400	30 Units \$600	40 Units \$800	50 Units \$1,000	60 Units \$1,200	70 Units \$1,400	80 Units \$1,600	90-100 Units \$1,800-\$2,000	
0 EC 1		1.000	1.100	0	EC 1	40,698	442.37	44,768	486.61	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
1 EC 2		1.040	1.140	0.04	1 EC 2	42,326	460.06	46,396	504.30	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
2 EC 3		1.080	1.180	0.04	2 EC 3	43,954	477.76	48,024	522.00	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
3 PRO 1		1.160	1.260	0.08	3 PRO 1	47,210	513.15	51,279	557.39	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
4 PRO 2		1.240	1.340	0.08	4 PRO 2	50,466	548.54	54,535	592.78	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
5 PRO 3		1.320	1.420	0.08	5 PRO 3	53,721	583.93	57,791	628.16	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
6 PRO 4		1.400	1.500	0.08	6 PRO 4	56,977	619.32	61,047	663.55	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
7 PRO 5		1.480	1.580	0.08	7 PRO 5	60,233	654.71	64,303	698.94	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
8 PRO 6		1.560	1.660	0.08	8 PRO 6	63,489	690.10	67,559	734.33	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
9 PRO 7		1.640	1.740	0.08	9 PRO 7	66,745	725.49	70,815	769.72	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
10 PRO 8		1.720	1.820	0.08	10 PRO 8	70,001	760.88	74,070	805.11	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
11 PRO 9		1.800	1.900	0.08	11 PRO 9	73,256	796.27	77,326	840.50	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
12 SP 1		1.840	1.940	0.04	12 SP 1	74,884	813.96	78,954	858.20	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
13 SP 2		1.880	1.980	0.04	13 SP 2	76,512	831.65	80,582	875.89	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
14 SP 3		1.920	2.020	0.04	14 SP 3	78,140	849.35	82,210	893.59	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
15 SP 4		1.960	2.060	0.04	15 SP 4	79,768	867.04	83,838	911.28	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
16 SP 5		2.000	2.100	0.04	16 SP 5	81,396	884.74	85,466	928.98	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
17 SP 6		2.040	2.140	0.04	17 SP 6	83,024	902.43	87,094	946.67	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000
18 LC 1		2.090	2.190	0.05	18 LC 1	85,059	924.55	89,129	968.79	200	400	600	800	1,000	1,200	1,400	1,600	1,800 - 2,000

** Units earned that are greater than or equal to 70 move the Teacher to the next tier

*Calculated 11/25/13 (using formulas) - Actual Amounts may vary by +/- \$1.00 or so once hand calculations are done.

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Appendix C
PERRYSBURG PUBLIC SCHOOLS
PERRYSBURG, OHIO
CO-CURRICULAR SCHEDULE

BLDG	POSITION	INDEX	2013/2014	2013/2014	2014/2015	2014/2015	2015/2016	2015/2016
			Base \$7,560	10% Reduct. Non-PEA	Base \$7,655	10% Reduct. Non-PEA	Base \$7,751	10% Reduct. Non-PEA
HS	Athletic Coordinator- Head - HS	2.200	16,632	14,969	16,841	15,157	17,052	15,347
HS	Athletic Coordinator - Assistant - HS	1.750	13,230	11,907	13,396	12,057	13,564	12,208
JH	Athletic Coordinator - JH	1.750	13,230	11,907	13,396	12,057	13,564	12,208
HS	Auditorium Manager - HS		\$28.06	\$25.25	\$28.41	\$25.57	\$28.77	\$25.89
JH	Auditorium Manager - JH		\$28.06	\$25.25	\$28.41	\$25.57	\$28.77	\$25.89
HS	Band - Director - HS	0.650	4,914	4,423	4,976	4,478	5,038	4,534
HS	Band - Assistant - HS	0.400	3,024	2,722	3,062	2,756	3,100	2,790
HS	Band - Jazz OR Pep Band Director - HS	0.225	1,701	1,531	1,722	1,550	1,744	1,570
HS	Band - Summer Director (Band Camp) - HS	0.200	1,512	1,361	1,531	1,378	1,550	1,395
HS	Band - Summer Asst. (Band Camp) - HS	0.130	983	885	995	896	1,008	907
JH	Band - Director - JH	0.400	3,024	2,722	3,062	2,756	3,100	2,790
JH	Band - Assistant - JH	0.200	1,512	1,361	1,531	1,378	1,550	1,395
HS	Baseball - Head - HS	0.750	5,670	5,103	5,741	5,167	5,813	5,232
HS	Baseball - Assistant - HS	0.450	3,402	3,062	3,445	3,100	3,488	3,139
HS	Baseball - Summer - HS	0.150	1,134	1,021	1,148	1,033	1,163	1,046
HS	Basketball - Head Boys - HS	1.000	7,560	6,804	7,655	6,890	7,751	6,976
HS	Basketball - Assistant Boys - HS	0.650	4,914	4,423	4,976	4,478	5,038	4,534
HS	Basketball - Head Girls - HS	1.000	7,560	6,804	7,655	6,890	7,751	6,976
HS	Basketball - Assistant Girls - HS	0.650	4,914	4,423	4,976	4,478	5,038	4,534
JH	Basketball - Boys - JH	0.600	4,536	4,082	4,593	4,134	4,651	4,186
JH	Basketball - Girls - JH	0.600	4,536	4,082	4,593	4,134	4,651	4,186
HS	Bowling - HS	0.250	1,890	1,701	1,914	1,722	1,938	1,744
HS	Cheerleading - Head Basketball - HS	0.400	3,024	2,722	3,062	2,756	3,100	2,790
HS	Cheerleading - Assistant Basketball - HS	0.200	1,512	1,361	1,531	1,378	1,550	1,395
HS	Cheerleading - Head Football - HS	0.400	3,024	2,722	3,062	2,756	3,100	2,790
HS	Cheerleading - Assistant Football - HS	0.200	1,512	1,361	1,531	1,378	1,550	1,395
HS	Cheerleading - Head Wrestling - HS	0.300	2,268	2,041	2,297	2,067	2,325	2,093
HS	Cheerleading - Assistant Wrestling - HS	0.195	1,474	1,327	1,493	1,343	1,511	1,360
JH	Cheerleading - Basketball - JH	0.300	2,268	2,041	2,297	2,067	2,325	2,093
JH	Cheerleading - Football - JH	0.250	1,890	1,701	1,914	1,722	1,938	1,744
HS	Co-Curricular Coordinator - HS	0.410	3,100	2,790	3,139	2,825	3,178	2,860
ELEM	Computer Coordinator - Elementary	0.410	3,100	2,790	3,139	2,825	3,178	2,860
HS/JH	Computer Coordinator - Secondary	0.410	3,100	2,790	3,139	2,825	3,178	2,860
HS	Cross Country - Head - HS	0.625	4,725	4,253	4,784	4,306	4,844	4,360
HS	Cross Country - Assistant - HS	0.350	2,646	2,381	2,679	2,411	2,713	2,442
JH	Cross Country - Head - JH	0.400	3,024	2,722	3,062	2,756	3,100	2,790
JH	Cross Country - Assistant - JH	0.250	1,890	1,701	1,914	1,722	1,938	1,744
HS	Dance Team - HS	0.500	3,780	3,402	3,828	3,445	3,876	3,488
HS/JH	Department Heads (2-3 Teachers/Dept.)	0.275	2,079	1,871	2,105	1,895	2,132	1,918
HS/JH	Department Heads (4-5 Teachers/Dept.)	0.343	2,593	2,334	2,626	2,363	2,659	2,393
HS/JH	Department Heads (6-8 Teachers/Dept.)	0.388	2,933	2,640	2,970	2,673	3,007	2,707
HS/JH	Department Heads (9 + Teachers/Dept.)	0.433	3,273	2,946	3,315	2,983	3,356	3,021
JH	Drama - Production - JH	0.500	3,780	3,402	3,828	3,445	3,876	3,488
JH	Drama - Assistant Production - JH	0.300	2,268	2,041	2,297	2,067	2,325	2,093
HS	Dramatics - (1 fall/1 winter) - HS	0.650	4,914	4,423	4,976	4,478	5,038	4,534
HS	Dramatics - Assistant (1 fall/1 winter) - HS	0.400	3,024	2,722	3,062	2,756	3,100	2,790
HS	First Aid Room - (Athletic Trainer) - HS	0.300	2,268	2,041	2,297	2,067	2,325	2,093
HS	Football - Head - HS	1.000	7,560	6,804	7,655	6,890	7,751	6,976
HS	Football - Assistant - HS	0.650	4,914	4,423	4,976	4,478	5,038	4,534

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Appendix C
PERRYSBURG PUBLIC SCHOOLS
PERRYSBURG, OHIO
CO-CURRICULAR SCHEDULE

BLDG	POSITION	INDEX	2013/2014	2013/2014	2014/2015	2014/2015	2015/2016	2015/2016
			Base \$7,560	10% Reduct. Non-PEA	Base \$7,655	10% Reduct. Non-PEA	Base \$7,751	10% Reduct. Non-PEA
JH	Football - Head 7th, 8th - JH	0.600	4,536	4,082	4,593	4,134	4,651	4,186
JH	Football - Assistant 7th, 8th - JH	0.400	3,024	2,722	3,062	2,756	3,100	2,790
HS	Forensics - Head - HS	0.400	3,024	2,722	3,062	2,756	3,100	2,790
HS	Forensics - Assistant - HS	0.300	2,268	2,041	2,297	2,067	2,325	2,093
HS	Golf - Head Boys - HS	0.600	4,536	4,082	4,593	4,134	4,651	4,186
HS	Golf - Assistant Boys - HS	0.300	2,268	2,041	2,297	2,067	2,325	2,093
HS	Golf - Head Girls - HS	0.600	4,536	4,082	4,593	4,134	4,651	4,186
HS	Golf - Assistant Girls - HS	0.300	2,268	2,041	2,297	2,067	2,325	2,093
HS	Gymnastics - Head - HS	0.625	4,725	4,253	4,784	4,306	4,844	4,360
HS	Gymnastics - Assistant - HS	0.350	2,646	2,381	2,679	2,411	2,713	2,442
ELEM	Head Teacher - Elementary	0.410	3,100	2,790	3,139	2,825	3,178	2,860
HS	Hockey - Head - HS	0.650	4,914	4,423	4,976	4,478	5,038	4,534
HS	Hockey - Assistant - HS	0.400	3,024	2,722	3,062	2,756	3,100	2,790
HS	Lacrosse - Head Boys - HS	0.500	3,780	3,402	3,828	3,445	3,876	3,488
HS	Lacrosse - Assistant Boys - HS	0.300	2,268	2,041	2,297	2,067	2,325	2,093
HS	Lacrosse - Head Girls - HS	0.500	3,780	3,402	3,828	3,445	3,876	3,488
HS	Lacrosse - Assistant Girls - HS	0.300	2,268	2,041	2,297	2,067	2,325	2,093
ALL	LPDC - Chair	0.120	907	816	919	827	930	837
ALL	LPDC - Members appointed by PEA	0.080	605	544	612	551	620	558
HS	Majorette Advisor - HS	0.200	1,512	1,361	1,531	1,378	1,550	1,395
ALL	Mentor Teacher	0.125	945	851	957	861	969	872
HS	Musical - Acting Director - HS	0.500	3,780	3,402	3,828	3,445	3,876	3,488
HS	Musical - Choreographer - HS	0.200	1,512	1,361	1,531	1,378	1,550	1,395
HS	Musical - Instrumental - HS	0.300	2,268	2,041	2,297	2,067	2,325	2,093
HS	Musical - Musical Director - HS	0.500	3,780	3,402	3,828	3,445	3,876	3,488
HS	Musical - Technical - HS	0.400	3,024	2,722	3,062	2,756	3,100	2,790
HS	Orchestra - Director - HS	0.650	4,914	4,423	4,976	4,478	5,038	4,534
HS	Orchestra - Assistant - HS	0.400	3,024	2,722	3,062	2,756	3,100	2,790
JH	Orchestra - Director - JH	0.400	3,024	2,722	3,062	2,756	3,100	2,790
JH	Orchestra - Assistant - JH	0.200	1,512	1,361	1,531	1,378	1,550	1,395
HS	Soccer - Head Boys - HS	0.750	5,670	5,103	5,741	5,167	5,813	5,232
HS	Soccer - Assistant Boys - HS	0.450	3,402	3,062	3,445	3,100	3,488	3,139
HS	Soccer - Head Girls - HS	0.750	5,670	5,103	5,741	5,167	5,813	5,232
HS	Soccer - Assistant Girls - HS	0.450	3,402	3,062	3,445	3,100	3,488	3,139
HS	Softball - Head - HS	0.750	5,670	5,103	5,741	5,167	5,813	5,232
HS	Softball - Assistant - HS	0.450	3,402	3,062	3,445	3,100	3,488	3,139
ALL	Summer/Hourly		\$28.06	\$25.25	\$28.41	\$25.57	\$28.77	\$25.89
HS	Swim Coach - Head - HS	0.425	3,213	2,892	3,253	2,928	3,294	2,965
HS	Swim Coach - Assistant - HS	0.250	1,890	1,701	1,914	1,722	1,938	1,744
ELEM	Team Leader - Elementary	0.283	2,139	1,926	2,166	1,950	2,194	1,974
HS	Tennis - Head Boys - HS	0.600	4,536	4,082	4,593	4,134	4,651	4,186
HS	Tennis - Assistant Boys - HS	0.300	2,268	2,041	2,297	2,067	2,325	2,093
HS	Tennis - Head Girls - HS	0.600	4,536	4,082	4,593	4,134	4,651	4,186
HS	Tennis - Assistant Girls - HS	0.300	2,268	2,041	2,297	2,067	2,325	2,093
HS	Ticket Manager - HS	0.400	3,024	2,722	3,062	2,756	3,100	2,790
JH	Ticket Manager - JH	0.300	2,268	2,041	2,297	2,067	2,325	2,093
HS	Track - Head Boys & Girls (one team) - HS	0.850	6,426	5,783	6,507	5,856	6,588	5,930
HS	Track - Head Boys - HS	0.650	4,914	4,423	4,976	4,478	5,038	4,534
HS	Track - Head Girls - HS	0.650	4,914	4,423	4,976	4,478	5,038	4,534
HS	Track - Assistant - HS (*See Note Below)	0.400	3,024	2,722	3,062	2,756	3,100	2,790

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Appendix C
PERRYSBURG PUBLIC SCHOOLS
PERRYSBURG, OHIO
CO-CURRICULAR SCHEDULE

BLDG	POSITION	INDEX	2013/2014 Base \$7,560	2013/2014 10% Reduct. Non-PEA	2014/2015 Base \$7,655	2014/2015 10% Reduct. Non-PEA	2015/2016 Base \$7,751	2015/2016 10% Reduct. Non-PEA
JH	Track - Head - JH	0.500	3,780	3,402	3,828	3,445	3,876	3,488
JH	Track - Assistant - JH	0.250	1,890	1,701	1,914	1,722	1,938	1,744
HS	Vocal Music - Director - HS	0.650	4,914	4,423	4,976	4,478	5,038	4,534
HS	Vocal Music - Assistant - HS	0.400	3,024	2,722	3,062	2,756	3,100	2,790
JH	Vocal Music - Director - JH	0.400	3,024	2,722	3,062	2,756	3,100	2,790
JH	Vocal Music - Assistant - JH	0.200	1,512	1,361	1,531	1,378	1,550	1,395
HS	Volleyball - Head - HS	0.750	5,670	5,103	5,741	5,167	5,813	5,232
HS	Volleyball - Assistant - HS	0.450	3,402	3,062	3,445	3,100	3,488	3,139
JH	Volleyball - Head - JH	0.600	4,536	4,082	4,593	4,134	4,651	4,186
HS	Weight Room - HS	0.200	1,512	1,361	1,531	1,378	1,550	1,395
HS	Wrestling - Head - HS	0.750	5,670	5,103	5,741	5,167	5,813	5,232
HS	Wrestling - Assistant - HS	0.450	3,402	3,062	3,445	3,100	3,488	3,139
JH	Wrestling - Head - JH	0.600	4,536	4,082	4,593	4,134	4,651	4,186
JH	Wrestling - Assistant - JH	0.400	3,024	2,722	3,062	2,756	3,100	2,790

*Track - One team - Total Positions - one (1) Head & five (5) Assistants
 - Two teams - Total Positions - one (1) Head-Boys, one (1) Head-Girls,
 two (2) Assistant-Boys & two (2) Assistant-Girls

Junior High

BLDG	POSITION	INDEX	2013/2014 Base \$7,560	2013/2014 10% Reduct. Non-PEA	2014/2015 Base \$7,655	2014/2015 10% Reduct. Non-PEA	2015/2016 Base \$7,751	2015/2016 10% Reduct. Non-PEA
JH Level 1 - .3 Index - 1 Position								
JH	Yearbook - JH	0.300	2,268	2,041	2,297	2,067	2,325	2,093
JH Level 2 - .225 Index - 2 Positions								
JH	Publications - Power of the Pen - JH	0.225	1,701	1,531	1,722	1,550	1,744	1,570
JH	Student Council - JH	0.225	1,701	1,531	1,722	1,550	1,744	1,570
JH Level 3 - .15 Index - 14 Positions								
JH	Activity Coordinator - JH - (8 Positions)	0.150	1,134	1,021	1,148	1,033	1,163	1,046
JH	Club Advisor - Drama - JH	0.150	1,134	1,021	1,148	1,033	1,163	1,046
JH	Club Advisor - Math Counts - JH	0.150	1,134	1,021	1,148	1,033	1,163	1,046
JH	Club Advisor - WPJH Director - JH	0.150	1,134	1,021	1,148	1,033	1,163	1,046
JH	Club Advisor - Youth-to-Youth - JH	0.150	1,134	1,021	1,148	1,033	1,163	1,046
JH	Publications - Assistant Power of the Pen - JH	0.150	1,134	1,021	1,148	1,033	1,163	1,046
JH	Quiz Bowl - JH	0.150	1,134	1,021	1,148	1,033	1,163	1,046

High School

BLDG	POSITION	INDEX	2013/2014 Base \$7,560	2013/2014 10% Reduct. Non-PEA	2014/2015 Base \$7,655	2014/2015 10% Reduct. Non-PEA	2015/2016 Base \$7,751	2015/2016 10% Reduct. Non-PEA
HS Level 1 - .4 Index - 1 Position								
HS	Student Council - Head - HS	0.400	3,024	2,722	3,062	2,756	3,100	2,790

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Appendix C
PERRYSBURG PUBLIC SCHOOLS
PERRYSBURG, OHIO
CO-CURRICULAR SCHEDULE

BLDG	POSITION	INDEX	2013/2014 Base \$7,560	2013/2014 10% Reduct. Non-PEA	2014/2015 Base \$7,655	2014/2015 10% Reduct. Non-PEA	2015/2016 Base \$7,751	2015/2016 10% Reduct. Non-PEA
HS Level 2 - .3 Index - 5 Positions								
HS	Class Advisor - Junior Class - HS	0.300	2,268	2,041	2,297	2,067	2,325	2,093
HS	Club Advisor - Pride Club - HS	0.300	2,268	2,041	2,297	2,067	2,325	2,093
HS	Publications - Newspaper - HS	0.300	2,268	2,041	2,297	2,067	2,325	2,093
HS	Student Council - Assistant - HS	0.300	2,268	2,041	2,297	2,067	2,325	2,093
HS	Yearbook - HS	0.300	2,268	2,041	2,297	2,067	2,325	2,093

HS Level 3 - .225 Index - 2 Positions								
HS	Class Advisor - Senior Class - HS	0.225	1,701	1,531	1,722	1,550	1,744	1,570
HS	Club Advisor - National Honor Society - HS	0.225	1,701	1,531	1,722	1,550	1,744	1,570

HS Level 4 - .15 Index - 7 Positions								
HS	Class Advisor - Freshman Class - HS	0.150	1,134	1,021	1,148	1,033	1,163	1,046
HS	Class Advisor - Sophomore Class - HS	0.150	1,134	1,021	1,148	1,033	1,163	1,046
HS	Club Advisor - Drama - HS	0.150	1,134	1,021	1,148	1,033	1,163	1,046
HS	Club Advisor - Parking Lot - HS	0.150	1,134	1,021	1,148	1,033	1,163	1,046
HS	Club Advisor - Photo Club - HS	0.150	1,134	1,021	1,148	1,033	1,163	1,046
HS	Club Advisor - French - HS	0.150	1,134	1,021	1,148	1,033	1,163	1,046
HS	Club Advisor - Spanish - HS	0.150	1,134	1,021	1,148	1,033	1,163	1,046

Elementary

BLDG	POSITION	INDEX	2013/2014 Base \$7,560	2013/2014 10% Reduct. Non-PEA	2014/2015 Base \$7,655	2014/2015 10% Reduct. Non-PEA	2015/2016 Base \$7,751	2015/2016 10% Reduct. Non-PEA
Elem Level 1 - .20 Index - 3 Positions per Bldg								
ELEM	Safety Patrol - Elementary	0.200	1,512	1,361	1,531	1,378	1,550	1,395
ELEM	Student Council - Elementary	0.200	1,512	1,361	1,531	1,378	1,550	1,395
ELEM	Yearbook - Elementary	0.200	1,512	1,361	1,531	1,378	1,550	1,395

Elem Level 2 - .15 Index - 4 Positions per Bldg								
ELEM	Activity Coordinator - Elementary	0.150	1,134	1,021	1,148	1,033	1,163	1,046

A supplemental evaluation procedure will be developed by a committee appointed by the Superintendent and PEA President. Pay requests must include a summary report that encompasses at a minimum:

- * List of participants
- * Number of meetings conducted
- * Number of contract hours
- * List of activities

Extra period: Article XXI: School Day
 B. 2. or C.2.

Teachers may volunteer to teach a sixth course in lieu of a duty assignment. Teachers who volunteer to teach a sixth course will be compensated by supplemental contract at .70 of the supplemental schedule for a full year course and .35 of the supplemental schedule for a semester course based on a 50-minute class period. Classes less than 50 minutes will be prorated. A sixth class constitutes the teacher of six separate class periods.

HS/JH	Sixth Period - One Semester (per 50-minute class p	0.350	2,646		2,679		2,713	
HS/JH	Sixth Period - Two Semesters (per 50-minute class	0.700	5,292		5,359		5,426	

Appendix D

Complaint Procedure Form – Article XII

TO: (Staff member)

FROM: Principal

DATE OF COMPLAINT:

NATURE OF COMPLAINT:

Staff member is to report back to the principal if and how the complaint has been resolved.

APPENDIX E

Designation of Beneficiary for Receipt of Severance Benefits in the Event of Death

I, _____, designate the following beneficiary(ies) for receipt of payment of any severance benefit under this agreement in the event of my death. I understand that, in the absence of a designation, the severance payment would be made to the fiduciary of my estate. I hereby designate as the primary beneficiary(ies) the following person(s):

<u>Name</u>	<u>Relationship</u>	<u>Address</u>	<u>Telephone No.</u>	<u>Percentage</u>
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(Total for all beneficiary(ies) should equal 100%)

In the event none of the foregoing survive me, I hereby designate as secondary beneficiary(ies) the following person(s):

<u>Name</u>	<u>Relationship</u>	<u>Address</u>	<u>Telephone No.</u>	<u>Percentage</u>
--------------------	----------------------------	-----------------------	-----------------------------	--------------------------

(Total for all beneficiary(ies) should equal 100%)

I understand that it is incumbent upon me to keep the Treasurer informed of current addresses and telephone numbers of all beneficiaries named by me so that they may be contacted without undue delay or difficulty in the event of my death.

Dated: _____

Appendix F

Self-Assessment Summary Tool

Name _____

Directions: Teachers should record evidence to indicate strengths and areas for growth for each standard. Then, look across all of the standards holistically and identify two priorities for the upcoming year. Note these two priorities with check marks in the far-right column.

Date _____

	Standard	Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students	<ul style="list-style-type: none"> • Knowledge of how students learn and of student development • Understanding of what students know and are able to do • High expectations for all students • Respect for all students • Identification, instruction and intervention for special populations 			
Standard 2: Content	<ul style="list-style-type: none"> • Knowledge of content • Use of content- specific instructional strategies to teach concepts and skills • Knowledge of school and district curriculum priorities and Ohio academic content standards • Relationship of knowledge within the discipline to other content areas • Connection of content to life experiences and career opportunities 			
Standard 3: Assessment	<ul style="list-style-type: none"> • Knowledge of assessment types • Use of varied diagnostic, formative and summative assessments • Analysis of data to monitor student progress and to plan, differentiate, and modify instruction • Communication of results • Inclusion of student self-assessment and goal-setting 			
Standard 4: Instruction	<ul style="list-style-type: none"> • Alignment to school and district priorities and Ohio academic content standards • Use of student information to plan and deliver instruction • Communication of clear learning goals • Application of knowledge of how students learn to instructional design and delivery • Differentiation of instruction to support learning needs of all students • Use of activities to promote independence and problem-solving • Use of varied resources to support learner needs 			
Standard 5: Learning Environment	<ul style="list-style-type: none"> • Fair and equitable treatment of all students • Creation of a safe learning environment • Use of strategies to motivate students to work productively and assume responsibility for learning • Creation of learning situations for independent and collaborative work • Maintenance an environment that is conducive to learning for all students 			
Standard 6: Collaboration & Communication	<ul style="list-style-type: none"> • Clear and effective communication • Shared responsibility with parents/caregivers to support student learning • Collaboration with other teachers, administrators, school and district staff • Collaboration with local community agencies 			
Standard 7: Professional Responsibility and Growth	<ul style="list-style-type: none"> • Understanding of and adherence to professional ethics, policies and legal codes • Engagement in continuous, purposeful professional development • Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement 			

Professional Growth Plan

As a result of the evaluation process, teachers and evaluators should focus on accelerating and continuing teacher growth through professional development. Professional development should be individualized to the needs of the teacher, and specifically relate to his/her areas of refinement as identified in the teachers' evaluation. The evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time, financial).

Self-Directed

Collaborative

Teacher

Evaluator

<p align="center"><u>Annual Focus</u></p> <p align="center">These are addressed by the evaluator as appropriate for this teacher.</p>	<p align="center"><u>Date</u></p> <p align="center">Record dates when discussed</p>	<p align="center"><u>Areas for Professional Growth</u></p> <p align="center">supports needed, resources, professional development</p> <p align="center">Comments during conference with teacher and evaluator are made appropriate to the needs of the teacher.</p>
<p><i>Goal 1: Student Achievement/Outcomes for Students</i></p> <p><i>Goal Statement:</i></p> <p><i>Evidence Indicators:</i></p>		
<p><i>Goal 2 : Teacher Performance on the Ohio Standards for the Teaching Profession</i></p> <p><i>Goal Statement:</i></p> <p><i>Evidence Indicators:</i></p>		

Evaluator Signature

Date

Teacher Signature

Date

The signatures above verify that the teacher and evaluator have discussed and agreed upon this Professional Growth Plan.

Improvement Plan

Teacher Name: _____ Grade Level/ Subject: _____

School year: _____ Building: _____ Date of Improvement Plan Conference: _____

Written improvement plans are to be developed in the circumstances when an educator makes below expected academic growth with his/ her students AND/OR receives an overall ineffective rating or an ineffective rating on any of the components of the OTES system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

Section 1: Improvement Statement - List specific areas for improvement as related to the *Ohio Standards for the Teaching Profession*. Attach documentation.

Performance Standard(s) Addressed in this Plan	Date(s) Improvement Area or Concern Observed	Specific Statement of the Concern: Areas of Improvement

Section 2: Desired Level of Performance – List specific measurable goals to improve performance. Indicate what will be measured for each goal.

Beginning Date	Ending Date	Level of Performance Specifically Describe Successful Improvement Target(s)

Improvement Plan (continued)

Section 3: Specific Plan of Action

Describe in detail specific plans of action that must be taken by the teacher to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the improvement plan.

Actions to be Taken	Sources of Evidence that Will Be Examined

Section 4: Assistance and Professional Development

Describe in detail specific supports that will be provided as well as opportunities for professional development.

--

Date for this Improvement Plan to Be Evaluated:

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.

Improvement Plan: Evaluation of Plan

Teacher Name: _____ Grade Level/ Subject: _____

School year: _____ Building: _____ Date of Evaluation: _____

The improvement plan will be evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following action to be taken;

- Improvement is demonstrated and performance standards are met to a satisfactory level of performance*
- The Improvement Plan should continue for time specified:
- Dismissal is recommended.

Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action.

I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.

*The acceptable level of performance varies depending on the teacher's years of experience. Teachers in residency—specifically in Years 1 through 4—are expected to perform at the Developing level or above. Experienced teachers—with five or more years of experience—are expected to meet the Proficient level or above.

Pre-Observation Planning and Lesson Reflection Resource Questions

The questions provided are intended to guide thinking and conversation; every question may not be answered or relevant for every observation.

INSTRUCTIONAL PLANNING

FOCUS (Standard 4: Instruction)

- What is the focus for the lesson?
- What content will students know/understand? What skills will they demonstrate?
- What standards are addressed in the planned instruction?
- Why is this learning important?

ASSESSMENT DATA (Standard 3: Assessment)

- What assessment data was examined to inform this lesson planning?
- What does pre-assessment data indicate about student learning needs?

PRIOR CONTENT KNOWLEDGE/ SEQUENCE/CONNECTIONS

(Standard 1: Students / Standard 2: Content / Standard 4: Instruction)

- What prior knowledge do students need?
- What are the connections to previous and future learning?
- How does this lesson connect to students' real-life experiences and/or possible careers?
- How does it connect to other disciplines?

KNOWLEDGE OF STUDENTS (Standard 1: Students)

- What should the evaluator know about the student population? (See *Data Measures Inventory for the Classroom*)
- How is this a developmentally appropriate learning activity?

INSTRUCTION AND ASSESSMENT

LESSON DELIVERY (Standard 2: Content / Standard 4: Instruction)

- How will the goals for learning be communicated to students?
- What instructional strategies and methods will be used to engage students and promote independent learning and problem solving?
- What strategies will be used to make sure all students achieve lesson goals?
- How will content-specific concepts, assumptions, and skills be taught?

DIFFERENTIATION (Standard 1: Students / Standard 4: Instruction)

- How will the instructional strategies address all students' learning needs?
- How will the lesson engage and challenge students of all levels?
- How will developmental gaps be addressed?

RESOURCES (Standard 2: Content / Standard 4: Instruction)

- What resources/materials will be used in instruction?
- How will technology be integrated into lesson delivery?

CLASSROOM ENVIRONMENT

(Standard 1: Students / Standard 5: Learning Environment)

- How will the environment support all students?
- How will different grouping strategies be used?
- How will safety in the classroom be ensured?
- How will respect for all be modeled and taught?

ASSESSMENT OF STUDENT LEARNING

(Standard 3: Assessment)

- How will you check for understanding during the lesson?
- What specific products or demonstrations will assess student learning / achievement of goals for instruction?
- How will you ensure that students understand how they are doing and support students' self-assessment?
- How will you use assessment data to inform your next steps?

PROFESSIONAL RESPONSIBILITIES

COLLABORATION AND COMMUNICATION (Standard 6)

- How do you cooperate with colleagues?
- How do you work with others when there is a problem?
- What is your communication style with students? With families? With colleagues?
- In what ways do you seek the perspectives of others? Give an example.

PROFESSIONAL RESPONSIBILITY AND GROWTH (Standard 7)

- How do you apply knowledge gained from other experiences into your teaching?
- Discuss ways you reflect and analyze your teaching.
- What are some proactive ways you further your own professional growth?

Teacher Performance Evaluation Rubric

The *Teacher Performance Evaluation Rubric* is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the teacher. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, and classroom walkthroughs (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	FOCUS FOR LEARNING (Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.
	Evidence				
INSTRUCTIONAL PLANNING	ASSESSMENT DATA (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans. The teacher does not use or only uses one measure of student performance.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning. The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning. The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.	The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans. Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.
	Evidence				

INSTRUCTIONAL PLANNING

INSTRUCTIONAL PLANNING	<p>KNOWLEDGE OF STUDENTS (Standard 1: Students)</p> <p><i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference</p>	<p>The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information.</p> <p>The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.</p>	<p>The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information.</p> <p>The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.</p>	<p>The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.</p> <p>The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.</p>	<p>The teacher demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information.</p> <p>The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans.</p> <p>The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.</p>
	<p>Evidence</p>				

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<p>LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)</p> <p><i>Sources of Evidence:</i> Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.</p> <p>The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.</p>	<p>Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p> <p>The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.</p>	<p>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</p>	<p>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p> <p>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p>
	Evidence				
	<p>DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.</p>	<p>The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.</p>	<p>The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group..</p>	<p>The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom . The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.</p>
	Evidence				

		Ineffective	Developing	Skilled	Accomplished
	<p>RESOURCES (Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.</p>	<p>The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/needs or actively engage them in learning.</p>	<p>Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.</p>	<p>Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.</p>
Evidence					

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<p>CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments.</p> <p>There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.</p> <p>Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.</p> <p>The teacher creates a learning environment that allows for little or no communication or engagement with families.</p> <p>Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.</p>	<p>The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students questions or comments but does not inquire about their overall well-being.</p> <p>Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.</p> <p>The teacher transitions between learning activities, but occasionally loses some instructional time in the process.</p> <p>The teacher welcomes communication from families and replies in a timely manner.</p> <p>Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students.</p> <p>Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.</p> <p>Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).</p> <p>The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.</p> <p>A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress.</p> <p>Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.</p> <p>Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.</p> <p>The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development.</p> <p>A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.</p>
	Evidence				

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<p style="text-align: center;">ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations Post-Conference</p>	<p>The teacher does not routinely use assessments to measure student mastery.</p> <p>The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion.</p> <p>The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.</p> <p>The teacher does not provide students with feedback about their learning.</p>	<p>The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.</p> <p>The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion</p> <p>The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.</p> <p>Students receive occasional or limited feedback about their performance from the teacher.</p>	<p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.</p> <p>The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students).The teacher responds to student misunderstandings by providing additional clarification.</p> <p>The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.</p> <p>The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.</p>	<p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.</p> <p>The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.</p> <p>By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.</p> <p>The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.</p>
	Evidence				

Professionalism					
		Ineffective	Developing	Skilled	Accomplished
PROFESSIONALISM	<p>PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)</p> <p><i>Sources of Evidence:</i> Professional Development Plan or Improvement Plan; Pre-conference; Post-conference; daily interaction with others</p>	<p>The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.</p> <p>The teacher fails to understand and follow regulations, policies, and agreements.</p> <p>The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.</p>	<p>The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.</p> <p>The teacher understands and follows district policies and state and federal regulations at a minimal level.</p> <p>The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</p>	<p>The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.</p> <p>The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.</p> <p>The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.</p>	<p>The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.</p> <p>The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p>The teacher sets and regularly modifies short-and long-term professional goals based on self-assessment and analysis of student learning evidence.</p>
	Evidence				

Classroom Walkthroughs / Informal Observation

An informal observation/ classroom walkthrough is a:

- Tool to inform evaluation that provides the opportunity to gather evidence of instruction over a series of short classroom visits;
- Process for giving targeted evidenced-based feedback to teachers; and
- Means for principals to visit classrooms more frequently and more purposefully.

An informal observation/ classroom walkthrough is not a(n):

- Formal observation;
- “Gotcha” opportunity for supervisors or evaluators;
- Isolated event; or
- Shortcut to the observation protocol required as part of the teacher evaluation process.

Classroom walkthroughs/ Informal observations, as part of the teacher evaluation system, may be general in nature or focused on observing a specific aspect of teacher performance. Summary data collected through a series of walkthroughs along with evidence documented through formal observations will come together to inform the teachers’ summative performance rating: *ineffective, developing, skilled or accomplished*.

Guidelines for Informal Classroom Observations

Informally Observe All Teachers

All teachers benefit from informal classroom observations. Informal observations shall not exceed ten (10) minutes; therefore, conduct only as many observations in a day as you can follow up with on either the same or next day. Teachers need and deserve some type of immediate feedback.

Informally Observe As Often As You Can

The principal’s presence in the classroom sends a positive message to teachers: *the principal cares*. Including informal classroom observation as a school-wide initiative requires consistency and frequency. Find times in the day to observe teachers at varying times of the day: *for most teachers, what occurs in the morning is much different than what occurs in the afternoon*.

Focusing on One or Two Areas

Although there may be no predetermined focus established (because of no pre-conference), find a focus based on the instruction, events or discussions that are occurring in the classroom. A focus may also occur based upon past conferences and the need for follow up observations.

Make Time to Follow Up

Follow-up communication to informal classroom observations is a critical component. Follow-up will often be in writing but the evaluator should extend to the teacher an invitation to discuss any comments provided face-to-face. The evaluator may also offer resources to help teachers refine their practice.

Teacher Driven Observations

While it is recognized that evaluators have many demands on their time, encouraging teachers to identify instructional periods for the evaluator to observe can be a means for the evaluator to collect evidence related to a specific focus the teacher and evaluator may be working on.

Types of Data

Data collected as evidence of teacher practice may be quantitative, qualitative, or a combination of both. Quantitative data includes frequencies, distributions and other counts or tallies. For example the observer could use a checklist to tally how many questions were asked of children in the front row or children who had their hands raised versus not. The evaluator might also chart the types of questions asked (higher versus lower levels). Qualitative data can include scripted notes detailing patterns of activities, vocabulary used, and events observed. In both cases accuracy is essential to ensure the credibility of the process and the evaluator.

Informal Observation: General Form

Teacher Name: _____ Grade(s)/Subject Area(s): _____ Date: _____

Evaluator Name: _____ Time Walkthrough Begins: _____ Time Walkthrough Ends: _____

Directions: This form serves as a record of an informal walkthrough by the teacher's evaluator. The evaluator will likely not observe all the teaching elements listed below in any one informal observation. This record, along with records of additional informal observations, will be used to inform the summative evaluation of the teacher.

EVALUATOR OBSERVATIONS	
<input type="checkbox"/> Instruction is developmentally appropriate	<input type="checkbox"/> Lesson content is linked to previous and future learning
<input type="checkbox"/> Learning outcomes and goals are clearly communicated to students	<input type="checkbox"/> Classroom learning environment is safe and conducive to learning
<input type="checkbox"/> Varied instructional tools and strategies reflect student needs and learning objectives	<input type="checkbox"/> Teacher provides students with timely and responsive feedback
<input type="checkbox"/> Content presented is accurate and grade appropriate	<input type="checkbox"/> Instructional time is used effectively
<input type="checkbox"/> Teacher connects lesson to real-life applications	<input type="checkbox"/> Routines support learning goals and activities
<input type="checkbox"/> Instruction and lesson activities are accessible and challenging for students	<input type="checkbox"/> Multiple methods of assessment of student learning are utilized to guide instruction
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

Evaluator Summary Comments:

Recommendations for Focus of Informal Observations:

Evaluator Signature: _____

 Photocopy to Teacher

Informal Observation: Open-Ended Form

Teacher Name: Grade(s)/Subject Area(s): Date:
Evaluator Name: Time Walkthrough Begins: Time Walkthrough Ends:

TIMES	OBSERVATIONS

Evaluator Summary Comments:

Evaluator Signature:

Photocopy to Teacher

Post Conference Planning

- The goal for the conference leader is to cognitively coach the teacher through the use of reflective questions.
- Record 3 reflective questions you would ask the teacher aligned to the area of reinforcement.
 - 1.
 - 2.
 - 3.
- Record 3 reflective questions you would ask the teacher aligned to the area of refinement.
 - 1.
 - 2.
 - 3.

Four Key Elements of the Instructional Post-Conference

Conducting the Post-Conference: To be discussed at Day 3 Training prior to conducting the post-conference

1. Introduction/Greeting/Establish Length
 - Review Conference Process
 - General Impression Question
 - “How do you think the lesson went?”
2. Reinforcing the Teacher
 - Identify an area of Reinforcement (ONLY one area)
 - Ask Self-Analysis Question
 - Provide evidence from notes
3. Refining the Teacher’s Skill:
 - Identify an area of Refinement (ONLY one area)
 - Ask Self-Analysis Question
 - Provide evidence from notes
 - Give a recommendation for future practice
4. Present evidence and rating connected to the rubric

Final Summative Rating of Teacher Effectiveness

Proficiency on Standards 50%	INEFFECTIVE	DEVELOPING	PROFICIENT	ACCOMPLISHED
Cumulative Performance Rating (Holistic Rating using Performance Rubric)				
<i>Areas of reinforcement/ refinement:</i>				
Student Growth Data 50%	BELOW EXPECTED GROWTH	EXPECTED GROWTH	ABOVE EXPECTED GROWTH	
Student Growth Measure of Effectiveness				
<i>Areas of reinforcement/ refinement:</i>				
Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	PROFICIENT	ACCOMPLISHED

Check here if Improvement Plan has been recommended.

Teacher Signature ____ Date ____
 Evaluator Signature ____ Date ____

The signatures above indicate that the teacher and evaluator have discussed the Summative Rating.
 Note: The teacher may provide additional information to the evaluator within 10 working days of the receipt of this form, and may request a second conference with the evaluator. Any additional information will become part of the summative record. Challenges may be made according to the local contract agreement.

APPENDIX G

TEACHER EVALUATION PROCEDURES

These are the 2012-13 procedures to be used only for the specific situations specified in Article X.

A. Observation and Evaluation Procedures

The Perrysburg Board of Education and the Association agreed to establish a committee composed of four members appointed by the President of the PEA and four members appointed by the Superintendent to consider the modification of the evaluation program for Perrysburg faculty. The purpose of the committee was to align our evaluation system with the Pathwise & Praxis format currently used by the State of Ohio.

After a brief review of the current system and a thorough discussion of it, the committee agreed that the system was cumbersome to administer and did not provide the kind of feedback that would inspire teachers to grow professionally. It was decided that a search of current literature and a review of evaluation models reputed to encourage professional growth should be initiated.

The committee was intent on finding good practical models of teacher evaluation systems that promoted professional growth and development as well as promoting teacher accountability. Literature was reviewed on the topic, networks were tapped for model programs and the committee developed an outline of a Professional Growth / Evaluation system that would serve the needs of the Perrysburg Exempted Village Schools.

Since the spring of 1996, the state of Ohio has moved toward the development of a system for licensing teachers, which includes a licensure assessment device. The device currently used by the state was developed by Educational Testing Service (ETS) and is called "Praxis III".

In reviewing the literature on teacher assessment, the Perrysburg committee discovered a publication by Charlotte Danielson published by The Association for Supervision and Curriculum Development (ASCD) called *Enhancing Professional Practice: A Framework for Teaching*. It was clear that this framework focused on many of the things the committee had agreed were important in a good teacher evaluation system. It also became clear that the framework provided by Danielson was closely related to the Praxis III assessment tool used by the state for licensure assessment.

Danielson had worked for ETS on the development of Praxis III and in the forward of her "Framework" explained that it was "based on the Praxis III criteria, augmented to apply to experienced as well as to novice teachers and used for purposes beyond the licensing of beginning teachers." Because of the good philosophical "fit" of the Framework and because Praxis III is the current assessment tool used for new teacher licensure in Ohio, the committee chose to use the ASCD publication as a template upon which to develop its proposal for a Teacher Growth and Evaluation system for Perrysburg.

Praxis III, Danielson's "Framework", and the proposed Perrysburg Teacher Growth and Evaluation system use three assessment methods:

1. Direct observation of classroom practice.
2. Review of written documentation prepared by the teacher.
3. Semi-structured interviews of the teacher about their teaching.

Danielson describes her "framework" of knowledge and skills for successful teaching as consisting of four interrelated domains:

1. **Organizing Content Knowledge for Student Learns:** This domain is concerned with how the teacher thinks about the content to be taught.
2. **Creating an Environment for Student Learning:** This domain relates to the social and emotional components of learning as prerequisites to and context for academic achievement
3. **Teaching for Student Learning:** This domain focuses on the act of teaching and its overall goal: helping students to connect with content.
4. **Teacher Professionalism:** This domain focuses on the teacher's ability to evaluate their own effectiveness and plan so as to improve their teaching over time. The Perrysburg system adopts Danielson's organizational structure and thus each "domain" in the Perrysburg system consists of component areas of competence and each component is broken down into elements of that component. There is a rubric for each elemental teacher behavior and the rubric describes the differences between unsatisfactory and distinguished teacher behaviors in four levels of competence.

Danielson's system and our adaptation of it make it clear that a teacher's job is far more than "what happens in the classroom" by acknowledging that other types of work contribute significantly to a teacher's success with students including:

1. What occurs in a teacher's head, such as knowledge of content and ways to organize that knowledge to convey it to students?
2. How a teacher reflects on student learning and makes plans to improve that learning.
3. How a teacher interacts with other players in the educational environment, such as parents, colleagues, and the business community."

The Perrysburg Teacher Growth and Evaluation System Development Committee believes that the proposed system will clearly outline for all teachers the common values good teaching is based upon as well as our expectations for their practice. In addition, it will compliment the state mandated Praxis III assessment instrument for teacher licensure. We are

grateful for Charlotte Danielson's work, which contributed greatly to this product.

Perrysburg EV Schools is committed to providing the best educational program for its students. To this end, it supports a professional appraisal system that focuses on excellence. The system is based on teachers and administrators working together in the process of continual improvement of teaching and learning.

We believe ...

- All staff members recognize the benefits of professional development to achieve the goals of each school and the District.
- All staff members are committed to continual improvement of professional performance.
- Appraisal of performance is based on a cooperative spirit, open communication, and joint responsibility.
- Appraisal of performance is positive in nature and intent. It recognizes strengths and provides a means for support and improvement.
- Appraisal of performance is designed to promote excellence in teaching and learning.

APPENDIX H

TEACHER ASSISTANCE PROGRAM (TAP)

The Perrysburg Teacher Assistance Program (TAP) is designed to bring direct, focused help to teachers experiencing problems in the classroom or in professional non-instructional areas. The purpose of this program is to collaboratively assist teachers in making significant improvements in their performance. In no way will it be construed that the Teacher Assistance Program (TAP) will supplant state law procedures for the dismissal of tenured teachers. A step by step description of this program is presented below.

- I. Placement into the Teacher Assistance Program (TAP) will be made by the principal, after dialogue or a conference between the principal and teacher, with a written letter of notification to the teacher to be signed in acknowledgement. Copies will be sent to the Superintendent, Director of Human Resources, Director of Teaching & Learning and personnel file. Placement in TAP requires that the referred teacher meet with the TAP committee, within ten (10) working days of notification.
- II. Development of the TAP plan – TAP committee will develop TAP plan or determine that no further TAP action is appropriate.
 - A. TAP Committee (meet within ten (10) working days from notification)
 - 1) Principal
 - 2) Director of Human Resources and/or Director of Teaching & Learning
 - 3) Two teachers appointed by the Association.
 - 4) An administrator will take notes at the meeting(s) and distribute them to the TAP committee members.
 - B. Referred teacher will have the opportunity to provide input to the committee and/or to make any formal statement.
 - C. Components of TAP
 - 1) Specific areas needing improvement
 - 2) Specific suggestions/strategies for improvement
 - 3) Specific expectations of improvement
 - 4) Provisions for formal classroom observations by principal, assistant principal and/or central office administrator
 - 5) As appropriate, provisions for informal observations and discussion by appropriate resource personnel such as university professors or teaching colleagues
 - 6) Resources available for TAP
 - a. Visit to other classes/schools
 - b. Teaching colleague

- c. University professor
 - d. Professional literature/media
 - e. Professional workshop/seminars/course work
 - f. Director of Teaching & Learning
- 7) Provisions for progress conferences
 - 8) Provisions for written reports of progress conferences
 - 9) A timeline for implementation (2 yrs. maximum)
 - 10) The TAP plan shall be written and signed by the teacher and the principal. Copies shall be sent to the teacher, principal, and the Superintendent.
 - 11) A summary TAP conference
 - 12) A summary committee report, including signatures of committee members and signature of acknowledgment by the referred teacher
 - 13) Copies of the summary committee report written by an administrator will be sent to the teacher, principal, and the Superintendent.
 - 14) Teachers with a continuing contract will be referred to TAP only after the contractual evaluation process has been applied with the Plan being implemented and continued into the following school year.

(This list is not necessarily all inclusive)

III. Continuation or Discontinuation of TAP Plan – Principal’s Decision:

A. Options

1. If the problem has been corrected and has improved to a satisfactory level, then the teacher should be removed from the program.
2. If the problem has not been sufficiently corrected and further assistance is judged to be useful, then the teacher should be continued in the program with new or restated goals and timeline.
3. If the problem has not been corrected and further assistance is judged to be futile, then the teacher should be discontinued from the program, and informed of their employment status.

Grievance Procedure

APPENDIX I

GRIEVANCE PROCEDURE

Definition: A grievance is defined as a claim by a teacher, group of teachers, or the Perrysburg Education Association (PEA) to enforce its rights under the Negotiated Agreement or on behalf of two or more teachers (hereafter called the grievant) claiming that there has been a violation, misinterpretation of the Negotiated Contract, policies and procedures that pertain to com Please fill out this form completely and submit it to one of your building representatives.

Remember: The PEA has the right to be present at any step at which the grievance could be (SERB DECISION 84-UR-02-2945 OAPSE v. NEW RICHMOND EXEMPTED VILLAGE BOARD OF EDUCATION: This decision states that the Union must be given the opportunity to be present for all grievance adjustments.)

Today's Date _____

Date of event that gave rise to grievance _____

Name _____ Building _____

Statement of grievant. Use an attached paper if needed. Please indicate dates, times and names of people involved **and the contract sections that you think were violated.**

What resolution are you seeking? What will make you "Whole"?

Signature of Administrator to indicate receipt of grievance:

Date _____

Election by Educator to Be Paid on Salary Schedule B

Beginning January 17, 2014 (2nd semester)

The undersigned educator, pursuant to the Memorandum of Understanding between the Perrysburg Education Association and the Board of Education, hereby elects to be paid on Salary Schedule B rather than Salary Schedule A in accordance with the terms of the Memorandum of Understanding.

Employee's Name

Employee's Signature

Date

NOTE: This form must be filed (actually turned in and received) at the office of the Executive Director of Human Resources and Operations, Aura Norris, on behalf of the Superintendent on or before 5:00 pm on January 6, 2014.

For Administrative Use:

Received on behalf of the Superintendent on _____, 201__.

Election by Educator to Be Paid on Salary Schedule B
Beginning 2014-2015 School Year

The undersigned educator, pursuant to the Memorandum of Understanding between the Perrysburg Education Association and the Board of Education, hereby elects to be paid on Salary Schedule B rather than Salary Schedule A in accordance with the terms of the Memorandum of Understanding.

Employee's Name

Employee's Signature

Date

NOTE: This form must be filed (actually turned in and received) at the office of the Executive Director of Human Resources and Operations, Aura Norris, on behalf of the Superintendent on or before 5:00 pm on June 6, 2014.

For Administrative Use:

Received on behalf of the Superintendent on _____, 201__.

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