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MASTER CONTRACT

between the

**BENTON-CARROLL-SALEM LOCAL SCHOOL
DISTRICT BOARD OF EDUCATION**

and

**CERTIFIED/LICENSED EMPLOYEES
OAK HARBOR EDUCATION ASSOCIATION**

Effective July 1, 2013 through
June 30, 2016

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ARTICLE I – RECOGNITION

A. Recognition of OHEA

The Benton-Carroll-Salem Local Board of Education (hereinafter referred to as the “Board”) recognizes the Oak Harbor Education Association (hereinafter referred to as the “Association”) affiliated with the Ohio Education Association, and the National Education Association, as the exclusive and sole negotiations representative for all certificated/licensed personnel hired under a regular teaching contract in the district. Substitutes, aides, tutors (casual or part time), non-certified personnel, administrative and supervisory staff excluded in 4117.01C are specifically excluded from the bargaining unit.

B. Recognition of the Board

The Association recognizes the Board as the legally elected local body charged with and having authority to establish policies for the operation of schools and providing for public education in the Benton-Carroll-Salem School District, and as the employer of all certificated/licensed persons of the school system, and as such has authority as outlined in the Ohio Code.

C. Recognition of the Local Superintendent

The Association and the Board recognize the Local Superintendent, as the chief executive officer and primary professional advisor of the Board, who, as such, may actively participate in the negotiation process as a representative of the Board.

D. Membership in Professional Organizations

Both the Board and Association recognize that certificated/licensed personnel have the right to organize, to join and support any organization for their professional and/or economic improvement, and that membership in any organization shall not be required as a condition of employment. Such organization may set criteria for membership, but may not exclude certificated/licensed personnel as members on the basis of sex, age, handicap, marital status, race, creed, or national origin.

ARTICLE II – NEGOTIATIONS

A. Definitions

1. A negotiated agreement is the result of negotiations between the Board and Association. It is the legal document which specifies the agreement reached between the two parties. The agreement includes wages, hours and terms and conditions of employment.
2. “Professional negotiations” means conferring, discussing and negotiating in good faith by the Board or its designated representative(s) and the Association through

its designated representative(s) in an effort to reach agreement with respect to wages, hours, terms and conditions of employment.

3. "Good faith" requires that the Association and the Board be willing to react to each other's proposals. If a proposal is unacceptable to one of the parties, that party is obligated to give its reasons. "Good faith" means the obligation of the representatives of the Board and the Association to meet at reasonable times to deal with each other openly and fairly in an effort to reach an agreement on those matters being negotiated. The obligation to meet for the purpose of professional negotiations does not compel either party to agree on a proposal or make a concession.
4. "Negotiation Committee(s)" is defined as the designated Board and Association representatives who form the committees taking part in the negotiations in accordance with the procedures outlined in this Document.
5. "Day" means administrative workday.

B. Scope of Negotiations (Bargaining)

The Board shall enter into negotiations with the Association for the purpose of achieving a signed master agreement covering all matters pertaining to or affecting wages, hours, and terms and conditions of employment of each employee represented by the Association bargaining unit.

Unless the Board agrees otherwise in this collective bargaining agreement, nothing impairs the right and responsibility of the board to:

1. Determine matters of inherent managerial policy which include, but are not limited to areas of discretion or policy such as the functions and programs of the public employer, standards of services, its overall budget, utilization of technology, and organizational structure;
2. Direct, supervise, evaluate, or hire employees;
3. Maintain and improve the efficiency and effectiveness of governmental operations;
4. Determine the overall methods, process, means, or personnel by which governmental operations are to be conducted;
5. Suspend, discipline, demote, or discharge for just cause, or lay off, transfer, assign, schedule, promote, or retain employees;
6. Determine the adequacy of the work force;
7. Determine the overall mission of the employer as a unit of government;
8. Effectively manage the work force;

9. Take actions to carry out the mission of the public employer as a government unit.
10. To promulgate and enforce employment rules and regulations and otherwise exercise the prerogatives of management.
11. To determine and implement necessary actions in emergency situations.

The employer is not required to bargain on subjects reserved to the management and direction of the governmental unit except as the subjects affect wages, hours, terms and conditions of employment, and the continuation, modification, or deletion of an existing provision of the collective bargaining agreement. The exercise of these management rights must be consistent with all applicable law.

C. Procedures

The parties agree that Chapter 4117 of the Ohio Revised Code shall govern the procedures of bargaining between the Board and the Association. The parties pledge themselves to bargain in good faith and in the event of failure to reach agreement, to utilize in good faith such dispute resolution procedures as outlined in this Document.

1. Directing Requests

The initial request calling for negotiations shall be made by either party on or after March 1st of the year of the expiration of the current agreement, unless an earlier date is mutually agreed to by the parties.

Requests to open negotiations from the Association will be made directly to the Superintendent. Requests from the Board will be made in writing to the president of the Association. The written request shall include: date of letter, statement of purpose for session, name, address and phone number of the person to contact representing the requesting party to arrange a mutually satisfactory time for the initial negotiations session. The requesting party is responsible for notifying SERB.

An agreement will be reached by the designated representative of the Board and the Association within five days of the request as to the time and place of the meeting which shall be held within fifteen (15) days after the request has been submitted, unless both the Board's designated representative(s) and the representative(s) of the Association agree in writing to an extension of time.

2. Negotiations Session

The parties shall meet at the time and place established for the first negotiations session. Specific proposals shall be exchanged by the parties at the first session unless otherwise mutually agreed. Both parties shall present and explain their proposals. A time, place and date for the next session shall be established before concluding the first and each successive negotiations session. Three full days shall be reserved for the purpose of negotiating. For two of those days, the Board

will provide substitutes for the team members. If needed, the substitutes for the third day will be funded by the Oak Harbor Education Association.

3. Negotiating Teams and Consultants

The Board and the Association shall be represented at all negotiation meetings by a team of negotiators, not to exceed six (6) members each. Neither party shall have any control over the negotiation or bargaining representatives of the other party. While no final agreement shall be executed without ratification by the Association and the Board, the parties will mutually pledge that their representatives will be clothed with all necessary power and authority to make proposals, consider proposals, and to make concessions in the course of negotiations. All negotiations shall be conducted exclusively between the teams, and in executive session. Five (5) of the six (6) original team members may change during the negotiations for a new contract.

The parties may call upon professional and lay consultants. Said consultants may be used to the discretion of the negotiators. The expense of such consultants shall be borne by the parties requesting them.

4. Information

The Board and the Association agree to supply one copy, at no cost, information (pertinent to negotiations) that is specifically requested and routinely prepared within ten (10) days of the request.

5. Caucuses

Upon the request of either party, the negotiation meeting shall be recessed to permit the requesting party time to caucus. Caucuses shall not exceed one hour unless both parties agree to extend the time.

6. Item Agreement

As negotiation items receive tentative agreement, they shall be reduced to writing and initialed by each party.

7. Agreement

When an agreement is reached through negotiating, the outcome shall be reduced to writing and submitted to the Association and the Board for formal approval. If ratified by the Association, the written memorandum of understanding between the Negotiation Committees shall then be placed on the agenda of the Board for its consideration and shall be accepted or rejected within 30 days.

During the period of negotiations, interim reports of the progress may be made only to the Association by its representatives and only to the Board by its representatives.

- a. Upon final approval by both the Association and the Board, four (4) copies of the total agreement shall be signed by the President of the Board and the President of the Association. Both parties shall retain a signed copy of the final agreement which shall be binding on both parties.
- b. The Board shall be responsible for the typing and duplicating the final negotiated agreement. The Board and Association shall distribute copies to each of their personnel.
- c. All present language unless deleted or modified will be incorporated into a successor agreement at such time a successor agreement is ratified.

8. Tape Recording

No tape recorders or mechanical recording devices shall be permitted in any negotiating session.

9. Progress Reports

Periodic written progress reports may be issued to the public during negotiations provided that such reports are mutually approved of in advance by the representatives of both the Board and Association.

D. Impasse Procedures

1. Mediation

The following alternative dispute settlement procedure shall replace ORC 4117.14(c)(2) through 4117.14(D)(1) as provided under ORC 4117.14(c)(1)(f) in the negotiations of a successor contract.

- a. In the event agreement is not reached after sixty (60) days from the filing date of the Notice to Negotiate, and if both parties do not mutually agree to extend the date, either party shall have the right to request the assistance of a Mediator from the Federal Mediation and Conciliation Service (FMCS) and such request shall be deemed a joint request.
- b. If the parties fail to reach agreement through mediation as provided above, the Association shall have the rights and privileges afforded them by ORC 4117.14(D)(2). The Board shall have the rights and privileges afforded them by ORC 4117.

E. Severability

If at any time provisions of this Document or any application of this Document to any certificated/licensed person(s) shall be found contrary to state or federal law, or rule or regulation of a state or federal agency, that provision or application shall be deemed invalid except to the extent permitted by law, but all other provisions thereof shall continue in full force and effect. The parties will meet to negotiate any necessary change

in the Contract relative to the affected provision within sixty (60) days by demand of either party.

ARTICLE III – ASSOCIATION RIGHTS

A. Payroll Deduction of Dues

The Treasurer will make payroll deductions for professional dues fourteen (14) consecutive paychecks (excluding third pays of the month) beginning with the first paycheck in November of each school year. The Association will be responsible for supplying to the Treasurer a list of membership and the amount to be deducted and certified/licensed by each person by October 15th. The Treasurer will make one check payable to the local teachers association following each deduction.

B. Notification of Meetings

The Association shall be granted the right of notification to the Association president or his/her designee of all Board meeting(s) as set at the January organizational meeting sent prior to the first regularly scheduled Board meeting. However, in the case of each emergency meeting, each change, and/or addition, and/or cancellation, the Association president or his/her designee shall be notified by telephone at designated telephone number(s) at the same time the Board members are notified of that meeting.

C. Copies of Public Information

The Association shall be granted the right to receive a copy of agendas and minutes of all Board meetings. In addition, the Association president or his/her designee shall be informed of any agenda changes made after the above materials have been distributed to the Board members.

The Association shall be granted the right to receive upon Association request, a copy of all public information.

D. Fair Share Fee

The Benton-Carroll-Salem Board of Education agrees to automatic payroll deduction, as a condition of employment, of an amount equal to the dues of the OHEA/NWOEA/OEA/NEA or such lesser fee as may be deemed necessary by the OEA Executive Director in light of applicable law from the pay of all bargaining unit members who elect not to become members of the same or who elect not to remain members.

The treasurer of the Board shall, upon notification from the Association that member has terminated membership, commence the check-off 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 membership dues less the amount previously paid through payroll deduction or such lesser fee as may be deemed necessary by the OEA Executive Director in light of applicable law.

Payroll deduction of such fair share fees shall begin at the first payroll period after January 15th.

Dues rates and fair share fee rates shall be transmitted by the Association to the Treasurer of the Board for the purpose of determining amounts to be payroll deducted, and the Board agrees to promptly transmit all amounts deducted to the Association.

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

Upon timely demand, nonmembers may appeal to the Association the payment of the fair share fee pursuant to the internal procedure adopted by the Association, or such nonmembers may submit such appeals as provided by law.

The Association agrees to notify all such nonmembers of their right to become members of the Association during the month of September.

Nevertheless, the amount to be deducted from the pay of all non-association members shall be the full dues of the United Education Profession or such lesser fee as may be deemed necessary by the OEA Executive Director in light of applicable law, and the deductions shall continue through the remaining number of payroll periods over which Association membership dues are deducted.

The above fair share fee provision shall be an exclusive right of the Association not granted to any other employee organization seeking to represent employees in the bargaining unit represented by the Association.

The Association on behalf of itself and the OEA and NEA shall indemnify the Board for any costs, expenses, or other liabilities that any employer might incur as a result of the implementation and enforcement of these provisions provided that:

1. The Board shall have the president of the Association a written notice of any claim or action filed against the employer by a nonmember for which indemnification may be claimed within ten (10) days of the receipt of notice of the claim or action.
2. The Association shall reserve the right to designate counsel to represent and defend the employer; however, this shall not prevent the Board from employing its own counsel to assist in such representation.
3. The Board agrees to (1) give full and complete cooperation and assistance to the Association and its counsel at all levels of proceedings, (2) permit the Association or its affiliates to intervene as a party if it so desires, and/or (3) to not oppose the Association or its affiliate's application to file briefs amicus curiae in the action. The action brought against the employer must be a direct consequence of the employer's good faith compliance with the Fair Share Fee contract provision, provided however, that there shall be no indemnification of the employer if the

employer intentionally or willfully fails to apply (except due to a court order or order of SERB) or misapplies the Fair Share Fee contract provision.

E. Superintendent's Advisory Committee

A Superintendent's Advisory Committee, consisting of the Superintendent, the Treasurer of the Board and six representatives, two from each building, appointed by the OHEA, shall meet at the request of either party, but not more than once a month to discuss matters of mutual concern. This committee shall not serve as a substitute for negotiations nor exonerate the Board from being required to negotiate pursuant to law and/or the contract. This does not exclude OAPSE representation on the committee.

F. Subcontracting

In the event the Board is considering subcontracting of any bargaining unit positions, it shall first meet with the Association to discuss the reason(s) and/or the rationale. The Association will be afforded an opportunity to provide alternative suggestions for the Board to consider. A bargaining unit member shall not lose employment, salary, or benefits if the Board chooses to subcontract any positions.

G. An Association Co-President who is assigned to an elementary building will be given an additional thirty (30) consecutive minutes per week to conduct Association business.

ARTICLE IV – GRIEVANCE PROCEDURE

A. Definitions

1. "Grievance" is defined as an alleged violation, misinterpretation or misapplication of the written provisions of this Agreement.

There shall be three (3) types of grievances:

- a. Individual Grievance – This grievance shall involve an individual person and shall be signed by the party affected.
- b. Group Grievance – This grievance shall involve a group of two (2) or more members of the bargaining unit and shall be filed by the Association grievance chairperson or his/her designee.
- c. Association Grievance – This shall be a grievance which affects a majority of the bargaining unit or is an alleged violation of the Contract as respects rights and/or privileges granted to the Association. The Association shall have the right to file this grievance and said grievance shall be filed at Step Three (3) of the grievance procedure.

B. General Provisions

1. **Time Limits:** Since it is important that a grievance be processed as rapidly as possible the number of days indicated at each level shall be considered maximum, and every effort should be made to expedite the process. The time limit specified may, however, be extended by mutual written agreement. Failure of the employer to process a grievance within the time limits specified, shall permit the grievant to proceed to the next step. Failure of the grievant to initiate the grievance or appeal a decision within the specified time limits shall result in the grievance being voided.
2. **Representation:** The employee shall have a representative present at any formal meeting (Step two through four). Such representation may be an Association representative. Both parties agree to confidentiality.
3. **Written Decisions:** Except at the informal level, all decisions rendered at all levels of the grievance procedure shall be in writing, setting forth the decision and shall be transmitted promptly to all parties.
4. **Reprisals:** no reprisals of any kind shall be taken by the employer or any of its agents against any grievant, any representative, any member of the Association or any other participant in the grievance procedure by reason of such participation. Similarly, no reprisals of any kind shall be taken by the grievant, his representative of the Association against the employer or any of its agents.

C. Steps

1. **Step One –** Any member or group having a grievance shall first discuss such grievance with his/her/their principal and may have association representation.
2. **Step Two –** If the discussion at Step One does not resolve the grievance to the satisfaction of the employee(s), such employee(s) shall have the right to file a written grievance with the employee's(s') principal involved at Step One. If such grievance is not filed within fifteen (15) days after the occurrence of the act or condition which is the basis of said grievance or within fifteen (15) days of the date the grievant becomes aware of the act or condition which is the basis of said grievance, the grievance shall be waived.

The grievance shall contain a statement of the alleged facts upon which the grievance is based and a reference to the specific provision(s) of the Contract or law allegedly violated, misinterpreted or misapplied. A copy of such grievance shall be filed with the principal involved at Step One.

A hearing before the principal at this step shall be scheduled at a time mutually agreeable to the grievant(s) and his/her/their principal but no later than ten (10) days after the filing of the grievance. The grievant(s) shall have the right to be represented by a representative of the Association. The principal may likewise have a representative of his/her choice at said hearing.

The grievant(s) can bring all documentation and will have the right to call and present witnesses on his/her/their behalf.

The principal shall take action on the written grievance within five (5) days after the receipt of said grievance or, if a hearing is requested, within five (5) days after the conclusion of said hearing. The action taken and the reasons for the action shall be reduced to writing by the principal and sent to the Association.

3. Step Three – If the action taken by the principal does not resolve the grievance to the satisfaction of the grievant(s), the grievant(s) may file an appeal in writing to the Superintendent or his/her designee. Failure to file such appeal within five (5) days from the receipt of the written decision of the principal's action on said grievance shall be deemed a waiver of the right to appeal.

Upon request, a hearing shall be conducted by the Superintendent or his/her designee within five (5) days after the receipt of the request or at a mutually agreed date.

The grievant(s) shall be advised in writing of the time, place and date of such hearing and shall have the right to be represented at such hearing by a representative of the Association. The supervisor may be represented by a person of his/her choice.

The Superintendent or his/her designee shall take action on the appeal of the grievance within five (5) days after the conclusion of said hearing or within five (5) days of the receipt of the grievance if no hearing is required. The action taken and the reasons for the action shall be reduced to writing and copies sent to the grievant(s), the Association and the principal, or, if an Association grievance, copies to the Association and the Board.

4. Step Four – If the Association is not satisfied with the disposition of the grievance by the Superintendent, the Association shall, within ten (10) days complete the Grievance form requesting arbitration. Within five (5) days following the receipt of the Association's request for arbitration, the Superintendent or his designated representative and the Association designated representative shall meet to select an arbitrator. If the parties cannot agree on the selection of an arbitrator, they shall mutually petition the American Arbitration Association (AAA) to provide both parties with a list of seven (7) names from which an arbitrator will be selected by the alternate strike method and notified in accordance with the rules of the AAA. A second list of seven (7) names may be requested by either party. A toss of a coin shall determine who strikes first.

Once an arbitrator has been selected, he/she shall conduct hearings on the grievance in accordance with the rules and regulations of the AAA.

The arbitrator shall hold the necessary hearings promptly and issue the decision within such time as may be agreed upon. The decision shall be in writing and a copy sent to all parties present at the hearing. The decision of the arbitrator shall be binding on the Board, the Association and the grievant.

The arbitrator shall not have the authority to add to, subtract from, modify, change, or alter any of the provisions of this Agreement nor add to, detract from, or modify the language herein in arriving at a decision concerning any issue presented that is proper within the limitations expressed herein. The arbitrator shall expressly confine himself/herself to the precise issue(s) submitted for arbitration and shall have no authority to decide any other issue(s) not submitted to him/her or to submit observations or declarations of opinion which are not directly essential in reaching a decision.

The arbitrator shall in no way interfere with management prerogatives involving the Board's discretion, nor limit or interfere in any way with the powers, duties and responsibilities of the Board under its policies, applicable law, rules and regulations and having the force and effect of law.

The cost for arbitration shall be shared equally by both parties.

D. Withdrawal

1. A grievance may be withdrawn at any level without prejudice or record.

ARTICLE V – INDIVIDUAL RIGHTS

A. Contracts

Contracts shall be issued in accordance with ORC 3319.11. However,

1. To be eligible for a continuing contract an employee must be qualified as to certificate and must have taught for three (3) consecutive years in the Benton-Carroll-Salem district or have served in the district for two (2) years after having attained continuing contract status elsewhere. A teacher who anticipates eligibility for continuing contract status during the last year of their limited contract must notify the Superintendent in writing by September 1st that they anticipate eligibility during the course of the school year. Further, the professional certificate/license must be on file in the Superintendent's office prior to April 1st. These conditions must be met for an employee to be considered for continuing contract status in the current school year.
2. All teachers eligible for a continuing contract may be reemployed (once) upon the recommendation of the Superintendent on a limited contract for a period not to exceed two (2) years, provided continuing service has not been attained elsewhere and provided that written notice has been given to the teacher prior to April 30 with reasons directed at professional improvement. Written notice from the Board of Education of its action on the Superintendent's recommendation must also be given prior to April 30. When the limited contract expires, the Board, upon the Superintendent's recommendation, must either grant a continuing contract or non-renew the employee.

3. A bargaining unit member employed on a limited contract but who will become eligible for a continuing contract may request and the Board may consider the request to be considered for a continuing contract in the year prior to the final year of the limited contract; however, the member must have requested early consideration by October 15. An employee may request a contract of fewer years duration than that which would be normally granted in order to qualify for early continuing contract consideration.

In addition, for informational purposes only, a limited contract may be issued for a period not to exceed five (5) years to an employee holding a provisional, professional, permanent certificate, or educator license. A teacher holding a provisional certificate is not eligible for a continuing contract. A continuing contract (tenure) may be issued to a teacher when he/she meets one of the following criteria.

1. The possession of a valid professional, permanent or life certificate, or
2. The possession of a valid professional educator's license and has completed either one of the following:
 - a. If the teacher did not hold a master's degree at the time of initially receiving a teacher's certificate or an educator license, thirty (30) 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, as specified by the rules which the state board of education shall adopt.
 - b. If the teacher held a master's degree at the time of initially receiving a teacher's certificate or an educator license, six (6) 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 which the state board of education shall adopt.
3. Upon being initially hired by the Board, a bargaining unit member with no prior teaching experience shall be given a one-year limited contract. This contract shall automatically expire at the conclusion of the last contracted teacher day without any prior written notice of nonrenewal, unless the Board acts to renew the contract on or before April 30 of the school year contracted. Teachers hired after July 1, 2005, may be renewed for a second one year limited contract which shall automatically expire at the conclusion of the last contracted teacher day without any prior written notice of non-renewal, unless the Board acts to renew the contract on or before April 30. Each one year limited teacher contract issued as stated above will state that the contract expires in accordance with Article V, Section A of the Negotiated Agreement between the Board and the Association. Said expired contract will not be considered a nonrenewal by either party. This procedure shall specifically take precedence over and supersede Chapter 3319.11 of the Ohio Revised Code. Any specific bargaining unit member whose teaching contract expires under this provision must have been evaluated by the procedures outlined in Article V, Section B.

After the first two (2) one year contracts, members shall be renewed for a two (2) year, then three (3) year contract and all subsequent contracts shall be five (5) years thereafter, provided that no Action Plan for Improved Performance is included in the evaluation.

All subsequent limited contracts shall be renewed or non-renewed by April 30.

4. If any teacher who is highly qualified loses that status as a result of a transfer or implementation of a reduction in force, the teacher must become highly qualified within 16 months after Board action to RIF, or by August 16 of the school year which immediately follows the school year in which Board action to RIF was taken, whichever comes later.

B. Evaluation (See Appendix A for forms and other Resources)

1. Purpose

To assess an employee's work performance.

To help the employee to achieve greater effectiveness in performance of the work assignment.

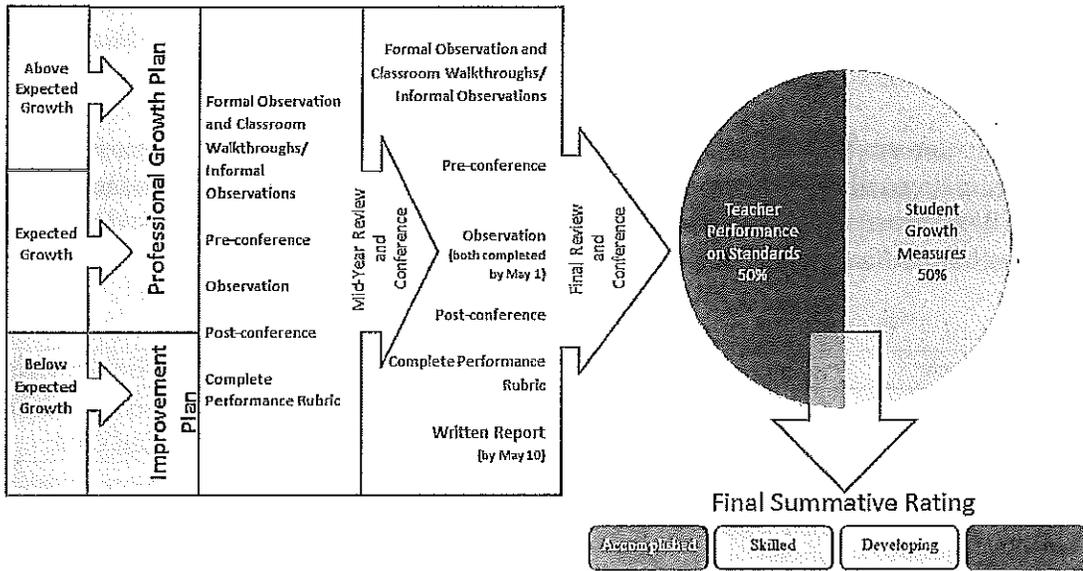
To constitute one of the basis for professional decisions including promotions, reassignments, continuing contract status, limited contract renewal or contract non-renewal or termination.

2. Procedures

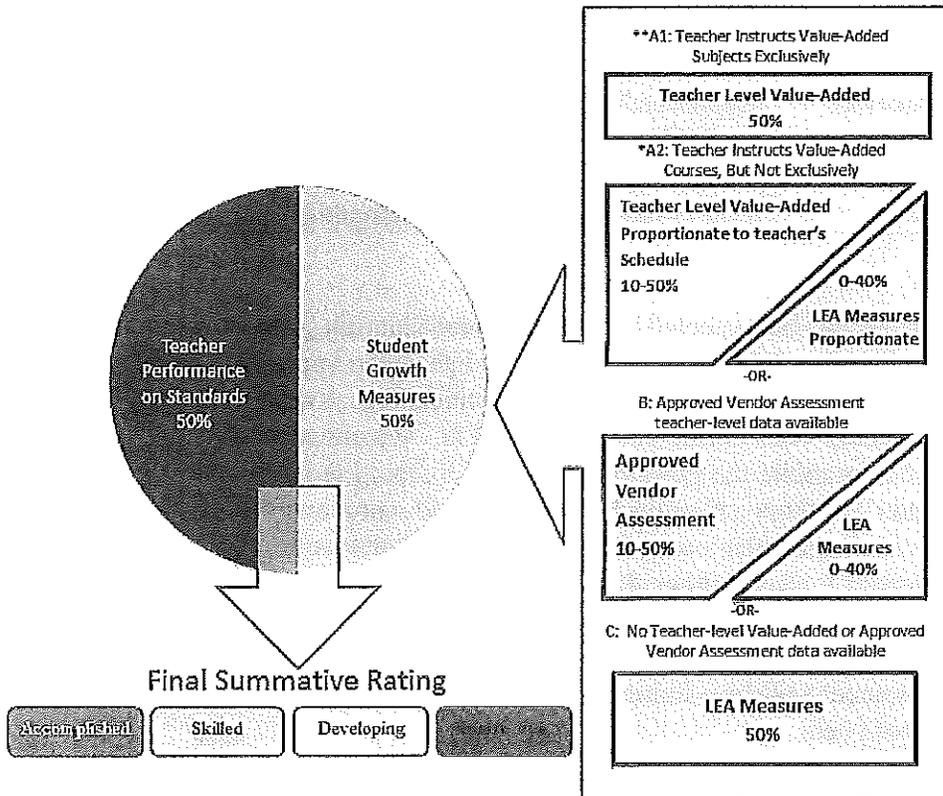
Benton-Carroll-Salem Local School District will be implementing the Ohio Teacher Evaluation System (OTES) Framework, as adopted by the State Board of Education, beginning with the start of the 2013-2014 school year. The implementation will be completed pursuant to B-C-S Board of Education policy, applicable state law, and the standards-based state framework for the evaluation of teachers adopted by the State Board of Education.

The following provides an overview of OTES (Source: Ohio Department of Education). The two following charts summarize how both teacher performance, using a rating rubric consisting of indicators based on the *Ohio Standards for the Teaching Profession*, and student growth measures combine (at the ratio of 50% each) to determine an educators holistic rating.

Teacher Performance on Standards



Student Growth Measures



For those certificated/licensed employees who spend at least 50% of their time providing student instruction to which the standards-based teacher evaluation framework adopted by the State Board of Education known as OTEs applies, including those employed under the *Emeritus Employment* section of the Master Agreement:

Fifty percent (50%) of the certificated/licensed staff member’s final summative evaluation and holistic rating will be based on teacher performance standards, and 50% will be based on student growth measures pursuant to the standards-based state teacher evaluation framework adopted by the State Board of Education.

Category	Description	Student Growth Measure %
Category A1	Teacher Instructs Value-Added subjects/courses only	50% based on teacher level value added data
Category A2	Teacher Instructs Value-Added subjects/courses, but not exclusively	teacher level value added data proportionate to schedule; the remaining percentage is based on SLO*
Category B	Approved Vendor Assessment Teacher-Level Data is available	10—50% based on teacher-level vendor assessment data; remainder based on SLO*
Category C	No Teacher-Level Value-Added or Approved Vendor Assessment data is available	50% SLOs* each of equal weight.
	*SLO = Student Learning Objective; Two to four SLOs are recommended	

All teachers will be expected to write student learning objectives as needed. A student learning objective (SLO) bank will be established and approved for use by the superintendent. Each grade level and/or subject area, as determined by the superintendent, will utilize the same SLO. Certificated/licensed staff members are required to complete the portions of the SLO, from the approved SLO bank, not already completed. Teachers of subject areas who do not have SLOs in the SLO Bank are required to create their own SLO. SLOs will be written and pre-assessments will be administered by **September 30**. All SLOs will be approved by a committee established by the superintendent. The superintendent will have final and conclusive authority to approve all SLOs. Final approvals of all SLOs will occur no later than **October 15**. The post-assessment will be administered, scored, and submitted to evaluator by **April 10** of each school year.

The “Business Rules for Student Growth Measures” (See Appendix A) adopted by the Ohio Department of Education will determine Teacher of Record, Student Enrollment and Attendance, and Data Availability issues. The parties agree to abide by the “Business Rules for Student Growth Measures” as they are changed/amended by the Ohio Department of Education.

3. Additional Procedures/Timelines/Criteria

- a. All Certified staff member evaluations will be completed by district administrators who are the employee's direct supervisor as selected by the superintendent
- b. Ohio Teacher Evaluation System (OTES) Model Resources will be used to gather evidence/data of teacher performance. These forms will be accessed via a secure web-based communication system known as The Ohio Teacher and Principal Evaluation Systems (eTPES), including: professional growth and improvement plans, the performance rubric/record of evidence, walkthrough forms, and file summative evaluation/rating.
- c. Pre-conference and post-conference conversations may be held as needed, as determined by the administrator. Teachers may request a pre and/or post-conference with their administrator if it is not initiated by their administrator. Pre and post-conferences will be a maximum of 30 minutes for grades K-3 teachers and a maximum of one class period for grades 4-12 teachers unless agreed upon by both parties.
- d. During the first year of implementation of OTES, the 2013-2014 school year, all teachers will complete a professional growth plan by September 30, 2013.
- e. The OTES "Self-Assessment Summary Tool" will be an optional tool to inform the development of the professional growth plan. The "Professional Growth Plan" or "Professional Improvement Plan" (as determined by teacher performance and state law) will be completed by **September 30** of each school year. The plans will be implemented and executed in accordance to state law and/or regulation.
- f. For the 2014-2015 school year and beyond, teachers will complete the following by **September 30** of each school year:
 1. Teachers who achieve "above expected growth" on their student growth measure during the previous school year, will complete a self-directed professional growth plan;
 2. Teachers who achieve "expected growth" on their student growth measure during the previous school year will complete a professional growth plan in collaboration with their credentialed evaluator;
 3. For teachers who achieve "below expected growth" on their student growth measure during the previous school year, and/or receive an overall ineffective rating or an ineffective rating on any of the components of the summative evaluation of OTES, the administrator

will create a written improvement plan. (The teacher may initiate a meeting with his or her administrator to complete the improvement plan prior to the start of the next school year.)

- g. Administrators will evaluate each teacher, including tenured (on a continuing contract) and teachers teaching under the provisions of emeritus employment, at least once per school year. The evidence collected to inform the teacher's final performance rating in the area of teacher performance will include at least two formal observations of thirty (30) minutes in length. The observations will be conducted between October 1 and May 1. Reasonable (approximately 24 hours) announcement of the two observations will be made by the administrator. Two formal observations may occur back to back, but there will be at least a one minute break between the two observations. Additional observations will occur as needed, as determined by the administrator. If during an observation evidence collected falls within the "ineffective" category, a teacher and/or administrator may call a meeting to discuss areas of concern. Teachers may ask for assistance from their evaluating district administrator to improve their professional performance throughout the school year.
- h. The evidence collected to inform the teacher's final performance rating in the area of teacher performance will also include data collected in at least two (2) walkthroughs. There will be a maximum of six (6) walkthroughs for evaluation purposes. There will be no cap on walkthroughs if the teacher is on an improvement plan. Generally, walkthroughs will be five (5) to ten (10) minutes in length. A teacher may request a walkthrough. The administrator will make every effort to provide feedback to the teacher regarding the walkthrough within 24 hours.
- i. The final ratings in the area of teacher performance and student growth measures will be combined to determine the final summative evaluation rating for each educator pursuant to the Ohio Teacher Evaluation System Model adopted by the State Board of Education. The final summative evaluation shall be completed by **May 1** of each school year. A written report of the evaluation will be provided to teachers by **May 10**. The final evaluation shall provide a rating pursuant to the State Board of Education Framework: "Accomplished, Skilled, Developing, or Ineffective."

*For a teacher on a limited or extended limited contract who is being considered for non-renewal, at least three formal observations of thirty (30) minutes will be conducted. (3319.111)

Furthermore, for a teacher assigned an effectiveness rating of "Accomplished," on the teacher's most recent evaluation, the teacher will be evaluated once every two years pursuant to Board policy.

- j. For those employees who spend less than 50% of their time providing student instruction, such a nurse, guidance counselor, speech pathologist,

and others, the employee will be evaluated at least once per school year by the supervising district administrator. The evaluation will be completed by **May 1** of each school year. A written report of the evaluation will be available for the teacher by **May 10**. The evaluation forms to be used shall be the forms contained in Appendix A.

- k. State Law and/or the standards-based framework for the evaluation of teachers adopted by the State Board of Education will prevail over any conflicting provisions contained within this agreement.
- l. The parties to this agreement will work collaboratively to implement the OTES model and will meet as needed to discuss concerns and maintain open lines of communication.
- m. Procedures for use by district administrators in making retention and promotion decisions will be consistent with Ohio Revised Code.
- n. Procedures for removing poorly-performing teachers will be based on evaluation results and will be consistent with Ohio Revised Code.
- o. Response to Evaluation: The employee shall have the right to make a written response to the evaluation and to have it attached to the evaluation report to be placed in the employee's personnel file. A copy signed by both parties shall be retained by the employee. Said rebuttal shall be made within 15 days of receipt of said evaluation.
- p. Personnel Action Requirement

If the Superintendent decides to recommend contract non-renewal or denial of continuing contract status, the Superintendent or his/her designee shall notify the employee in writing (certified mail) of the Board's intention on or before June 1st

- q. Effective Date

Evaluation procedures shall not apply to supplemental or extended contracts. The procedural aspect of evaluation shall be subject to the Grievance Procedure (Article IV), except that any teacher who is recommended for non-renewal shall be subject only to review procedures contained in ORC 3319.11. The content of the completed evaluation, the judgment of the administrator, or the plan for teacher improvement shall not be grievable or arbitral. Such contracts are not subject to this evaluation procedure.

- r. Exceptions to ORC

Supplemental, extended service, and substitute contracts, including those substitute contracts which become limited contracts at the sixty-first day

of employment per ORC 3319.10, shall expire automatically and non-renewal under Ohio Revised Code shall not be required.

s. Seniority

Seniority will not be the basis for making retention decisions, except when choosing between teachers who have comparable evaluations.

C. Discipline

1. The administrator will inform the bargaining unit member that a meeting is scheduled for the purpose of progressive discipline and he/she is advised to have an Association Representative present.

No employee shall be disciplined, reduced in rank, compensation or demoted without "just cause" and/or the violation of Board approved policy, guidelines and noncompliance with applicable provisions of this contract or violation as defined in ORC 3319.16.

2. The following progressive penalties shall be followed:

Step 1. Verbal Warning

Step 2. Written Reprimand (the employee shall have the right to rebuttal within five (5) working days).

Step 3. Suspension without pay, not to exceed one (1) day.

Step 4. Suspension without pay, from two (2) to ten (10) days.

Step 5. Termination

3. Depending on the severity of the offense, the building administrator(s) at Steps 1 and 2, and the Superintendent at Steps 3 through 5 may initiate the disciplinary action. In the event of a serious infraction, the Superintendent may immediately suspend a bargaining unit member with pay, pending the investigation and disposition of the infraction.

4. Due Process

All disciplinary conferences pertaining to the application of these sanctions shall be private and in Executive session if it involves the Board. The employee shall be given written notice of the nature of the infraction in Steps 2 through 5 and the opportunity for a hearing with the person who initiated the disciplinary action. The employee shall have the right to appeal the decision to the Board of Education those disciplinary actions that involve a suspension without pay of more than one (1) day. The employee shall receive a written disposition within three (3) days of the disciplinary hearing from the person who initiated the disciplinary action.

Appeals to the Board of Education shall be made within five (5) working days of receipt of the disposition by the employee. Within seven (7) working days, the Board shall schedule an appeal hearing. The Board may uphold, vacate or modify the proposed disciplinary action. The employee shall have the right to representation of his/her choice at an appeal hearing with the Board of Education.

5. An employee who has received a suspension under the terms of this article shall have the right to file a grievance and have that grievance accelerated to Step 4 of the grievance procedure.
6. Records of any disciplinary action cannot be used in the progressive disciplinary procedure after 24 months unless the incident is related to child or sexual abuse incidents that do not result in termination.
7. Nothing contained herein shall preclude the Board from acting to institute termination proceedings pursuant to 3319.16 and 3319.161 of the O.R.C. when, in the sole and exclusive discretion of the Board, it is determined that such action is warranted.

D. Payroll Deductions

The Board shall provide payroll deduction(s) at no charge for the following items:

Taxes (payroll tax only), each paycheck

Annual or Continuing Association Dues/Fair Share Fee, fourteen (14) consecutive paychecks (excluding third pays of the month) beginning with the first paycheck in November

Credit Union, each paycheck

Medical Insurances, first two paychecks per month

State Teachers Retirement System, each paycheck

Disability Income Insurance, first two paychecks per month

United Way, first paycheck per month

Annuities/Individual Retirement Accounts, first two paychecks per month, changes/additions can be made as per second paragraph below

Educational Political Contributions, second paycheck

Ohio Tuition Trust Authority

The payroll deduction(s) of the above items, when optional on the part of the member, can be initiated upon written request of that member and shall remain in effect until

written cancellation is received by the Board Treasurer, or for the specific amount of time stated in the authorization.

Each member may request payroll deduction(s) at any time. Any change or new deduction will be implemented in a timely fashion, not to exceed the second payroll period following the request, granted all necessary information has been provided. A new annuity company will need no less than three contributing members in order to qualify for payroll deductions.

E. Personnel Files

There shall be one official personnel file and it shall be maintained in the office of the Board of Education. The files shall be maintained in accordance with all applicable laws.

Each professional staff member shall have the right to review his/her personnel file, provide he/she has notified the Superintendent's secretary of his/her intent to do so, except for confidential pre-employment recommendations or confidential college recommendations. Each employee shall have the right to request one copy, at no expense, of any document within his/her file.

The staff member shall have the right to attach written comments and/or rebuttal to any item within 15 days of the time it is placed in his/her file. The staff member shall be shown any items placed into his/her personnel file. The staff member shall initial/sign the item prior to the filing indicating that he/she has seen the document. The initialing by the employee does not indicate concurrence with the contents of the document. No anonymous materials shall be placed in any personnel file. Deletion of material from the file may be done at the mutual consent of the Superintendent and the employee.

The staff member shall be notified if an individual other than a Benton-Carroll-Salem administrator requests to review and/or receive copies of his/her personnel file.

Materials in the employee's personnel file shall be accurate, relevant, timely, and complete (ORC 1347.05).

F. Resident Educator Program

A mandatory four-year program for full time resident educator shall be implemented. The Entry Year Program shall include both a formal program of support, including mentoring to foster professional growth of the individual teacher, and when implemented by the Ohio Department of Education, the assessment of skills and abilities of the teacher for the purposes of attaining professional licensure. The length of the program shall be (4) four academic years, which shall include at least one hundred twenty (120) workdays and will conclude at the end of the fourth school year.

The Resident Educator Program shall include the following elements:

1. Mentors
 - a. Filling of Vacancies

The procedure for the filling of resident educator mentor positions shall be in accordance with the Master Agreement procedure for hiring candidates less than three weeks prior to the beginning of school. The number of resident educator (mentor) positions shall equal the number of resident educators (mentees).

b. Qualifications

Teachers must have been employed on a regular teaching contract in the district for at least the last three (3) consecutive years to be eligible to serve as a mentor and, in addition, all mentors must have Resident Educator Program Training and be a certified mentor as required by the Ohio Department of Education.

c. Compensation and Workload

A stipend of \$750 per year for years 1 and 2 mentors, and \$500 for years 3 and 4 will be paid. Said stipend shall be paid on the second pay in June. The mentor shall be assured of adequate time during the work day to meet with the assigned resident educator. No mentor shall be assigned more than one (1) resident educator at a time during a school year, unless mutually agreed upon. If a mentor is assigned for less than one (1) academic year, compensation shall be prorated. A lead mentor (the lead mentor will be a bargaining unit member) will be assigned by the Superintendent, with input on the selection from OHEA Co-Presidents. The lead mentor will be compensated at 2.5% of the base salary.

d. Confidentiality

All interaction, written or verbal, between the resident educator mentor teacher and the resident educator mentee shall be regarded with confidentiality, and shall not be used by either the Board or the Association in termination or non-renewal actions, unless the matter involves illegal and criminal activities. Any violations of this tenet by the mentor shall constitute grounds for immediate removal from the role as mentor without recourse to the grievance procedure or ORC 3319.16.

e. Duties

The resident educator mentor shall sit in all post evaluation meeting(s). The lead mentor shall be notified by the mentor if any resident educator mentee is given a development plan.

2. Resident Educators

a. Workload

The resident educator mentee shall be assured of adequate time during the workday to meet with the assigned mentor. The building principal shall be responsible for providing coverage of classes when the resident educator mentee and mentor meets with an Ohio Department of Education assessor.

b. Training

Training on the methods of assessment to be used by the Ohio Department of Education shall be provided to resident educators by the Board. Such training time shall be in addition to any other professional leave to which the resident educator may be entitled.

c. Confidentiality

No resident educator mentor shall be compelled to release information to the school district regarding the resident educator's mentee assessment by the Ohio Department of Education, nor may such information be used in the evaluation of the resident educator mentee by school district administrators. Any documents pertaining to the Entry Year Program and the ODE assessment shall be confidential to the extent permitted by law.

d. Protection

The mentee may exercise the option to request a new resident educator. If a new mentor is assigned, the former mentor shall have his/her supplemental contract terminated without recourse to the grievance procedure and ORC 3319.16 or any other legal challenge. The new mentor shall receive a prorated share of the former mentor's supplemental salary.

No adverse employment action may be taken against a mentee who fails in the first year to successfully complete the entry year program but who retains the appropriate teaching credentials, unless all applicable provisions in the Master Agreement relating to teacher evaluation and non-renewal of contracts have been followed. Notwithstanding ORC 3319.11 and all other applicable provisions of this contract relating to teacher evaluation and non-renewal of contracts, a mentee who fails twice (or more often if the law changes) to successfully complete the Entry Year Program requirements may be non-renewed, without recourse to the grievance procedure and or any other legal challenge.

ARTICLE VI – SCHOOL CALENDAR

- A. The superintendent shall submit, to the employees, two (2) proposed school calendars for two (2) years on even years prior to November 1 for a vote to determine which calendar the employees prefer. The Board shall be informed of the employees' preference. The following are non-work days:

Labor Day
Wednesday before Thanksgiving
Friday after Thanksgiving
Christmas Day
New Year's Day
Martin Luther King Day
President's Day (*waiver day)
Spring break (minimum of 5 working days)
Friday before Easter
Monday after Easter
Memorial Day

* Waiver day – this day will be a regular school day if we have exceeded 5 calamity days.

The Board shall adopt a school year calendar. Should any change in the adopted calendar be made necessary, the Association shall be consulted before the Board makes its decision.

ARTICLE VII – WORKING CONDITIONS

A. Class Size/Class Assistants

The Board recognizes the importance of class size and equalization of grade levels

In grades 4, 5, and 6 every effort will be made to maintain a daily work load of no more than 150 students per teacher in the core subject areas. Core subject areas shall include Math, Language Arts, Reading, Social Studies and Science. If through the normal scheduling process it becomes impractical to attain a work load of 150 students per teacher, per day, a building committee of middle school staff members (chosen by the building principal and building representative) shall be formed to review the current staffing levels and assignments within the building. The committee will make recommendations to the principal regarding optional scheduling approaches that may be used within the building to achieve the 150 students, per teacher, per day goal.

1. A minimum number of classroom assistants which may not include special education assistants will be assigned. The Board will maintain nine (9) classroom assistants at R.C. Waters elementary school.
2. In grades K-3 every effort will be made to maintain class size of 25 students. In the event a class size exceeds this, the Superintendent, building administrator and co-presidents will sit down to discuss a reasonable solution.
3. The Board shall assign classroom assistants and be in compliance with all class size ratios within the "Operating Standards for Ohio Schools Serving Children With Disabilities." Should an intervention specialist assigned within rule 3301-51 exceed the class size ratios, an assistant will be provided prior to any waivers being submitted by the superintendent.

The assignment of the assistant will be at the building administrator's discretion and should be equitable. The Board will provide a substitute aide when a prolonged absence of five or more days is evident.

B. Least Restrictive Environment

1. Advisory Committee

Each school building may establish a Least Restrictive Environment Committee under the direction of the building principal or designee. The committee shall meet as needed (at least once per semester) to discuss concerns relating to least restrictive environment mandates.

The committee shall make recommendations to the Director of Special Education and Superintendent concerning the same. The committee shall be advisory in nature.

In addition, a teacher may also request a special meeting of the committee, in resolving problems that are related to including students with disabilities in the regular education classroom.

2. Written Work

Bargaining unit members responsible for writing I.E.P.'s and other required paperwork may be given release time to work on said requirements at the discretion of the Superintendent.

3. Extra Training

Additional in-service training shall be made available in conjunction with voluntary in-service opportunities for regular education teachers with students with I.E.P.'s.

4. Conformity to State/Federal Laws

The Board recognizes and agrees that it will take any steps necessary in order to meet the requirements of Federal and State law that require that students with disabilities be educated in the least restrictive environment.

5. Staffing Meetings

All regular education teachers who will be providing instructional service for students on I.E.P.'s shall receive written notification of the schedule for staffing meetings. The teacher shall attend the meeting unless excused by the building principal.

6. Equalization

Attempts will be made to place special needs students equally throughout the classes in each building.

C. Minimum Standards

The Board and Association agree to abide by all other minimum standards of the Ohio Department of Education.

D. Work Day/Week/Year

1. Work Day

The regular workday shall consist of a consecutive 7 hours and 30 minutes commencing a maximum of 30 minutes and a minimum of 10 minutes both before and after the student contact day.

2. Lunch

A regular work day shall include a paid, duty free lunch period of not less than 30 consecutive minutes.

3. Travel/Prep Time

Adequate time, a minimum of twenty-five (25) minutes shall be scheduled for employees required to perform work at more than one site during the course of the workday.

4. Extra Activities

Any required work performed by the teacher outside the workday that is not expressly set forth in this section or related provisions of the contract will be voluntarily excluding the time to attend open houses and teachers' meetings. The building administration shall schedule no more than 1 regular teachers' meeting per month. Reasonable notice of the meeting will be provided. Additional teachers' meetings may be called if an emergency (i.e. bomb threats, death of a student or staff member) or other building crisis develops as determined by the building principal. Additional "non-emergency" meetings may be called by the principal but will be held during the non-instructional time at the beginning or end of the workday. The principal may call regular teachers' meeting and make the necessary arrangements to modify the workday of the teaching staff so that the meeting can be held within the regular workday hours.

5. Work Week

The normal week shall begin a maximum of 30 minutes and a minimum of 10 minutes prior to student contact time on the first day of the week and shall end, whenever practical, at the conclusion of student contact time on Friday, or the last

day prior to a vacation period. (This will often be determined by the time needed for student supervision related to busing).

Each employee's week shall include a minimum of 200 planning minutes per week and 240 minutes per week at the elementary during the student day unless otherwise mutually agreed upon by the building administrator and teacher. At least three of the planning periods shall not be less than 30 consecutive minutes and planning minutes will be on three out of five days each week.

6. Work Year

The work year shall be defined as one-hundred eighty-four (184) workdays. The work year shall include four (4) days for in-service or workdays. The calendar shall include:

- 1 Workday prior to school beginning
- 1 Checkout day – 4 hours
- 2 In-service days (See Appendix D)

7. Calamity Days

a. 3-hour delay

In the event that there is a 3-hour delay, the school day will be extended for one (1) hour. Any teacher who has a scheduled appointment after school shall advise his/her building administrator at the beginning of the workday.

b. Five (5) days will be designated on the school calendar as make-up days for any days that must be made up due to Calamity Days.

c. On-Line Calamity Days

The Board or its designee will reach agreement with the Association with regard to the number of on-line calamity days each year.

8. Professional Development

The Board will provide and/or schedule a minimum of 30 hours of professional development activities within the school district to permit employees to meet the twelve (12) hour requirement. The Board shall make every attempt to prepare and distribute a catalog of activities that will be available during the school year before September 1. The Board may require attendance at up to three (3) hours of professional development activities deemed necessary for all employees to attend.

All earned hours must be documented using the form at Appendix D. For the purpose of calculating earned hours, the year shall begin May 16 and end May 15. Up to 3 hours may be carried over into the following year.

Employees who wish to attend other professional development activities not offered by the Board may do so subject to the following restrictions:

- a. The program relates to the employee's subject area or approved Individual Professional Development Plan (IPDP); and the employee has received advance approval from the employee's assigned building principal.
- b. The employee must bring evidence of completion of the activity and verification of the length of the program (e.g. certificate of completion or signature of presenter).

Employees are expected to fulfill the twelve (12) hour requirement. While the Board will maintain records showing each employee's earned hours, it is each employee's responsibility to account for the time to ensure completion of the requirement. These hours will be granted for LPDC.

Failure to earn the twelve (12) hours will result in a corresponding loss of pay, to be deducted from the employee's final paycheck of the contract year. Similar adjustments in pay will be made in the event that a teacher leaves the district before May 15 without completing the requirement.

E. Absences

The Superintendent will develop guidelines for obtaining substitute teachers that will not involve the teacher contacting substitute teachers. If a teacher must be absent from school, the teacher shall be responsible for contacting person(s) designated by the Superintendent.

F. Medication and Nursing Practices

A member of the bargaining unit shall not be required to dispense medication or perform treatment (except for the school nurse according to his/her level of training). Only a qualified staff member who has completed the necessary training may administer other treatment. No bargaining unit member (excluding the school nurse) shall be required to be trained.

ARTICLE VIII – LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

A. Purpose

The purpose of the local professional development committee will be to devise and operate an efficient system of review for the purpose of insuring that the coursework and/or other educational activities taken by certified/licensed personnel of the BCS school district meet the established guidelines for the renewal of a professional license or certificate. The LPDC (Local Professional Development Committee) shall establish the necessary guidelines for the purpose of reviewing professional development goals and/or activities for certification and license renewal for the BCS school district.

B. Representation

A five (5) member Professional Development Committee shall be established for the purpose of developing and implementing the guidelines and procedures necessary for the full implementation of the teacher licensure law. The committee shall be comprised of three (3) teachers and two (2) administrators. The teacher members shall volunteer or be appointed by the Co-presidents of the Association and the administrative members shall be appointed by the Superintendent. The term of office for each committee member shall be two years, unless mutually agreed upon by the Superintendent and OHEA Co-Presidents. In the event of a vacancy, the committee member shall be replaced for the remainder of the vacated term by the responsible appointed individual.

C. Responsibility

The committee's responsibility shall include, but not be limited to, approval of all Individual Professional Development Plans (IPDP's) for all certified/licensed employees who apply for license renewal, approval of all C.E.U.'s, coursework, workshops, in-service, or other professional educational activity that will be associated with the certificate and/or license renewal. IPDP's will not be used as part of the teacher evaluation process.

D. Selection of Chairperson

A chairperson shall be elected by a majority of the LPDC.

A recorder/clerk will be provided by the Board. This person shall not be a voting member, but will maintain minutes of all meetings, and provide other support services to the LPDC. The individual shall report directly to the Superintendent.

E. Procedures

The LPDC will meet monthly during the regular school year. During the months of June, July and August the LPDC will meet on an as needed basis. Additional meetings may be scheduled as necessary.

A quorum, necessary to conduct LPDC business, shall consist of no less than two (2) members appointed by the Co-presidents and one (1) member appointed by the Superintendent.

The minutes of preceding meetings shall be approved at each meeting.

A simple majority of the LPDC members present at the meeting must agree upon any proposal for it to be adopted.

The committee members appointed by the teacher's Association of the Local Professional Development committee shall receive release time from their teaching duties or they shall be paid, by the BCS Board of Education, \$20.00 per hour for the time that they spend in attendance at authorized LPDC meetings. This payment shall be capped at \$1,000.00 per year, per person. This cap may be modified by mutual agreement of the Association and the Board.

The Board shall provide for and/or pay all costs directly related to the implementation and operation of the LPDC. These expenses may include, but not be limited to, copying cost, office supplies, training needs of committee members, and postage. Approval for all expenditures must be made in advance through the normal purchase order process.

F. Appeals and Approvals

Reviewed IPDP's (Individual Professional Development Plan) and/or course/activity proposals are to be returned to the teacher/administrator within 5 working days of the review.

If the teacher/administrator desires to appeal the decision of the LPDC, a written appeal shall be submitted to the LPDC chairperson within 10 working days of receiving knowledge of the denial of an IPDP or credit proposal. The written appeal and/or an oral presentation will be considered at the next regularly scheduled meeting of the LPDC.

If the proposal is still denied, the applicant may request a binding decision rendered by a three (3) person mediation team chosen as follows: one person selected by the applicant, one person chosen by the LPDC, and a third person mutually agreed upon by the first two. Appointment of the full mediation team must occur within ten (10) working days of receipt of the appeal. Members of the mediation team must hold a current Ohio Department of Education Certificate or License. If a third person cannot be mutually agreed upon, the LPDC will appoint the third mediator within ten (10) working days. The mediation panel will render a decision within ten (10) working days following the appointment of the third mediator. The decision of the mediators shall be final and is not subject to the grievance procedure of this collective bargaining agreement.

If an administrator elects to appeal a decision of the LPDC, the administrator shall have the right to file any appeal directly to the Superintendent. The decision of the Superintendent shall be final and binding. If the State Board of Education establishes rules and regulations pertaining to a state appeal process for administrators, the local administrators must bypass the Superintendent and appeal at the state level.

G. Policy

Activities which are part of one's regular job duties including paid supplemental duties shall not be considered for CEU credit. This would include, but not be limited to the following activities: IEP conferences, Parent/Teacher Meetings, curriculum development, lesson plan development, open houses, coaching workshops or clinics, and/or regular scheduled teacher workdays. Professional day activities and/or other in-service opportunities that are paid for by the school district may be considered for CEU credit depending upon content. Professional day requests submitted to the superintendent's office for approval should not be considered a request for LPDC credit consideration. Professional day, coursework or in-service activities may be approved by the LPDC prior to attendance to be eligible for credit. If a staff member has any doubt about the content of the professional/in-service activity being counted for CEU credit by the LPDC, she/he should seek pre-approval on the designated LPDC form.

It is the responsibility of every BCS certificated/licensed employee to monitor the expiration date(s) of his/her certificates/licenses as well as maintain accurate documentation and records of their professional development activities. The LPDC will not be responsible for the failure of an employee to maintain the necessary professional certificate or license.

New employees to the district, who have been employed in another school district, will be required to submit their record of all professional development committee approved coursework and/or CEU credit from the prior school district for review by the LPDC. All coursework and/or CEU credit that meets local guidelines shall be approved by the LPDC and that employee shall be given credit for those professional activities. The decision of the LPDC will be final as it relates to all transfer credit.

All minutes of meetings and records of actions and proceedings of the LPDC shall be prepared and maintained in compliance with the laws governing the operation of committees of public bodies.

Members of the LPDC shall be indemnified for action related to the proper performance of their duties as members of the LPDC, should such indemnification be permissible under the school district's liability plan.

If at any time during the course of this agreement the concept of Local Professional Development Committees, as established by O.R.C. Section 3319.22, is abolished or modified by legislative action or by administrative rules, this section of the collective bargaining agreement will be deleted or modified to reflect the changes.

ARTICLE IX – ASSIGNMENTS/VACANCIES/TEACHER TRANSFERS

A. Assignment

Any proposed assignment change for the next school year will be discussed by the principal and the staff member prior to the end of the school year or as soon as possible. A staff member reassigned after the last workday shall be granted, upon request, a conference with the principal to discuss the assignment.

A reassignment of a staff member to a position not held by that individual for a period of five or more years entitles that member to a mentor, if he/she so request. In addition, if it is mutually agreed that additional training is necessary to successfully implement the reassignment that training shall be paid for by the Board of Education.

B. Transfers

Transfers may be made at the request of the bargaining unit member, or upon the initiative of the Superintendent or principal.

Voluntary Transfers

Transfers may be made at the request of the bargaining unit member. Employee requests for transfer must be made in writing within five (5) days within the posting of a vacancy. Late requests may be considered by the Superintendent. If more than one person applies, the transfer will be based on the following: certification, greatest seniority and past evaluations.

Involuntary Transfers

An involuntary transfer will occur if no certified member applies for a vacancy. If a bargaining unit member is to be involuntarily transferred to a different building or to a different grade level in the elementary, or to a different department, the Administration shall meet with the teacher. Transfers will be made on the basis of the following major factors: certificate endorsements/license and least seniority.

C. Vacancies

1. A vacancy shall be any position newly created or any position vacated by reason of retirement, resignation, death, leave, transfer, suspension and/or termination. The Board shall have the discretion to determine whether or not to fill a vacancy. Vacancies in teaching or supplemental positions will be emailed to all members and posted on the faculty bulletin board in each school for five (5) days during the school year. During summer months, notice of vacancies will be emailed to all members.

Interested teachers shall make application for the position within five (5) days of the posting. Late requests may be considered by the Superintendent. Major factors to be considered in filling voluntary transfers shall be: certificate/license endorsements, tenure, seniority in this district (highest first), and employment performance.

2. Building Closure/District Reorganization

When a building is closed or classes are moved to another building because of District reorganization, the following procedure will apply:

- a. Bargaining unit members affected by a building closure or District reorganization shall be informed of such facts within ten (10) teacher work days following the Board action. Such notice shall include all bargaining unit positions that are vacated, the location and the required certification. The choice of positions is limited to vacant positions that are open.
- b. Only affected bargaining unit members shall apply for the position(s). The application shall include the building location of the position(s) the unit member desires stating the order of preference. Transfers may be based on certification/license, greatest seniority in the District while maintaining the present staff, if possible.

ARTICLE X – REDUCTION IN FORCE (RIF)

If the Board determines it necessary to reduce the number of bargaining unit positions, a committee comprised of members of the Board of Education, the Oak Harbor Educational Association, and the administration will convene to review the reasons for planned RIF and to address the details of the reduction in force. The outcome of these meetings will be a recommendation to the Board of Education on how to implement the RIF procedures.

A RIF may occur for the following reasons:

1. Decrease of 10% in overall pupil enrollment over 2 consecutive years. A decrease of 15% in overall grade level enrollment in K-5 or a 15% reduction in enrollment over 2 consecutive years in a program area grades 6-12.
 2. Suspension of schools or territorial changes.
 3. Return to duty of a teacher from a leave of absence.
 4. Financial reasons (a 10% reduction of the total General Fund revenues from what General Fund Revenue was previous fiscal year.)
- A. To the extent possible, the number of teachers to be affected by the reduction shall be kept to a minimum by utilizing the following methods:
Not employing replacements for teachers who will retire, resign, or take an approved leave.

Non-renewing employees in the last year of their contract who would not otherwise be asked to return in accordance with other provisions of this Agreement.

These provisions shall also apply to limited supplemental contracts, however nothing contained herein shall require the Board to fill a vacancy.

B. Reduction Other Than By Attrition

To the extent that reductions under “A” above are not achieved through attrition or the non-renewal of limited contracts, reductions will be achieved by layoff. Layoff shall mean that a teacher’s contract(s) will be suspended. When layoffs of members of the bargaining unit are necessary, seniority and areas of certification/licensure shall be the exclusive criteria in determining such layoffs.

Layoffs shall be on the basis of last hire, first to be laid off. However, no teacher on continuing contract status shall be laid off, regardless of seniority, unless all teachers on limited contract in the affected area of certification/licensure have been laid off.

A teacher, whose contract is suspended pursuant to these provisions, may displace a more junior teacher in another area of certification, providing the following provisions are fulfilled:

1. The area of certification/licensure in question is properly on file in the Superintendent's office at least 30 days prior to the date the Board acts on the suspension of teaching contracts. Exceptions to this rule may be granted by the Superintendent.
2. Any teacher who has been laid off shall have his/her name placed on a recall list.

C. Seniority

A yearly seniority list shall be updated listing all members of the bargaining unit, the date of hire-in, and the areas of certification held by each teacher.

All teachers having a continuing contract shall be placed higher on the seniority list than those teachers who do not. After this is done, seniority shall be determined by the length of continuous service in the school system. (Part-time teachers shall receive prorated service credit, i.e., ½ time equals ½ year of service). Among those with the same length of continuous service, seniority shall be determined by and in order of: tenure, the date of the Board meeting in which the teacher was hired, and if the date of hire is the same, by lot (where all parties have equal chance) as conducted by the Superintendent with the assistance of the Association President on the date of hiring and the results will be kept on record until employment ceases.

Seniority will not be the basis for making retention decisions, except when choosing between teachers who have comparable evaluations, as defined on the final summative rating.

For the purposes of transfers, all teachers with continuing contracts shall be higher on the seniority list than teachers with limited contracts and teachers shall be listed by seniority in their respective groups (i.e., continuing contracts and limited contracts).

Length of continuous service will not be interrupted or affected by authorized leaves of absence or layoff under the provisions of this Contract. However, once an individual's name is removed from the recall list pursuant to #4 below, that person's seniority within the system is broken. The continuous service of a teacher who has returned to employment following resignation or other termination of employment will be measured from the date of return.

No later than 45 days prior to the date the Board acts on the suspension of teaching contracts, the Association President shall be given a copy of the seniority list. It shall contain the date of hire and all certification/licensure areas on file for each teacher as of the aforementioned date. The Board and the Association shall review said seniority list for accuracy and said seniority list shall be deemed the official seniority list.

D. Procedures

1. The Association president shall be notified in writing of an intended RIF at least 45 days prior to the date the Board acts to suspend teaching contracts.

2. Each affected teacher shall receive notification of intent to suspend his/her contract at least two days prior to the date of Board action to suspend teaching contracts to implement a RIF and his/her placement on the recall list. The notification shall include the reasons for the reduction in the positions: the position(s) to be reduced; the names(s) of the employees to be affected; the projected date of the Board's action to implement the suspension of teacher's contracts; a list of proposed financial cuts within the district's budget; and the projected effective date of the suspensions of the teachers contracts.

E. Recall

1. Teachers on the Reduction-In-Force list shall be returned to active employment to fill vacancies in reverse order or reduction for any position that becomes available for which they are or have become certified/licensed before any permanent teacher, full or part-time, or substitute is hired.
2. In the event a vacancy(ies) becomes available, the Board shall recall the teacher to active employment status by giving written notice to the teacher.

Said written notice shall be sent to the teacher by registered or certified letter addressed to the teacher's last known address. It shall be the responsibility of each teacher to notify the Board of any change in address or addition to his/her certification.

3. A teacher on the recall list shall have the right to refuse or accept a position when it is offered. If the teacher refuses a position, then the offer of the position shall go to the next certified/licensed teacher on the recall list. If a teacher refuses a position, his/her name shall be re-entered at the bottom of the list. A teacher's name shall be removed from the recall list as follows:
 - a. He/she waives their right to recall or resigns.
 - b. He/she fails to respond to an offered position for which they are certified/licensed within seven (7) days of the official notification (certified mail to last known address).
 - c. He/she fails to report to work within ten (10) days of acknowledgment of the official notification unless sick or injured.
4. A nontenured teacher's name shall remain on the Reduction In Force list for twenty-nine (29) months following the date he/she is first placed on the list.

A tenured teacher's name shall be removed only if he/she requests such removal.

5. A recalled teacher shall be entitled to the same level of seniority, total sick leave accumulation, and placement on salary schedule (adjusted as a result of additional course work and/or teaching elsewhere in interim).

- F. The suspension of teachers' contracts to effect a reduction-in-force shall occur prior to June 30th.
- G. The personnel records and all future references of those employees reduced in force shall clearly indicate that such action was due to a reduction-in-force and was not due to unsatisfactory performance.

ARTICLE XI – LEAVES

A. Sick Leave

Employees may accumulate sick leave at the rate of 1-1/4 days per month up to 15 days per year. A total of 315 days may be accumulated and the unused sick leave is transferable within the State of Ohio. Employees transferring to the Benton-Carroll-Salem Schools will submit a statement of sick leave credit signed by the treasurer or Superintendent of schools. New employees will be granted 5 days sick leave in advance which will be a part of the 15 days that may be accumulated for the year. Additional days may be granted by the Superintendent.

BCS Board of Education and OHEA have established a catastrophic sick leave donation program. See Appendices B & C.

Proper Use of Sick Leave:

1. For personal illness, injury, or exposure to a contagious disease which is communicable to others. If requested, the employee must furnish a statement of care from a doctor beginning with the third successive day of absence.
2. For illness in the immediate family. If necessary, an employee may use sick leave for illness in the immediate family. "Immediate family" is defined to include father, mother, brother, sister, husband, wife, child, mother-in-law, father-in-law, grandparent, grandchild, or any other relative living under the same roof.
3. An employee may use 5 days for each death in the immediate family. A maximum of 2 days may be approved annually for a death other than in the immediate family. Additional time may be granted to the above when necessary.
4. Pregnancy, childbirth and related medical conditions may not be treated any differently from other equally disabling physical conditions or illnesses for the purpose of granting sick leave.
5. Special situations not covered in this policy will be presented by the principal to the Superintendent for a decision.

B. Personal Leave

1. Each school year an employee shall be granted up to three (3) days of personal leave, with no loss of compensation, when it is necessary to be absent from work for reasons not covered by any other type of leave.
2. Requests for personal leave shall be submitted to the building principal upon the proper form and submitted at least ten (10) days prior to (except in extenuating circumstances) the leave.
3. All leave shall be granted subject to the conditions contained herein, any of which may be waived by the Superintendent on request and on a case-by-case basis:
 - a. Leaves may not be used to extend holidays or breaks (Christmas, Easter, Spring Break, Thanksgiving, Memorial Day, and Labor Day).
 - b. A maximum of eleven (11) employees per day will be granted personal leave. Personal leave will be granted on a first come, first served basis.
 - c. Exceptions to these conditions can only be granted by the Superintendent.
4. The employee's signature upon the application is his/her certification that the leave is not in violation of the conditions for leave as noted in 3. b and c.
5. **Exceptions to these conditions can only be granted by the Superintendent.**
6. If there is substantial reason for the principal or Superintendent to believe the conditions have been violated, the employee shall meet with the principal or Superintendent to discuss the reason(s). The employee may be represented at the meeting with the principal or Superintendent. Violation of the policy may result in loss of pay equal to the number of days misused. The continued misuse of personal leave will be grounds for termination.
7. Any unused personal days shall be converted June 30th or the termination of employment to sick leave using the following guidelines:

1 personal day = ½ sick day
2 personal days = 1 sick day
3 personal days = 1 & ½ sick days

Every day granted for emergency leave, will reduce the number of personal days used for calculating this conversion.

C. Professional Leave

Professional leave shall be defined as days used to help the teacher improve his/her own current area of instruction (seminars, workshops, professional organization meetings, classroom visitations, departmental meetings, etc.) or extracurricular responsibilities. Employees with a supplemental contract are advised to review the Administrative Policy.

1. Each member of the faculty may use from one to three days per year to attend professional meetings. Additional days may be granted by the Superintendent.
2. Requests shall be made on the proper form at least two (2) weeks prior to the registration deadline. They shall be directed through the principal to the Superintendent. Late requests may be considered by the Superintendent at his/her discretion.
3. If approved, the teacher shall be reimbursed for expenses in accordance with the Administrative Policy. Evidence of attendance must be provided. Examples of include, but are not limited to, certification of attendance, a handout, an agenda, etc.
4. Leave shall be granted subject to the following conditions:
 - a. Professional leave may not be used where other leaves apply.
 - b. Professional leave does not apply to field trips or contests involving B-C-S students.
 1. Professional leave may not apply toward in-service days, county curriculum meetings or principal's meetings.

D. Parental and Family Leave

Parental Leave shall be granted to a teacher without pay for the purpose(s) of childbearing, child-rearing, adoption, and/or foster care subject to the following conditions:

1. He/she shall submit a written request to the Superintendent for parental leave no less than thirty (30) calendar days prior to the date of which that teacher desires his/her leave to commence. This notice shall be waived in the event of unexpected and/or premature birth. In the case of adoption or foster care, the teacher shall notify the Superintendent that placement of a child (children) is likely to occur during the current semester, or within thirty (30) days, whichever is earlier, if the teacher has knowledge of such placement. If the teacher has no prior knowledge of the placement, notice shall be given as soon as possible. Such leave shall commence on the date requested by the teacher, or in the case of adoption or foster care, when he/she receives custody of the child (children).
2. The length of the parental leave shall be no longer than the remainder of the semester in which it is granted plus one full semester. In the case of where a baby is born during the summer, the teacher shall be entitled to the next two full semesters as leave. Return to work must start on the first teacher workday of a semester (semester includes the start of a school year).
3. If a teacher is out for the first semester and intends to return in the second semester, he/she shall notify the Superintendent no less than thirty (30) calendar

days in advance of his/her intent to return from such leave period. If he/she is out in the second semester and intends to return next school year, he/she shall notify the Superintendent prior to February 1st.

4. Teachers may use their accrued sick leave (up to 60 days) before applying for parental leave. If a teacher has less than 60 days accrued sick leave, they shall be eligible for a continuation of their current health benefits, if they are enrolled at the time of application, for up to 60 days maximum (total of sick leave and parental leave). After 60 days of sick leave, or 60 days combination of sick leave and parental leave, health benefits may be continued at the teacher's expense for the remainder of the leave.
5. If both parents are employed by the district, the combined amount of leave for both persons shall not exceed that which would be granted one person.
6. The teacher shall return to his/her former position, if possible. If not possible, the Superintendent will supply an oral explanation.

Family Leave (unpaid) shall be available to employees that work more than 1249 hours per year and have worked in the district at least twelve (12) months prior to application.

1. Up to twelve (12) weeks of unpaid leave is available in the following two situations:
 - a. Illness of an employee's spouse, parent or child
 - b. Employee's own illness
2. Teachers are required to use all of their accrued sick leave before applying for Family Leave.
3. Teachers shall be eligible for a continuation of their current health benefits, if they are enrolled at the time of the leave, for up to twelve (12) weeks.
4. If both parents are employed by the district, the combined amount of family leave for both persons for family illness shall be limited to twelve (12) weeks.
5. The employee must supply a timely certification from his/her family health care provider regarding: 1) the date the condition began, 2) how long it lasted, 3) the necessity of leave and, 4) the employee's inability to perform the job function. If doubt exists, the school may, at its own expense, ask a second and third health care provider to provide certification.
6. As a general rule, employees have the right to be restored to their previous job or an equivalent position upon their return to work. However, an instructional employee shall be governed by the following provisions:
 - a. if the instructional employee begins any type of leave five or more weeks before the end of a semester, and the period of leave is for more than three

weeks, the district shall require an employee seeking to return within the last three weeks to wait until the following semester to return.

- b. if the instructional employee begins any type of leave (except personal sick leave) less than five weeks before the end of the semester, and the period of leave is greater than two weeks, then the district can require the employee seeking to return within the last two weeks to wait until the next semester to return.
 - c. if the instructional employee begins any type of leave (except personal sick leave) three or fewer weeks before the end of the semester and the period of leave is greater than five working days, the school district can require the employee to wait until the next semester to return.
7. If an instructional employee, who has used all of his/her accrued sick leave, seeks intermittent leave for his/her own illness or the illness of a family member, and the requested leave would constitute at least 20 percent of the total number of working days during the school year, the school district may require the employee to take the leave in a block or transfer to an available alternative position. The alternative position must be equivalent in pay, one for which the employee is qualified, and which better accommodates the employee's wish to take the leave on an intermittent basis.

Emergency Leave

In the event of a natural disaster (fire, flood or tornado) to the teacher's residence, or personal emergency, the Superintendent at his/her discretion may grant an emergency leave. The number of days to be approved by the Superintendent will be with pay and be deducted from sick leave or personal leave. For the purpose of unused personal day conversion an automatic deduction of the amount of days will affect the personal day conversion (Art. XI.B.7).

E. Jury Duty

All school employees are encouraged to serve as members of a jury when the situation arises. Full compensation will be paid and a substitute will be provided when necessary.

In compliance with State law compensation, earned as a juror, except meal and travel allowances, will be remitted to the Board.

F. Sabbatical Leave

Upon written application, made not later than February 1 of any school year, unless waived by the Superintendent, and with the approval of the Superintendent and Board, not more than two (2) percent of the district's full-time teachers may be granted one year unpaid sabbatical leave for the following school year. All applications shall be reviewed by a joint committee of the Association and Board representatives. Each party shall have two (2) members on the committee. Teachers requesting sabbatical leave shall submit a

detailed plan for use of the leave to this committee. Final decision to approve or disapprove the leave shall rest with the Board.

The committee shall consider and make recommendation to the Board based on:

1. proposed program of the applicant as it relates to graduate study, educational travel, writing or research.
2. the value of the proposed program to the district, its students and the applicant.
3. the applicant's length of service to the district. No consideration will be given unless a teacher has at least five years' experience in the district.
4. Other reasons which seem relevant to the committee.

Teachers approved for leave shall be notified before May 1st. Leave shall be from July 1st to the following June 30th.

Teachers approved for this leave shall have their contract extended for one additional year, if necessary.

Teachers approved for this leave shall have the option to continue participation in the district's insurance program at their own expense during the term of the leave.

Teachers granted leave will make a report to the superintendent within sixty (60) days after returning to school from this leave.

Notification must be made to the Superintendent by February 1 as to the intent of return employment.

ORC 3319.131 makes the following restrictions: military service or leave may not be counted to compute five years of eligibility retirement; no leave to a teacher more often than once for each five years of teaching service, and no second leave to an individual if other teachers have applied for such leave.

G. Association Leave

The Association shall be granted eight (8) days association leave per year. Additional days may be granted by the Superintendent. The Association President shall notify the Superintendent of the intent to use such leave. Additional time will be set aside for the designated union leaders which will be arranged between the building administrator and the union leadership. Additionally, the Association is entitled to a representative to the insurance consortium meetings. This leave will not be charged to any leave provision.

H. Deduct Days

Deduct days may be granted solely at the discretion of the Superintendent. His/her decision will be final and not subject to the grievance procedure contained in this document.

All requests for deduct days shall be submitted at least three (3) days in advance of the days requested unless in an emergency situation.

I. Assault Leave

The Board will provide up to twenty-five (25) days Assault Leave for a teacher who is absent due to a physical disability if verified by a physician or a court appearance resulting from an assault on the teacher which occurs in the course of the teacher's employment by the Board. The period of Assault Leave may be extended up to an additional ten (10) days by the Superintendent upon certification by a licensed physician that such additional time is necessary for the teacher's return to duty. The teacher will remain on full pay status during the period of any such absence under the following provisions:

1. The teacher, upon return to work, who has been assaulted must furnish a written, signed statement on forms provided by the Board to justify the use of assault leave.
2. A certificate from a licensed physician stating the nature of the disability and its duration and certifying that it is a direct result of the assault shall be required before assault leave can be approved for payment.
3. Assault leave granted under this article shall not be charged as sick leave earned or earnable.
4. The teacher will cooperate fully in any legal or disciplinary action taken by the Board or civil authorities. Subject to the procedures of the court as requested, the Superintendent or designee shall accompany and provide assistance to an assaulted teacher at related criminal court appearances.
5. No teacher who applies and receives Ohio Workers' Compensation and/or disability retirement shall be eligible for assault leave days.
6. At the Superintendent's discretion, additional days for court appearance shall be granted.

Teachers shall request use of leave on forms provided by the Board and shall certify the information provided it is true and accurate.

Absence due to court appearances resulting from an assault shall be chargeable to assault leave.

The member assaulted agrees to cooperate fully with police and the Administration in any investigation of an alleged assault unless otherwise advised by his/her legal counsel.

J. Military Leave

1. Compensation

- a. A teacher who is a member of the Ohio National Guard, Ohio Naval Militia, or Military Reserve shall be granted a paid leave of absence for up to thirty-one (31) days during each contract year. This leave will be granted only in the event that the teacher is called into active service.
- b. A teacher called into active service for a period in excess of thirty-one (31) days, for each calendar year in which the employee performed service in the uniformed services, because of an executive order issued by the president of the United States, because of an act of congress, or because of an order to perform duty issued by the governor pursuant to Section 5919.29 of the Revised Code is entitled, during the period designated in the order or act, to a leave of absence and to be paid, during each monthly pay period of that leave of absence, the lesser of the following:
 - (1) The difference between the permanent public employee's gross monthly wage or salary as a permanent public employee and the sum of the permanent public employee's gross uniformed pay and allowances received that month;
 - (2) Five Hundred Dollars.

This pay will continue for a period of up to five (5) years.

2. Reinstatement

- a. A teacher returning from military leave shall be reemployed under the same type of contract as that which the teacher last held in such district, if the teacher applies to the board of education for reemployment in accordance with the "Uniformed Services Employment and Reemployment Rights Act of 1994," 108 Stat. 3149, 38 U.S.C.A. 4312. Upon such application, the teacher shall be reemployed at the first of the next school semester, if the application is made not less than thirty days prior to the first of the next school semester, in which case the teacher shall be reemployed the first of the following school semester, unless the board of education waives the requirement for the thirty-day period.
- b. Seniority/Salary Placement

For purposes of seniority and placement on the salary schedule, up to five (5) years of absence due to military leave shall be counted as though the teacher's service had been performed in the District.

ARTICLE XII – SALARY AND INDEX

All certified/licensed staff covered by this contract shall be compensated based on the salary indexes that follow.

Base salary amounts for the term of this contract shall equal: \$35,065 from July 1, 2013 through June 30, 2015. From July 1, 2015 through June 30, 2016 the base salary shall be \$35,766.

STRS PICK-UP

The Benton-Carroll-Salem Board of Education agrees to pay the State Teachers Retirement System on behalf of the employees, the employer's share plus 3.5% of the employee's share for the 2013-2014 school year and the employer's share plus 3.0% of the employee's share for the 2014-2015 school year. Effective July 1, 2015 the Board will pay the employer's share plus 2.5% of the employee's share.

In the event current laws or present STRS requirements change, a comparable compensation will be made.

Placement on the salary schedule shall be done by the Superintendent who shall place employees on the salary schedule commensurate with their training and experience.

Employees employed for the 2012/2013 school year and prior, shall be placed on index "A". Employees employed for the 2013/2014 school year and thereafter shall be placed on index "B". Only new employees hired for the 2013/2014 school year will receive a \$300 signing bonus.

Training, experience, and certification must be verified and on file in the Board Office prior to a change in placement. It shall be the employee's responsibility to see that a certified copy of all transcripts is on file to justify movement on the salary schedule. If transcript is received by September 15, pay change is effective the first workday for total days in contract.

If transcript is received after September 15, and no later than February 1, pay change is effective for workdays in second semester. If transcript is received after February 1, no change in pay will be made until the following school year. Only transcripts will be accepted.

Salary Index "A" (Employed Prior to 2013/2014)

Experience	Bachelors Degree	Bachelors plus 11 hrs.	150 hrs. or Bachelors plus 22 hrs.	Masters Degree	Masters plus 15 hrs.	Masters plus 30 hrs.
0	1	1.03	1.05	1.13	1.16	1.19
1	1.05	1.08	1.105	1.19	1.22	1.25
2	1.1	1.13	1.16	1.25	1.28	1.31
3	1.15	1.18	1.215	1.31	1.34	1.37
4	1.2	1.23	1.27	1.37	1.4	1.43
5	1.25	1.28	1.325	1.43	1.46	1.49
6	1.3	1.33	1.38	1.49	1.52	1.55
7	1.35	1.38	1.435	1.55	1.58	1.61
8	1.4	1.43	1.49	1.61	1.64	1.67
9	1.45	1.48	1.545	1.67	1.7	1.73
10	1.5	1.53	1.6	1.73	1.76	1.79
11	1.55	1.58	1.655	1.79	1.82	1.85
12	1.55	1.58	1.655	1.85	1.88	1.91
13	1.6	1.63	1.71	1.91	1.94	1.97
15	1.65	1.68	1.765	1.97	2	2.03
20	1.7	1.73	1.82	2.03	2.06	2.09
27	1.75	1.78	1.875	2.09	2.12	2.15

Salary Index "B" (Employed 2013/2014 and thereafter)

Experience	Bachelors Degree	Bachelors plus 15 hrs.	Masters Degree	Masters plus 15 hrs.	Masters plus 30 hrs.
0	1	1.04	1.13	1.16	1.19
1	1.025	1.066	1.162	1.192	1.222
2	1.05	1.092	1.194	1.224	1.254
3	1.075	1.118	1.226	1.256	1.286
4	1.1	1.144	1.258	1.288	1.318
5	1.125	1.17	1.29	1.32	1.35
6	1.15	1.196	1.322	1.352	1.382
7	1.175	1.222	1.354	1.384	1.414
8	1.2	1.248	1.386	1.416	1.446
9	1.225	1.274	1.418	1.448	1.478
10	1.275	1.326	1.482	1.512	1.542
12	1.3	1.326	1.514	1.544	1.574
13	1.325	1.326	1.546	1.576	1.606
14	1.35	1.35	1.578	1.608	1.638
15	1.375	1.375	1.61	1.64	1.67
16	1.4	1.4	1.642	1.672	1.702
17	1.425	1.425	1.674	1.704	1.734
18	1.45	1.45	1.706	1.736	1.766
19	1.475	1.475	1.738	1.768	1.798
20	1.525	1.525	1.802	1.832	1.862
22	1.55	1.55	1.834	1.864	1.894
23	1.575	1.575	1.866	1.896	1.926
24	1.6	1.6	1.898	1.928	1.958
25	1.625	1.625	1.93	1.96	1.99
26	1.65	1.65	1.962	1.992	2.022
27	1.675	1.675	1.994	2.024	2.054
28	1.7	1.7	2.026	2.056	2.086
29	1.725	1.725	2.058	2.088	2.118
30	1.75	1.75	2.09	2.12	2.15

For purposes of determining placement on the salary schedule:

- (90 semester hours – 135 quarter hours)
- (150 semester hours = 225 quarter hours)
- (11 semester hours = 16.5 quarter hours)
- (22 semester hours = 33 quarter hours)
- (15 semester hours = 22.5 quarter hours)
- (30 semester hours = 45 quarter hours)

1. A maximum of ten years teaching experience, including military service will be allowed. (Eight months of continuous military service can be counted as a full year.) Full credit up to five years of military service will be the maximum granted. 120 full days under contract within a regular school year constitutes a year's teaching experience.

2. Credit for the Bachelors + 11 Semester Hours category, Bachelors + 15 Semester Hours and Bachelors + 22 Semester Hours category must be earned after the date of and beyond the Bachelors Degree. Credit for the Masters + 15 Semester Hours category must be earned after the date of and beyond the Masters Degree. Courses must be in the employee's field(s) of teaching, or related to professional

education courses, or be taken in furtherance of acquiring another area of certification. Credit for the Master's + 30 semester hour category shall be restricted to fifteen (15) graduate level hours beyond the Master's + 15 column in the applicant's teaching field.

C. Retirement Incentive

A retirement cash incentive shall be paid to all teachers who select to retire under normal circumstances (i.e. not disability, termination, non-renewal or etc.). The following provisions shall govern eligibility and payment of the incentive.

1. Must have been an employee of the Benton-Carroll-Salem Schools for a minimum of the past ten (10) years.
2. Must submit a letter of resignation on or before February 1st of the year in which they plan to retire.
3. Must meet one of the eligibility requirements listed below and must qualify for STRS retirement benefits:
 - a. Member has accumulated 30 years of service.
 - b. Member is age 55 or older and has accumulated 25 or more years of service.
 - c. Member is 60 years or older and has accumulated ten (10) or more years of service credit.
4. A teacher must retire in the year they become eligible under the requirements listed in #3 in order to be eligible to receive the cash incentive. If they chose not to retire by June 30th in the year they attain their 30th service year, they will forfeit all eligibility to the cash incentive or any future incentives.
5. This cash incentive shall not be considered as salary for purpose of calculating STRS benefits. An employee can only retire once.
6. Payment of the cash incentive shall be as follows for employees who retire.
 - a. One payment of \$10,000.00 will be made on the second payroll in January of the calendar year following the year they officially retire.
 - b. A second payment of \$5,000.00 will be made on the second payroll in January of the second calendar year following the year they officially retire. Those employees who are rehired by BCS the following year will forfeit the second payment in exchange for the Article XVII – Emeritus Employment.
7. Any tax consequences deriving from the acceptance of this cash incentive are solely the responsibility of the employee and not the Benton-Carroll-Salem Schools.

8. If at any time there should be a federal ruling that would find that this sort of deferred compensation to be in violation of IRS Rules, the plan will automatically revert back to a single payment plan in the year the employee is eligible for the plan and retires.
9. In the event of the death of an employee or former employee who is receiving payments under this plan, the remaining payments shall be paid to their estate per payment schedule contained in item #6 above.

D. Pay Plans

The Board agrees that the annual salaries set forth in this agreement shall be to pay employees in twenty-six (26) equal bi-weekly installments beginning in September with the exception of a 27 pay year. Payment shall be made by direct deposit for all employees. Paycheck stubs will be emailed to every employee.

In any fiscal year where there are twenty-seven (27) pay periods, the schedule will be adjusted to twenty-seven pay installments. Employees will be notified by email at the beginning of the contract year in the event there will be twenty-seven (27) pay periods.

E. Extra Curricular/Co-Curricular Salary Schedule

Individuals who are employed on a supplemental contract shall be compensated in accordance with this salary schedule.

Supplemental contracts shall be for the term of one year and shall automatically expire on June 15 without the Board having to comply with ORC 3319.11 or ORC 3319.111.

All supplemental contracts shall be deemed "vacant" when the contracts expire and shall be deemed to be posted as vacant from March 1 through March 15 each school year. However, all individuals already employed in a supplemental position may be renewed by the Board without posting, as permitted by law. Employees desiring to be considered for any supplemental contract vacancy shall submit an application for each position for which he/she wishes to be considered by March 25 and the Board shall fill all supplemental contract vacancies in accordance with law, including ORC 3313.53.

An individual offered a supplemental contract pursuant to this provision shall execute and return such contract to the treasurer within twenty-one (21) days of issuance of such contract. Failure to execute and return the contract on a timely basis shall constitute a rejection of the offer for employment. After execution and receipt of the contract by the treasurer, no person may resign after July 10 from such contract unless released by the Board.

Supplemental contract vacancies shall be posted and filled according to Article IX-C.

Extra Curricular Co-Curricular Salary Schedule

Activity	Percent of the Salary at the Bachelor's Degree 0-Years Experience		
	0-3 Years	4-6 Years	7 + Years
Assistant Athletic Director **	9.00	10.50	12.00
Assistant Athletic Director **	9.00	10.50	12.00
Middle School Faculty Manager	9.00	10.50	12.00
Head Football Coach	16.00	17.50	19.00
Varsity Assistant Football Coach	12.00	13.50	15.00
Varsity Assistant Football Coach	12.00	13.50	15.00
Varsity Assistant Football Coach	12.00	13.50	15.00
Varsity Assistant Football Coach	12.00	13.50	15.00
Freshmen Football Coach	9.00	10.50	12.00
Freshman Football Coach	9.00	10.50	12.00
Middle School Football Coach	7.00	8.50	10.00
Middle School Football Coach	7.00	8.50	10.00
Middle School Football Coach	7.00	8.50	10.00
Middle School Football Coach	7.00	8.50	10.00
Boys Head Basketball Coach	16.00	17.50	19.00
Boys Varsity Assistant Basketball Coach	12.00	13.50	15.00
Boys Reserve Basketball Coach	12.00	13.50	15.00
Boys Freshman Basketball Coach	9.00	10.50	12.00
Boys Middle School Basketball Coach	7.00	8.50	10.00
Boys Middle School Basketball Coach	7.00	8.50	10.00
Head Wrestling Coach	15.00	16.50	18.00
Varsity Assistant Wrestling Coach	11.00	12.50	14.00
Reserve Wrestling Coach	9.00	10.50	12.00
Middle School Wrestling Coach	7.00	8.50	10.00
Middle School Wrestling Coach	7.00	8.50	10.00
Boys Head Soccer Coach	11.00	12.50	14.00
Boys Reserve Soccer Coach	8.00	9.50	11.00
Girls Head Soccer Coach	11.00	12.50	14.00
Girls Reserve Soccer Coach	8.00	9.50	11.00
Girls Head Basketball Coach	16.00	17.50	19.00
Girls Varsity Assistant Basketball Coach	12.00	13.50	15.00
Girls Reserve Basketball Coach	12.00	13.50	15.00
Girls Freshmen BB Coach	9.00	10.50	12.00
Girls Junior BB Coach	7.00	8.50	10.00
Girls Junior BB Coach	7.00	8.50	10.00
Middle School Girls Track Coach	7.00	8.50	10.00
Middle School Girls Track Coach	7.00	8.50	10.00
Middle School Boys Track Coach	7.00	8.50	10.00
Middle School Boys Track Coach	7.00	8.50	10.00
Co-Head Track Coach (2)	11.00	12.50	14.00
Varsity Assistant Track Coach (2)	8.00	9.50	11.00
Varsity Swimming Coach	13.00	13.50	15.00
Varsity Asst. Swimming Coach	8.00	9.50	11.00

Middle School Swimming Coach	6.00	7.50	9.00
Head Baseball Coach	11.00	12.50	14.00
Varsity Assistant Baseball Coach	8.00	9.50	11.00
Reserve Baseball Coach	8.00	9.50	11.00
Girls Softball Coach	11.00	12.50	14.00
Girls Varsity Assistant Softball Coach	8.00	9.50	11.00
Girls Reserve Softball Coach	8.00	9.50	11.00
Girls Head Volleyball Coach	11.00	12.50	14.00
Girls Reserve Volleyball Coach	8.00	9.50	11.00
Girls Freshman Volleyball Coach	7.00	8.50	11.00
Girls Middle School Volleyball Coach	6.00	7.50	9.00
Girls Middle School Volleyball Coach	6.00	7.50	9.00
Boy's Head Golf Coach	9.00	10.50	12.50
Girl's Head Golf Coach	9.00	10.50	12.50
Boys Head Cross Country Coach	9.00	10.50	12.00
Girls Head Cross Country Coach	9.00	10.50	12.00
Boys & Girls Head Cross Country Coach (one coach [12%] for 12 participants or under; 2 coaches [9% each] for 13 or more participants but must comprise a boys and girls team	12.00	13.00	15.00
Middle School Cross Country Coach (only 1 full time)	4.00	5.00	6.00
Middle School Cross Country Coach (1 boys team of 5 or more & 1 girls team of 5 or more)	6.00	7.50	9.00
Boys Head Tennis Coach	10.00	11.50	13.00
Girls Head Tennis Coach	10.00	11.50	13.00
Reserve Tennis Coach	7.00	8.50	10.00
Weight Program Advisor	2.00	2.50	3.00
Weight Program Advisor	2.00	2.50	3.00
Weight Program Advisor (must be three different people)	2.00	2.50	3.00
Athletic Trainer	22.00	23.50	25.00
High School Cheerleader Advisor	10.00	11.50	13.00
Asst. HS Cheerleader Advisor	7.00	8.50	10.00
Middle School Cheerleader Advisor	5.00	6.25	7.50
Athletic Ticket Manager	17.00	18.50	20.00
Student Council Advisor (High School)	4.00	5.00	6.00
Student Council Advisor (Middle School)	3.00	3.75	4.50
Thespian Advisor	3.00	3.75	4.50
Fall Play Director	4.00	5.00	6.00
School Play Director/Musical Director	6.00	7.50	9.00
Pit Director for Musical	2.00	2.50	3.00
Pianist for Musical	2.00	2.50	3.00
Assistant Play Director/Musical Director	2.00	2.50	3.00
Yearbook Advisor	11.00	12.50	14.00

Middle School Yearbook Advisor	5.00	6.25	7.50
Junior Class Advisor	4.00	5.00	6.00
High School Band	13.00	14.50	16.00
High School Band Assistant #1	5.00	6.50	8.00
Marching Band Auxiliary Advisor	2.00	3.00	4.00
Middle School Band	4.00	5.35	6.50
Pep Band	2.00	2.75	3.50
High School Choirs	8.00	9.50	11.00
Middle School Choirs	4.00	5.25	6.50
Science Club Advisor *	2.00	2.50	3.00
Science Olympiad	2.00	2.50	3.00
Art Shows Advisor(s) each	.5	1.00	1.50
Academic Challenge Team Advisor (HS & JH)	2.00	2.50	3.00
Language Club Advisor *	2.00	2.50	3.00
Head Teacher (RR, GT, C)	5.00	6.00	7.00
CPR Instructor(s)	\$12.00/hr	12.00/hr	12.00/hr

All Summer Supplementals – compensated at the rate of \$8.00 per hour.

*Must meet at least 4 times per year other than school hours

** Release time of 1 period per day

Experience in the BCS system will be credited when figuring placement on the salary schedule. Years experience within an activity or a sport can be accumulated. However, each activity will be considered a separate entity when calculating years of service. Activities that do qualify for accumulation of continuous service are as follows:

1. Student Council Advisor (HS & JH)
2. Yearbook (HS & JH)
3. Fall Play, All School Play/Musical, Asst. Play Director, Asst. Director, spring Musical
4. HS Band, HS Band Asst. JH Band
5. HS Choirs, JH Choirs and Elementary Choirs
6. JH Band, Elementary Band

Experience obtained outside BCS Schools may be applied at the discretion of the superintendent.

F. Reimbursement for Mileage

All members of the bargaining unit shall be reimbursed for mileage at the IRS rate.

G. Local Report Card Bonus

A \$350 bonus will be given each year that the School District receives the highest rating on the Ohio Department of Education’s Local Report Card. The bonus will be paid to each bargaining unit members who continues under contract or who are long-term substitutes for at least one (1) semester or bargaining unit members who retire the year the bonus was earned. Any employee who was RIF’d during the school year the rating was received shall also be paid the bonus. Newly hired teachers will be eligible after

completing one (1) year of service. The bonus will be paid within thirty (30) days of the release of the Local Report Card by the Ohio Department of Education.

H. Period Substitution Rate

The Board shall make every effort to secure substitute teachers. It is recognized that there are some situations where a full or half time substitute may not be available and/or needed and classroom supervision could adequately be secured by teachers employed by the Board. In the event a regular substitute is unavailable, the principal may request another teacher to serve as a period substitute during his/her conference period.

The teacher shall have the right to refuse the substitution request unless there are no other options available to the principal that would allow him/her to provide adequate classroom supervision. Teachers will be compensated at twenty-five dollars (\$25.00) per period.

I. Pass

All bargaining unit members shall be admitted free of charge to all B-C-S events upon presentation of school ID.

ARTICLE XIII – RETIREMENT

The Board shall continue the current tax sheltering of bargaining unit members State Teachers Retirement System contribution.

Severance Pay at Retirement

All certified/licensed personnel of the Benton-Carroll-Salem Schools shall be entitled to their accumulated and unused sick leave at the time of retirement up to 25% accumulated sick leave, with a maximum of seventy-five (75) of the 300 days at the per diem rate at the time of retirement.

Retirement shall be defined to mean actual retirement from teaching and eligibility for retirement benefits under the State Teachers Retirement System. Under the intent and meaning of this policy, an employee may retire once only. An employee, who retires from another school district, or under another state retirement system, shall be ineligible for this retirement benefit. All teaching personnel must have been employed in the Benton-Carroll-Salem District for a period of ten (10) years to be eligible for this retirement benefit.

ARTICLE XIV – INSURANCE

Members shall be eligible for Prescription Drug, Dental, Vision, Life Insurance and a choice of health insurance plans offered through San-OTT Consortium or its successor.

- | | |
|-------------------------------|--|
| 1) All Health Insurance Plans | 85% Board, 15% employee paid (Base Cost)
*See Wellness section below for total costs. |
|-------------------------------|--|

2) Prescription Drug coverage as mandated by SAN-OTT Consortium

Prescription drug coverage shall have per prescription co-pays as follows:

Generic \$10	Formulary Brand \$25	Non-Formulary Brand \$40
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3) Dental 90% Board, 10% employee.

4) Vision 90% Board, 10% employee.

5) Life (\$50,000) 100% Board paid.

For employees who elect a plan with a Health Savings Account (“HSA”), the Board will provide the following contributions into the HSA:

	Single	Family
January 15, 2014	\$1,600	\$3,200
January 15, 2015	\$1,200	\$2,400
January 15, 2016	\$ 750	\$1,500

(Family also includes employee/spouse and employee/children)

*Should teacher resign, retire or be terminated before the calendar year has ended in which the last January payment was made, the teacher will have deducted from their final payroll check, or severance check, or a combination thereof, a pro-rated amount of the HSA contribution provided to the teacher.

If more than 50% of the bargaining unit members choose to participate in the traditional medical insurance policy (Option 5), the Union and Board representatives will discuss how the Board will be compensated for the difference of the shortfall in savings lost due to the move of members to the traditional medical insurance policy (Option 5).

Beginning January 2014, the following four tier health option will be added: Single, Employee/Children, Employee/Spouse and Family.

Wellness Program

Beginning with the 2014 calendar year, a wellness program will be implemented. Once per year, employees will undergo a health assessment of the following five areas: body mass index, cholesterol, glucose, blood pressure and nicotine usage. Each area will count as one point. Any employee who refuses to participate in the wellness screening shall be subject to a penalty equal to the amount of 30% of the total health insurance premium plus the employee’s share of the premium. The employee’s share of the premium will be 15% of base premium with base premium being defined as the premium charged for attaining four points in the wellness program. Covered spouses are also to be included in this program and their points will be added to the employee’s score and averaged. In the event the averaged score ends in a decimal, the

score will be rounded up. If a covered spouse refuses to screen they will earn 0 points to be added to the employee's total.

Calendar Year 2014 – the Board will pay 85% of the total premium charged to the employee based on their wellness score.

Beginning Calendar Year 2015 – the Board will pay 85% of the base premium and the employee will pay 15% of the base premium. Base premium is defined as the premium charged for individuals who attain four points in the wellness program. Any increase in premium charged to the employee, who attains less than four points, will be split evenly with the Board. Should an employee score five points and earn a reduction in premium, the Board will continue to pay the base premium based on four points and the employee will be entitled to the entire reduction in premium. The premium decrease/increase is as follows:

Score	Employee Share	Board Share
5	-4% of the total premium	Base premium
4	Base premium	Base premium
3	+2% of the total premium	+2% of the total premium
2	+4% of the total premium	+4% of the total premium
1	+6% of the total premium	+6% of the total premium
0	+8% of the total premium	+8% of the total premium

Beginning Calendar Year 2016 – the Board will pay 85% of the base premium. Base premium is defined as the premium charged for individuals who attain four points in the wellness program. Any increase in premium charged to the employee, who attains less than four points, will be paid entirely by the employee. Should an employee score five points and earn a reduction in premium, the Board will continue to pay the base premium based on four points and the employee will be entitled to the entire reduction in premium. The premium decrease/increase is as follows:

Score	Employee Share	Board Share
5	-4% of the total premium	Base premium
4	Base premium	Base premium
3	+4% of the total premium	Base premium
2	+8% of the total premium	Base premium
1	+12% of the total premium	Base premium
0	+16% of the total premium	Base premium

*Board will provide 12 month notice of changes in wellness benchmarks for cholesterol, body mass index, glucose, blood pressure and nicotine usage.

6) Spousal Coordination of Benefits

Spouses of employees who work for an employer where insurance is available are required to enroll in at least Single coverage through their employer.

Spouses will be exempt from this requirement if:

The spouse's employer is another school district within the SAN-OTT School Consortium.

The spouse's employer does not offer medical coverage.

The spouse must pay more than the equivalent of fifty percent (50%) of the SAN-OTT's highest single plan premium.

The spouse is retired before August 1, 2004.

Spouses of the bargaining unit members affected by the change in health care provider will remain under current coverage and provided an extension of coverage until the next open enrollment period provided by their employer if necessary. If the employee's spouse has to wait for the next open enrollment, he/she will provide a letter from his/her spouse's employer indicating the next open enrollment period."

All part-time certificated/licensed staff members shall pay a portion of the Board provided benefits chosen (medical, dental, optical, and prescriptive drugs) according to the portion of time worked. For example, a teacher working 3/5 of the day shall pay 2/5 of the Board's share of the premium.

An Open Enrollment Period of one (1) month designated by the San-Ott Consortium or its successor shall occur each calendar year. Changes not made during the Open Enrollment Period shall be subject to appropriate law and rules established by the carrier. Typical reasons might include: marriage, birth of a child, adoption, change in dependence status, divorce, death of a spouse, loss of benefits by a spouse, etc.

Notification of any changes listed above must be made within 30 days to the treasurer's office.

Medical Insurance Incentive

A certified/licensed staff member, who elects to decline family and single medical insurance via a written waiver, shall be entitled to receive \$1,500 per calendar year, or a prorated portion thereof. This payment will be made semiannually during March and September. A participant must participate for 100% of two consecutive quarters (Sept.-Nov.; Dec.-Feb.; March-May; and June-Aug.) to receive this benefit. A certified/licensed staff member, who elects to move from family medical coverage to single coverage via a written waiver, shall be entitled to receive a \$750 payment under the same provisions as stated above. This incentive is also available to employees who do not take any health insurance because they are covered on their spouse's plan. Employees may re-enroll in the B-C-S group insurance plan during the yearly enrollment period and may re-enroll in the plan if a family emergency (death of, divorce from, or job loss of the family provider of coverage) occurs during a benefit year.

Section 125

A Section #125, Part A benefit shall be provided by the Board for that portion of the medical premium paid by the staff member. In addition, Part B (flexible spending) shall be made

available to any bargaining unit member so requesting that their benefit elections be nontaxable. An amount of salary in accordance with the law may be set aside by the employee for the selection of benefits, under section 125 of the Internal Revenue Code, which includes the nontaxable benefit of major medical disability, cancer, dental, non-reimbursed medical and dependent care. The 403(b) option will also be made available to employees in conjunction with Section 125. The Section 125 Plan shall be provided at no cost to the employer or employee for the setup, enrollment and administrative services provided for such plan.

ARTICLE XV – ATTENDANCE INCENTIVE

All certificated/licensed employees who are absent due to illness, personal days and/or dock days (2 & ½) or less days during each semester of a school year shall receive an attendance incentive equal to 1/2 their per diem rate of compensation for each semester the incentive is earned. This shall be paid in the last pay in the month of February and/or June of the year in which the incentive is earned.

ARTICLE XVI – TUITION REIMBURSEMENT

Each member of the bargaining unit may receive reimbursement for tuition for college level courses from an accredited university for up to one thousand dollars (\$1,000) per fiscal year on a first come, first serve basis. Funds will be disbursed by Superintendent approval date. Preference will be given to those teachers with a license working towards a master's degree. A fiscal year commences July 1 and ends June 30.

Tuition reimbursement shall be included in the approved appropriations of the Board. The annual tuition reimbursement fund shall be fifteen thousand dollars \$15,000. This fund will be used for bargaining unit members only. Any unused funds will roll over to the following fiscal year with a cap of \$60,000 for the duration of the contract.

Parking, lab fees, books, and other miscellaneous fees are not considered actual instruction costs and will not be reimbursed.

College level courses taken shall be in the teaching field of certification/licensure. If a request is made for courses other than in the field of certification/licensure of the employee, specific reasons and goals must be stipulated on the applications for course approval. All applicants must be approved by the Superintendent prior to the start of any course work in order to be eligible for reimbursement. Superintendent may approve reimbursement without prior approval.

A certificated/licensed bargaining unit member must be employed in the Benton-Carroll-Salem School District the year following receiving credit for courses completed during the three summer months to receive reimbursement.

The member must present proof of successfully completing the course with a B average or above taken and earning the proper credits to be eligible for reimbursement. Should a pass/fail course be taken, member must attain the mark of passing. Members are responsible for documentation of the actual instructional costs incurred and verification of successful completion for each

course taken and will be reimbursed only after the Treasurer's Office has received a valid copy of the grade card issued by the university or an official transcript issued by the university.

Those teachers who, as a result of transfer or reduction in force, lose status as a highly qualified teacher but who obtain highly qualified status with twelve (12) months of being deemed not to meet the highly qualified status shall be entitled to up to One Thousand Dollars (\$1500) from the tuition reimbursement funds for such purposes. Any such payment will be made prior to payment to other applicants. This tuition stipend is not counted as part of the tuition reimbursement fund cap.

If the teacher obtains the status of highly qualified after twelve (12) months from the date he/she is determined not to meet the "highly qualified" standard, the normal tuition reimbursement procedures will apply.

All college level courses which are reimbursed to bargaining unit members by any other agency are not eligible for reimbursement for those same hours by the Board.

The Association President shall be notified in writing of who has received tuition reimbursement and the amount received by July 15 of each year. Reimbursements will be issued in July.

ARTICLE XVII -- EMERITUS EMPLOYMENT

- A. Where a teaching vacancy exists which the Board may fill by hiring a properly certified/licensed teacher who is not already employed by the Board, the Board may consider and employ Retirees 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 and background for public school teaching in Ohio.
- B. A B-C-S Retiree shall be paid a salary mutually agreed upon between the Retiree and the Board. This section shall expressly supersede Chapter 3307 of the Ohio Revised Code. The base salary for Emeritus Employment shall equal \$48,000. The following salary index is a minimum guideline for Emeritus Employment:

	Bachelors	Masters	Masters + 30
1 Year contract	1.083	1.104	1.125
2 Year contract	1.041	1.062	1.083
3 Year contract	1	1.02	1.041

- C. A Retiree shall receive a one, two, or three year limited teaching contract which shall expire automatically at the end of the stated term. No notice of non-renewal is required. If the Retiree wishes to continue service, he/she may reapply to the Superintendent by February 1st of the last year of his/her contract. Continuation of the employment of a Retiree through offering new one-year or two-year limited contracts which automatically expire shall be at the election of the Board and upon recommendation of the Superintendent. The requirements of Article V (A) of the Negotiated Agreement shall not apply to Retiree limited contracts. A Retiree is not eligible for a continuing teaching 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 and 3319.111.
- D. A Retiree shall accumulate and may use sick leave in accordance with Article XI of the Negotiated Agreement, but shall not be entitled to severance pay under Article XII of the Negotiated Agreement or under law upon conclusion of employment as a Retiree.
- E. A Retiree shall not accumulate seniority in the bargaining unit, and has no right of recall in the event of a reduction in force under Article X of the Negotiated Agreement, or under O.R.C. '3319.17.
- F. A Retiree is eligible for a supplemental contract only on recommendation of the Superintendent. This supersedes O.R.C. '3313.53.
- G. The Board and the Association expressly intend that Article supersede any differing or inconsistent terms of the Negotiated Agreement or provisions of the Ohio Revised Code which pertain to teacher employment, including but not limited to terms, provisions and statutes pertaining to teacher salary and salary schedule advancement, contract status, duration of contract, procedural requirements for contract non-renewal, evaluation requirements related to teacher contract non-renewal, reduction in force, seniority and severance pay.
- H. Neither the Retiree nor the Association shall be permitted to challenge any decisions made by the Board or Administration regarding the terms of this Article through any means, including the grievance procedure.

ARTICLE XVIII - DURATION OF CONTRACT

The parties acknowledge that during the negotiations which resulted in this Agreement, each had the unlimited right and opportunity to make demands and proposals on any subject within the scope of bargaining. The understandings and agreements arrived at by the parties after the exercise of the right and opportunity are set forth herein, and the parties agree that this Agreement constitutes the contract between them.

Except as otherwise specifically provided in the written provisions of this Agreement, the Board has the sole and exclusive right to make all decisions relevant to the conduct and management of the schools as prescribed by law. This negotiated contract constitutes the entire agreement between the parties on all issues presented during the negotiations of this Negotiated Agreement. It replaces and supersedes any and all previously negotiated contracts by and between the Association and the Board.

The Board and the Association agree that all items in this contract which supersede applicable state law and which may permissibly do so under Ohio Revised Code Section 4117.10(A) shall not be affected by this Article. Should any clause of this contract be held to be in violation of the law by a court of competent jurisdiction, then that clause of the contract shall be rendered null and void, but the remainder of the contract shall remain in full force and effect.

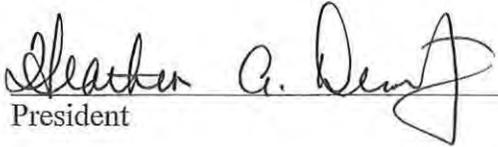
The effective dates of this successor Master Agreement are July 1, 2013 through June 30, 2016.

THIS CERTIFIED/LICENSED MASTER AGREEMENT SHALL BE IN EFFECT FOR A THREE YEAR PERIOD STARTING 12:00 A.M. JULY 1, 2013, AND SHALL REMAIN IN FULL FORCE AND EFFECT THROUGH MIDNIGHT JUNE 30, 2016.

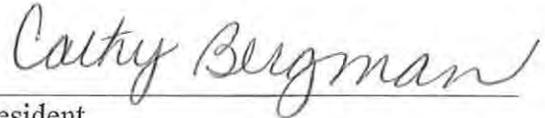
Signed this 5th day of September, 2013 by the Parties:

BENTON-CARROLL-SALEM
BOARD OF EDUCATION

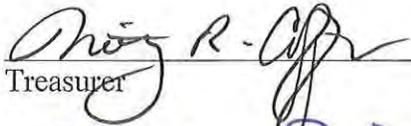
OAK HARBOR EDUCATION
ASSOCIATION



President



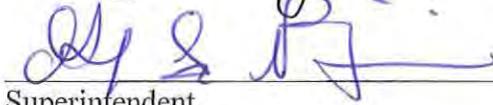
President



Treasurer



President

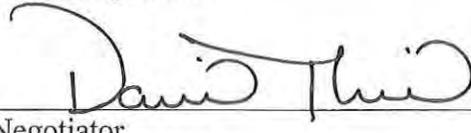


Superintendent

Chief Negotiator

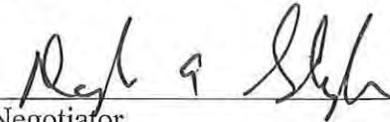


Negotiator



Negotiator

Negotiator



Negotiator

Negotiator



Negotiator

Area of Evaluation	Rating
Creating An Environment for Student Learning	
1. <i>Creates an environment of respect and rapport following the policies/practices of the school.</i>	M S I NA
2. <i>Establishes an environment for learning.</i>	M S I NA
3. <i>Manages classroom procedures (transitions, materials and supplies, volunteers/assistants).</i>	M S I NA
4. <i>Manages student behavior utilizing classroom management strategies in a professional, positive and proactive manner.</i>	M S I NA
5. <i>Organizes and maintains a room that is safe and conducive to learning.</i>	M S I NA

Area of Evaluation	Rating
Teaching for Student Learning	
<i>1. Presents goals and procedures clearly to students.</i>	<i>M S I NA</i>
<i>2. Presents content at a level that is comprehensible to students.</i>	<i>M S I NA</i>
<i>3. Uses motivational techniques to secure pupil participation.</i>	<i>M S I NA</i>
<i>4. Uses effective questioning and discussion techniques.</i>	<i>M S I NA</i>
<i>5. Monitors student's understanding of content and adjusts lesson, when necessary, to meet student needs.</i>	<i>M S I NA</i>
<i>6. Assesses student progress. Keeps, maintains, and reports grades as scheduled by the building principal.</i>	<i>M S I NA</i>
<i>7. Uses instructional time effectively.</i>	<i>M S I NA</i>

Area of Evaluation	Rating
Teaching Professionalism	
1. <i>Communicates with colleagues.</i>	<i>M S I NA</i>
2. <i>Builds professional relationships with colleagues to share knowledge and resources.</i>	<i>M S I NA</i>
3. <i>Follows rules and policies set by the B-C-S Board of Education and adheres to building procedures.</i>	<i>M S I NA</i>
4. <i>Reflects professional growth in performance.</i>	<i>M S I NA</i>
5. <i>Communicates effectively with parents.</i>	<i>M S I NA</i>
6. <i>Maintains and organizes student records (IEP, documentation of correspondence, report cards, progress reports, attendance, etc.)</i>	<i>M S I NA</i>
7. <i>Completes and/or facilitates IEPs according to state guidelines.</i>	<i>M S I NA</i>

Evaluators Signature

Date

Your signature indicates you have seen and received your performance evaluation.

Teacher's Signature

Date

Action plan attached: _____ Yes _____ No

**Benton-Carroll-Salem School District
Teacher Evaluation
Pre-Observation Conference Form**

Teacher _____

Evaluator _____

Pre-Observation Conference (Date/Time) _____

Observations:

Date for announced observation: _____

Time for announced observation: _____

Your complete evaluation will also include one unannounced observation.

Materials requested by the evaluator: _____

_____ Copy of seating chart

_____ Copies of handouts

_____ Lesson plans

_____ Text

_____ Copy of assessment

Concerns teacher would like evaluator to note: _____

**Benton-Carroll-Salem School District
Action Plan for Improved Performance**

Area to Develop:

Recommendations:

Means of Assistance:

Area to Develop:

Recommendations:

Means of Assistance:

Teacher's Signature

Date

Benton-Carroll-Salem School District School Nurse Evaluation

School Nurse _____

Evaluator _____

Building _____

Class Observed _____

Date _____

Time (s) _____

_____ 1st Observation

_____ 2nd Observation

_____ Informal

Rating Scale: M = Meets Expectations

S = Sometimes Meets Expectations

I = Improvement Required (action plan necessary)

NA = Not Applicable

Responsibilities	Rating
<i>1. Conducts school health services, including kindergarten screening and tests for hearing, vision and scoliosis.</i>	<i>M S I NA</i>
<i>2. Participates in work of health curriculum committee.</i>	<i>M S I NA</i>
<i>3. Assumes responsibility for selection and referral of students in need of medical and dental care.</i>	<i>M S I NA</i>
<i>4. Reports to parents, school personnel, physicians, clinics, and agencies on school medical matters including abuse and neglect to appropriate agencies.</i>	<i>M S I NA</i>

Responsibilities	Rating
5. <i>Observes students to detect health defects and consults with students regarding physical, mental and emotional issues.</i>	<i>M S I NA</i>
6. <i>Maintains up-to-date cumulative health records on all students.</i>	<i>M S I NA</i>
7. <i>Assumes authority, in the absence of the physician, for the care of a student or staff member who has suffered injury or emergency illness.</i>	<i>M S I NA</i>
8. <i>Administers first aid in accordance with established first aid procedures.</i>	<i>M S I NA</i>
9. <i>Contacts homes of children referred by principal.</i>	<i>M S I NA</i>

Responsibilities	Rating			
<i>10. Advices on modifications of the educational program to meet health needs of individual students.</i>	<i>M</i>	<i>S</i>	<i>I</i>	<i>NA</i>
<i>11. Prepares and submits reports for the Superintendent and the State Board of Health and cooperates with the Ottawa County Board of Health in the control and prevention of communicable diseases.</i>	<i>M</i>	<i>S</i>	<i>I</i>	<i>NA</i>
<i>12. Implements policy on exclusion and re-admission of students in connection with immunization, infectious, and contagious diseases.</i>	<i>M</i>	<i>S</i>	<i>I</i>	<i>NA</i>
<i>13. Assists school personnel in establishing sanitary conditions in schools.</i>	<i>M</i>	<i>S</i>	<i>I</i>	<i>NA</i>
<i>14. Provides educational programs to students (e.g., distributes educational materials, hygiene, sex education, substance abuse, etc.).</i>	<i>M</i>	<i>S</i>	<i>I</i>	<i>NA</i>
<i>15. Inventories and orders supplies and equipment.</i>	<i>M</i>	<i>S</i>	<i>I</i>	<i>NA</i>
<i>16. Performs medical procedures (e.g., first aid, CPR, temperature, health, assessments, etc.).</i>	<i>M</i>	<i>S</i>	<i>I</i>	<i>NA</i>

Responsibilities	Rating
<i>17. Administers medications (e.g., inhalers, aerosol machine, etc.), according to prescribed procedures.</i>	<i>M S I NA</i>
<i>18. Refers students/families to appropriate medical, social and mental health treatment agencies.</i>	<i>M S I NA</i>
<i>19. Demonstrates regular and predictable attendance during the school day.</i>	<i>M S I NA</i>
<i>20. Maintains required certificate(s).</i>	<i>M S I NA</i>

Nurse's Signature

Date

Action plan attached: _____ Yes _____ No

**Benton-Carroll-Salem School District
School Nurse Evaluation
Pre-Observation Conference Form**

School Nurse _____

Evaluator _____

Pre-Observation Conference (Date/Time) _____

Observations:

Date for announced observation: _____

Time for announced observation: _____

Your complete evaluation will also include one unannounced observation.

Materials requested by the evaluator: _____

_____ Copy of seating chart

_____ Copies of handouts

_____ Lesson plans

_____ Text

_____ Copy of assessment

Concerns nurse would like evaluator to note: _____

**Benton-Carroll-Salem School District
Action Plan for Improved Performance**

Area to Develop:

Recommendations:

Means of Assistance:

Area to Develop:

Recommendations:

Means of Assistance:

Nurse's Signature

Date

Area of Evaluation	Rating			
5. <i>Maintains a comprehensive and efficient system for cataloging all library materials, and instructs teachers and students on use of the system.</i>	M	S	I	NA
6. <i>Arranges for interlibrary loan of materials of interest or use to teachers.</i>	M	S	I	NA
7. <i>Works with teachers in planning assignments likely to lead to extended use of library resources.</i>	M	S	I	NA
8. <i>Promotes appropriate conduct of students using the library facilities.</i>	M	S	I	NA
9. <i>Helps students to develop habits of independent reference work and to develop skill in use of reference materials in relation to planned assignments.</i>	M	S	I	NA

Area of Evaluation	Rating			
10. <i>Presents and discusses materials with class studying a particular topic, on invitation of teacher.</i>	M	S	I	NA
11. <i>Provides instruction to assigned students utilizing teaching strategies and motivational techniques to present lessons in library skills.</i>	M	S	I	NA
12. <i>Schedules and confers with parents periodically (e.g. lost books, fines, etc.)</i>	M	S	I	NA
13. <i>Supervises and disciplines students (e.g., library, hallways, restrooms, lunchroom, assemblies, recess, etc.) following student discipline code.</i>	M	S	I	NA
14. <i>Counsels with and gives reading guidance to students who have special reading problems or unusual intellectual interests.</i>	M	S	I	NA
15. <i>Supervises library aides or volunteers in performance of their duties.</i>	M	S	I	NA
16. <i>Removes obsolete and worn materials from the collections.</i>	M	S	I	NA

Area of Evaluation	Rating
<i>17. Maintains computerized card catalogue terminals for student use.</i>	<i>M S I NA</i>
<i>18. Makes bar code labels for materials and scans bar code labels of all materials leaving library.</i>	<i>M S I NA</i>
<i>19. Maintains valid teaching certificate(s) with appropriate endorsements.</i>	<i>M S I NA</i>
<i>20. Demonstrates regular and predictable attendance during the school day.</i> <i>NA</i>	<i>M S I</i>

Evaluator's Signature

Date

Your signature indicates you have seen and received your performance evaluation.

Librarian's Signature

Date

Action plan attached: _____ Yes _____ No

**Benton-Carroll-Salem School District
Librarian Evaluation
Pre-Observation Conference Form**

Librarian _____

Evaluator _____

Pre-Observation Conference (Date/Time) _____

Observations:

Date for announced observation: _____

Time for announced observation: _____

Your complete evaluation will also include one unannounced observation.

Materials requested by the evaluator: _____

_____ Copy of seating chart

_____ Copies of handouts

_____ Lesson plans

_____ Text

_____ Copy of assessment

Concerns librarian would like evaluator to note: _____

**Benton-Carroll-Salem School District
Action Plan for Improved Performance**

Area to Develop:

Recommendations:

Means of Assistance:

Area to Develop:

Recommendations:

Means of Assistance:

Librarian's Signature

Date

Benton-Carroll-Salem School District Guidance Counselor Evaluation

Counselor _____

Evaluator _____

Building _____

Class Observed _____

Date _____

Time (s) _____

_____ 1st Observation

_____ 2nd Observation

_____ Informal

Rating Scale: M = Meets Expectations
S = Sometimes Meets Expectations

I = Improvement Required (action plan necessary)
NA = Not Applicable

Area of Evaluation	Rating
1. Provides for early identification of individual differences so that necessary educational programs may be designed to meet the needs of every student (e.g. standardized tests, ability tests etc.)	M S I NA
2. Assists students to develop a positive self-image through efforts to improve their self-understanding, self-direction, and skills in problem solving and decision making.	M S I NA
3. Involves teachers and school staff members in developing a clearer understanding of the growth and development of students and a learning climate which facilitates that development.	M S I NA
4. Involves parents in ways which help them understand the educational, careers, personal and social development of their children.	M S I NA

Area of Evaluation	Rating
5. <i>Cooperates and works with administrators, teachers, counselors, pupil personnel specialists and parents in order to bring into focus a school's total effort for every child.</i>	M S I NA
6. <i>Coordinates and utilizes the resources of the school, home and community to increase the student's opportunities for successful achievement in school.</i>	M S I NA
7. <i>Obtains and disseminates occupational information to students and to classes studying occupations.</i>	M S I NA
8. <i>Maintains student records and protects their confidentiality.</i>	M S I NA
9. <i>Takes an active role interpreting the school's and guidance program objectives to students, parents and the community at large.</i>	M S I NA

Area of Evaluation	Rating			
<i>10. Inventories assigned areas of guidance related books, equipment and supplies.</i>	<i>M</i>	<i>S</i>	<i>I</i>	<i>NA</i>
<i>11. Provides counseling through individual, small group and classroom situations</i>	<i>M</i>	<i>S</i>	<i>I</i>	<i>NA</i>
<i>12. Provides supplemental data for Individual Educational Placement assessments.</i>	<i>M</i>	<i>S</i>	<i>I</i>	<i>NA</i>
<i>13. Aids students in course and subject selection.</i>	<i>M</i>	<i>S</i>	<i>I</i>	<i>NA</i>
<i>14. Works to prevent students from dropping out of school.</i> <i>NA</i>	<i>M</i>	<i>S</i>	<i>I</i>	
<i>15. Maintains required guidance counselor certificate.</i>	<i>M</i>	<i>S</i>	<i>I</i>	<i>NA</i>
<i>16. Demonstrates regular and predictable attendance.</i>	<i>M</i>	<i>S</i>	<i>I</i>	<i>NA</i>

Evaluator's Signature

Date

Your signature indicates you have seen and received your performance evaluation.

Counselor's Signature

Date

Action plan attached: _____ Yes _____ No

**Benton-Carroll-Salem School District
Guidance Counselor Evaluation
Pre-Observation Conference Form**

Counselor _____

Evaluator _____

Pre-Observation Conference (Date/Time) _____

Observations:

Date for announced observation: _____

Time for announced observation: _____

Your complete evaluation will also include one unannounced observation.

Materials requested by the evaluator: _____

_____ Copy of seating chart

_____ Copies of handouts

_____ Lesson plans

_____ Text

_____ Copy of assessment

Concerns counselor would like evaluator to note: _____

**Benton-Carroll-Salem School District
Action Plan for Improved Performance**

Area to Develop:

Recommendations:

Means of Assistance:

Area to Develop:

Recommendations:

Means of Assistance:

Counselor's Signature

Date

Benton-Carroll-Salem School District Speech Language Pathologist Evaluation

Teacher _____ Evaluator _____

Building _____ Class Observed _____

Date _____ Time (s) _____

_____ 1st Observation _____ 2nd Observation _____ Informal

Rating Scale: M = Meets Expectations I = Improvement Required (action plan necessary)
 S = Sometimes Meets Expectations NA = Not Applicable

Area of Evaluation	Rating
<i>1. Schedules and revises case load (50-75 students) incorporating all buildings and teachers according to severity.</i>	<i>M S I NA</i>
<i>2. Completes speech/language diagnostic evaluations and reports upon referral.</i>	<i>M S I NA</i>
<i>3. Completes testing and evaluations for multi-factored referrals.</i>	<i>M S I NA</i>
<i>4. Completes due process referral forms and contacts parent/guardian to explain referral.</i>	<i>M S I NA</i>

Area of Evaluation	Rating
5. <i>Creates an environment of respect and rapport following the policies/practices of the school.</i>	M S I NA
6. <i>Establishes an environment for learning.</i>	M S I NA
7. <i>Manages classroom procedures (transitions, materials and supplies, volunteers/assistants).</i>	M S I NA
8. <i>Manages student behavior utilizing classroom management strategies in a professional, positive and proactive manner.</i>	M S I NA
9. <i>Organizes and maintains a room that is safe and conducive to learning.</i>	M S I NA

Area of Evaluation	Rating			
10. Prepares Individualized Educational Plans through computerized program.	M	S	I	NA
11. Holds placement meeting or annual review meeting for students identified for special needs of for students who do not qualify for special needs.	M	S	I	NA
12. Documents daily attendance and completes Medicaid forms for reimbursement of services.	M	S	I	NA
13. Completes speech/language screening information when necessary.	M	S	I	NA
14. Screens and monitors hearing referrals for all kindergarten students (Puretone and Impedance).	M	S	I	NA
15. Makes referrals for follow-up to the doctor's office regarding hearing concerns or any other medical concern.	M	S	I	NA
16. Prepares daily lesson plans based upon goals and objectives of an Individual Educational Plan.	M	S	I	NA

Area of Evaluation	Rating
<i>17. Coordinates activities in collaboration with teachers when incorporating language into their classrooms.</i>	<i>M S I NA</i>
<i>18. Meets with teachers and students regarding "consultative IEPs".</i>	<i>M S I NA</i>
<i>19. Contacts parents and teachers to obtain new and updated information regarding students.</i>	<i>M S I NA</i>
<i>20. Inventories assigned areas and prepares requisitions for equipment, supplies and books.</i>	<i>M S I NA</i>
<i>21. Maintains required certificate(s).</i>	<i>M S I N</i>
<i>22. Demonstrates regular and predictable attendance during the school day.</i>	<i>M S I NA</i>

Evaluators Signature

Date

Your signature indicates you have seen and received your performance evaluation.

Teacher's Signature

Date

Action plan attached: _____ Yes _____ No

**Benton-Carroll-Salem School District
Speech Language Pathologist Evaluation
Pre-Observation Conference Form**

Teacher _____

Evaluator _____

Pre-Observation Conference (Date/Time) _____

Observations:

Date for announced observation: _____

Time for announced observation: _____

Your complete evaluation will also include one unannounced observation.

Materials requested by the evaluator: _____

_____ Copy of seating chart

_____ Copies of handouts

_____ Lesson plans

_____ Text

_____ Copy of assessment

Concerns teacher would like evaluator to note: _____

**Benton-Carroll-Salem School District
Action Plan for Improved Performance**

<p>Area to Develop:</p> <p>Recommendations:</p> <p>Means of Assistance:</p>
<p>Area to Develop:</p> <p>Recommendations:</p> <p>Means of Assistance:</p>

Teacher's Signature

Date

Final Summative Rating of Teacher Effectiveness

Proficiency on Standards 50%	INEFFECTIVE	DEVELOPING	SKILLED	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	SKILLED	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.

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				
	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					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	<p>PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>The teacher's lesson does not build on or connect to students' prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.</p>	<p>The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.</p>	<p>The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson.</p> <p>The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.</p>	<p>The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.</p> <p>The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.</p>
	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>
	Evidence				

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					

Instruction and Assessment

		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>
<p>Evidence</p>					

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>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 should last from 15 to 20 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

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.

[Empty box for Section 4 content]

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 Skilled level or above.

BUSINESS RULES FOR STUDENT GROWTH MEASURES

Teacher of Record

- ✓ The state definitional framework for Teacher-Student Data Linkages (TSDL) should guide the implementation of student growth measures. Specifically, the state definition of “**Teacher of Record**” should be utilized in determining which students are included in a teacher’s measures. This definition is based on the principle that teachers are linked to students for whom they provide instruction.
- ✓ It is recommended that LEAs adopt the **state TSDL definitional framework**. These definitions should be used for educator evaluation purposes.
- ✓ The **Link Roster Verification** process is an important component for EVAAS Teacher-Level Value-Added reports. Active participation of teachers is essential.
- ✓ Other student growth measures do not yet utilize the Link Roster Verification process. LEAs should **informally verify rosters** at the local level.
- ✓ Teachers remain the Teacher of Record when they have **student teachers**.
- ✓ Teachers on **extended leave** will still need to include student growth measures.
- ✓ Teachers who were **late hires** (hired after the opening day of school) will still need to include student growth measures.
- ✓ **Credit Flex, College Credit Plus/Post Secondary Enrollment Options (PSEO), and Dual Enrollment** arrangements should be guided by the Teacher of Record definition.
- ✓ **Teachers employed by ESCs** are still covered by OTES requirements. There may be different scenarios depending on who provides supervision and EMIS reporting, especially as it relates to participating in Link Roster Verification.

Student Enrollment and Attendance

- ✓ Students with **forty-five or more excused or unexcused absences** are excluded.
- ✓ For SLOs, LEAs should utilize the **interval of instruction** as defined by the LEA. This will be different for some categories of teachers depending on their assignments.

Data availability scenarios

- ✓ Growth measures must include a **minimum effective n size of six students**. There is no maximum number of students. Measures should include as much student data as possible, while considering consistency of requirements among teachers.
- ✓ Some teachers on the cusp of the six-student minimum, such as special education and gifted, might receive a Value-Added report one year but not the next or vice versa depending on the amount of data.
- ✓ In some limited cases, teachers may not have student growth data and will utilize only the teacher performance measures.
- ✓ For SLOs, there may be rare circumstances where teachers instruct numerous courses or when a teacher has a large student population which causes data collection to be unnecessarily arduous. Flexibility within the district plan is recommended to keep the local growth measures requirements consistent among teachers.

Teacher of Record

The state definitional framework for Teacher-Student Data Linkages should guide the implementation of student growth measures. Specifically, the state definition of "Teacher of Record" should be utilized in determining which students are included in a teacher's measures. This definition is based on the principle that teachers are linked to students for whom they provide instruction.

It is recommended that LEAs adopt the state definitional framework.

The concept of "Teacher of Record" is crucial for developing student growth measures as it insures that teachers are linked to the students for whom they provide instruction. Teacher of Record has many different uses and connotations in local settings. The traditional notion of teacher of record typically considers one teacher who has some responsibility (often assigns a grade) for a student. However, that definition is not sufficient for high stakes growth measures. A more sophisticated definition of Teacher of Record insures that teachers are linked to students for whom they provide instruction.

Accordingly, ODE has developed a definition framework that includes three types of Teacher/Student Data Linkages:

	<p>1. Assigned Educator</p> <ul style="list-style-type: none"> ◦ Primary teacher assigned to student ◦ HQT
	<p>2. Teacher of Record</p> <ul style="list-style-type: none"> ◦ Precise accounting of instructional time ◦ Teacher-level Value-Added and other growth measures
	<p>3. Contributing Professional</p> <ul style="list-style-type: none"> ◦ Any/all professionals that work with a student ◦ Access to Instruction Improvement System (IIS) data

1. Primary assignment (one teacher): An *Assigned Educator* is the educator assigned to a student, usually for HQT assignment purposes. In some cases, this translates into the teacher responsible for assigning a grade.
 - This is a common connotation for Teacher of Record answering, "Which teacher has primary responsibility for a student?"
 - Specifically for identifying HQT status.
 - Other uses: computer-based coursework (for example, the teacher serves as a facilitator/monitor and assigns the grade).

2. Precise accounting of instructional time for teacher-level Value-Added and other evaluation metrics including student growth in non-tested subjects: *A Teacher of Record is an educator who is responsible for a significant portion of a student's instructional time (based on enrollment) within a given subject or course that is aligned to a state assessment; or other relevant assessment in grades/subjects that do not have state assessments.*
 - 2A: Teacher-level Value-Added. Specifically designed to provide accurate data (roster verification) for EVAAS teacher-level Value-Added reporting.
 - The Teacher(s) of Record should represent the 100% proportion of a given student's instructional time for a specific subject/course aligned to a state assessment. This weighted variable is an input into the EVAAS calculation for more accurate and fair teacher-level calculations.
 - For example, a 5th grade math teacher that is responsible for entirety of teaching a particular 5th grade student in math would account for 100%.
 - A team teaching situation may result in a 50/50% split.
 - The Link Roster Verification process is utilized for this purpose.
 - 2B: Other student growth measures including SLOs. LEAs should follow the Teacher of Record principle in developing rosters. That is, a teacher's roster should include students that he/she has provided instruction for.
 - Whereas Value-Added uses the Link Roster Verification process to split proportions of instructional time, other measures do not require that level of disaggregation. *SLOs only require accurate rosters, not proportional splits of instructional attribution.*
 - In situations where teachers share instruction for a student or group of students, those students may appear on both teachers' rosters.
 - The Link (Roster Verification) process is not yet utilized for this purpose. LEAs should informally verify rosters at the local level. Some Race to the Top LEAs will be piloting Link Roster Verification for all grades/subjects in 2012-13.
3. Multiple linkages: *A Contributing Professional works with/has responsibility for a student and/or teacher, and should be specifically linked with relevant students.*
 - This is a yes/no flag to allow for simple and non-mutually exclusive linkages. Numerous educators could be linked to a student.
 - Provides accurate linkages for the Instructional Improvement System (IIS) data system. See <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1885&Content=141126> for more information.

The concept of Teacher of Record is used in various ways with varying connotations at different levels. For educator evaluation purposes, the Teacher(s) of Record as defined in

the state definitional framework determines which students are included in a teacher's growth measures.

Link (Roster Verification) for Value-Added

The Link Roster Verification process is an important component for EVAAS Teacher-Level Value-Added reports. Active participation of teachers is essential.

Link (also known as Roster Verification) is a key component for teacher Value-Added. The Roster Verification process allows teachers to attribute instructional influence on student progress. In order for a teacher to receive a teacher-level Value-Added report, they must claim attribution for at least six students who all took the same OAA.

A crucial element of roster verification is engaging teachers in the process, to build greater awareness and trust in measures of effectiveness. The active participation of teachers and principals is essential for validating the subjects and students instructed by a teacher.

The process includes:

- Establishing a roster of students taught throughout the year;
- Indicating the month(s) when students are in and out of the classroom (i.e., mobility); and
- Reporting the percentage of instruction a teacher has for a given student for a given subject

The Teachers of Record claim instructional attribution by entering a weighted variable for each student that can range from as little as 20% to 100%.

This process is completed annually in the spring and requires teachers to utilize the online system to verify rosters, and building principals to approve and submit for each building. More information can be found at:

[http://portal.battelleforkids.org/ohio/Race to the Top/linkage_overview.html?sflang=en](http://portal.battelleforkids.org/ohio/Race%20to%20the%20Top/linkage_overview.html?sflang=en)

Rosters for other growth measures

Other student growth measures do not yet utilize the formal Link Roster Verification process explained above. LEAs should informally verify rosters at the local level.

The formal Link Roster Verification process is currently conducted only for teacher Value-Added. However, LEAs should carefully develop rosters based on the Teacher of Record principle for their other measures.

For example, Mrs. Bennett is a sixth grade science teacher and is writing an SLO for sixth grade science using a district-approved assessment. Her roster for that SLO should include all sixth grade science students for which she provides instruction.

In another example, Mr. Adams is the special education teacher for five students in fifth grade and three students in sixth grade. His district uses an inclusion model where he goes into the regular classroom to support his special education students. He also pulls these students to provide additional support, as needed, in his own classroom. Because Mr. Jones does not have six students in each grade that he instructs, he will not receive a teacher-level

Value-Added report. Therefore, he must use local measures, which could mean the special education students he serves will be included on both his SLOs as well as the regular classroom teacher's SLOs.

It is important to note that while Value-Added requires the Link Roster Verification process to not only identify which students a teacher provides instruction for, it also addresses attribution of that instructional time. Informal roster verification for other measures does not need to address proportional attribution. It only needs to address accurate rosters.

A Race to the Top pilot project is testing the use of Link Roster Verification for all types of measures.

Student teachers

Teachers remain the Teacher of Record when they have student teachers.

The classroom teacher is still responsible for the instruction in the class, and the measures should reflect that accordingly.

For example, Mrs. Jones is a self-contained fifth grade math teacher who would otherwise claim 100% of all her students in fifth grade math when completing the Link Roster Verification process. Mrs. Jones has a student teacher during the spring semester. Mrs. Jones would continue to claim 100% of the instructional time for her students.

ODE and many of the teacher preparation programs are recommending a co-teaching model that offers benefits for both teachers and students. Co-teaching provides teachers opportunities for professional growth; it reduces teacher-student ratio; it allows for the sharing of knowledge, skills, and resources; and it facilitates teachers' ability to adapt and modify their lessons. Successful co-teaching is a highly collaborative endeavor between the teachers involved and includes time for teachers to co-plan and debrief the co-teaching experience. Effective co-teaching supports the improvement of instructional practices that meet the needs of all students.

The effects of co-teaching between student teachers and veteran teachers have been documented. In a four-year study of students in co-teaching classrooms and traditional single-teacher classrooms, students in the co-teaching classroom statistically outperformed students in reading and math achievement as compared to students in the traditional classrooms [see Bacharach, N., Heck, T., & Dahlberg, K. (2010). Changing the Face of Student Teaching Through Co-teaching. *Action in Teacher Education* 32(1), 3-14.]

Extended leave

Teachers on extended leave will still need to include student growth measures.

The Teacher of Record definition should guide how this is implemented.

- For Value-Added, teachers who were on extended leave would participate in the Link Roster Verification process.
- For Approved Vendor Assessments, LEAs should follow the Vendor-provided guidance

- For SLOs, LEAs should attempt to gather the two relevant data points based on the interval of instruction as defined by the LEA

For example, Ms. Carter was on extended leave from September through December, but returned to teach middle school band in January. She should be able to develop SLOs for the second half of the school year.

Depending on the timing and the previous guidance, a teacher who had been on extended leave could still have student growth measures, but if not, that teacher would use only her teacher performance measures to determine the summative rating.

Late hires (hired after the opening day of school)

Teachers who were late hires (hired after the opening day of school) will still need to include student growth measures.

The Teacher of Record definition should guide how this is implemented.

- For Value-Added, teachers who were late hires would participate in the Link Roster Verification process.
- For Approved Vendor Assessments, LEAs should follow the Vendor-provided guidance
- For SLOs, LEAs should attempt to gather the two relevant data points based on the interval of instruction as defined by the LEA

For example, Mr. Mohler was a late hire and started his 4th grade position on November 1. Mr. Mohler would participate in Link Roster Verification and claim instructional attribution for the time he was there. If also using SLOs, he should update the SLO based on the relevant interval of instruction as defined by the LEA. In this case, the baseline SLO measure would need to align as much as possible to Mr. Mohler's start date.

Depending on the timing and the previous guidance, a late hire is likely to have student growth measures, but if not, his/her teacher performance measures would determine the summative rating.

Credit Flex, College Credit Plus/Post Secondary Enrollment Options (PSEO) & Dual Enrollment

Credit Flex, College Credit Plus/Post Secondary Enrollment Options (PSEO), Dual Enrollment, and other similar arrangements should be guided by the Teacher of Record definition.

As outlined in the Teacher of Record definition, teachers should link to students for whom they provide instruction. In these education settings, teachers would only need student growth measures if they are providing instruction.

For example, if a student is not on a teacher's roster and is receiving instruction from a college faculty member, then that student's growth measures would not be a part of that teacher's evaluation. The OTES student growth measure requirements apply to the teachers that are required to participate in OTES.

Another example: in a Credit Flex scenario where a teacher serves only as an academic advisor (not instructor) and provides oversight of the Credit Flex Plan, then the teacher would not be a Teacher of Record for evaluation purposes. According to the state's definition, that teacher would be serving as an Assigned Educator and would not create growth measures.

ESC teachers and Link Roster Verification

Teachers employed by ESCs are still covered by OTES requirements. There may be different scenarios depending on who provides supervision and EMIS reporting, especially as it relates to participating in Link Roster Verification.

ESCs may employ teachers that work in a variety of settings, which should be considered when addressing growth measures especially as it relates to Link Roster Verification for Teacher Value-Added.

Scenario 1: ESC teacher working in a school district. This scenario is essentially no different than a teacher that works for the school district. That teacher should Link as part of the district Link Roster Verification process.

Scenario 2: ESC teacher working in multiple school districts. This teacher may participate in Link with different buildings. If enough data is available, he/she will receive a composite Value-Added report.

Scenario 3: ESC teacher teaches at the ESC building. In this case, the ESC needs to participate directly in the Link Roster Verification process.



Student Enrollment and Attendance

Forty-five excused or unexcused absences rule

Students with forty-five or more excused or unexcused absences are excluded from growth measures.

House Bill 59 added this provision to the Ohio Revised Code:

In calculating student academic growth for an evaluation, a student shall not be included if the student has forty-five or more excused or unexcused absences for the school year.

ODE will automatically filter students with forty-five or more excused or unexcused absences from the data file that generates Teacher Value-Added.

LEAs should remove students with forty-five or more excused or unexcused absences from their Approved Vendor Assessment and LEA measures.

Interval of instruction for SLOs

For SLOs, LEAs should utilize the relevant interval of instruction as defined by the LEA.

SLOs should be designed on the maximum available interval of instruction. An SLO on a yearlong course should use a yearlong interval of instruction. It is important to note, that the OTES timeline requires a somewhat shortened “year”. That is, the yearlong course will need to collect the second data point in a timely fashion in order to meet the evaluation requirements. Likewise, a semester course should use a semester interval of instruction.

In situations where students join a class late in the year or withdraw early, the SLO should attempt to at minimum identify the two relevant data points based on the minimal interval of instruction as defined by the LEA. For example, an LEA may utilize a six-week reporting period. A student moves in to the district late, but has data that can serve as baseline and end-of-course based on the six-week interval. In this case, the SLO should reflect those data points.

In situations where a student is not in the class for the minimal interval of instruction to collect the necessary two data points, he/she would be excluded from the final rating for the SLO.



Data availability scenarios

Minimum number of students

Growth measures must include a minimum effective n size of six students. There is no maximum number of students. Measures should include as much student data as possible, while considering consistency of requirements among teachers.

The statistical requirements for generating the EVAAS Value-Added metrics require the equivalent of six students in any one report. For example, to generate a 7th grade reading report, there must be at least six students attributed to the teacher. Since the Link Roster Verification process allows percentages to be split, the minimum of six applies as effective counts. That is, twelve students attributed at 50% would also meet the minimum n size of six requirement.

One effect of this is that some teachers who participate in the Link Roster Verification process and claim instruction time may not receive a teacher-level report because not enough data is available. This might be a more frequent occurrence with special education teachers, gifted teachers, etc.

The six-student minimum also applies to the other growth measures. When developing SLOs, teachers must have at least six students. When appropriate, SLOs may be written across grade bands to capture the minimum n size of six.

In most cases, SLOs can be written with a grade band pool of students to address small data size issues. For example, Mr. Thomas teaches K-3 students with severe cognitive disabilities. He has one kindergarten, two first grade, one second grade, and three third grade students.

His SLO can be written as a grade-band SLO covering the standards and content for grades K-3.

Likewise, Mrs. Carter instructs mathematics for middle school talented and gifted students. She does not have six students in each grade level she instructs. Therefore, her SLO may cover the grade band from fifth through eighth so that she captures enough students to maintain the minimum n size of six.

However, there may be very limited cases where teachers do not have enough data to generate a growth measure.

There is no maximum number of students. Measures should include as much student data as possible.

Special Education/Gifted/other teachers not reaching the six student threshold for Value-Added

Some teachers on the cusp of the six-student minimum, such as special education and gifted, might receive a Value-Added report one year but not the next or vice versa depending on the amount of data.

With the minimum n size of six rule, there may be some teachers that participate in the Link Roster Verification process and claim instruction time, but do not receive a teacher-level report because not enough data is available. This might be a more frequent occurrence with special education teachers, gifted teachers, etc. who do not teach large numbers of students (or claim large percentages of students) that take state assessments. In some cases, teachers who are on the cusp of the six-student threshold year in and year out might receive a Value-Added report one year, but not the next. These teachers should plan accordingly and include local measures, such as grade-band SLOs, as needed.

Teachers without student growth data

In some limited cases, teachers may not have student growth data and will utilize only the teacher performance measures.

In some very limited cases based on the rules above, a teacher may not have student growth data. For example, Mr. Diaz teaches a multiple handicapped (MH) unit with only four students. These four students are the only students that Mr. Diaz provides instruction for. Since there is not enough data to reach the minimum six-student requirement, Mr. Diaz would not have student growth measures for these four students.

LEAs may decide to include a shared attribution measure (such as building-level Value-Added or a building SLO) as an LEA measure that could apply to these teachers as their student growth measure. This is a local decision.

In these rare situations where a teacher does not have student growth measures, the teacher performance aspects of the OTES framework would represent his/her summative evaluation. This must be approved by the building principal and superintendent and noted as such in the eTPES system.

Teachers with large student populations and multiple courses (SLOs)

For SLOs, there may be rare circumstances where teachers instruct numerous courses or when a teacher has a large student population which causes data collection to be unnecessarily arduous. Flexibility within the district plan is recommended to keep the local growth measures requirements consistent among teachers.

EVAAS Value-Added reports will utilize all relevant student data.

In the case of teachers instructing large numbers of courses, the district plan should guide the administration to work with the teacher to first identify the required courses as a focus for the SLOs. If this doesn't help to narrow the focus to the required number of SLOs as determined by the district plan, then the focus should next be upon those courses with the highest number of student enrollment for the teacher's recommended 2-4 SLOs. The district plan should strive for comparability and consistency among teachers across subjects and grade levels regarding the total number of SLOs.

In cases where a teacher has large student populations, again it is recommended that the district plan guide the administration and teacher to focus the SLOs in a manner that encompass as many students as possible. The district plan should strive for comparability and consistency across subject and grade levels regarding the total number of SLOs per teacher as well as the size of the student population for each SLO. The plan should focus the number of the SLOs such that they are comparable across subjects and grade levels.

For example, an elementary music teacher is assigned to teach grades 2 through 6. Based on the district plan, if the other grade and subject area teachers in the same building as the music teacher are required to develop 2 SLOs that include approximately 125 students each, then the music teacher should also develop 2 SLOs that encompass approximately the same number of students. Since the content and assessments will be different at each grade level instructed and there is an excessively large student population, the administrator, after consulting with the music teacher, might decide to have the music teacher develop one SLO for grade 2 (representing the lower elementary level) and one for grade 6 (representing the upper elementary level) with each SLO encompassing all students enrolled in the second and sixth grade classes. This decision puts the music teacher in a comparable situation as the other teachers within the same building, represents his or her teaching assignments and student population, and fulfills the district's requirement of 2 SLOs per teacher.

APPENDIX B

REQUEST FORM FOR CATASTROPHIC SICK LEAVE

Employee's Name _____

I am requesting _____ number of days from the Catastrophic Sick Leave Program.

The reason I am requesting Catastrophic Sick Leave is:

1. I understand that my request will be considered and granted only if there are days donated by fellow employees to this program.
2. I understand that the number of days granted cannot exceed the number of days that have been donated.
3. I have read the guidelines for use of Catastrophic Sick Leave Program in the master agreement.

I have read all of the above statements and agree to abide by the conditions.

Date _____

Name of person making request (name may be withheld on donation request form upon request of person making request for Catastrophic Sick Leave Program. I _____ do _____ do not request that my name be withheld.)

One copy of this form should be returned to the superintendent and one copy should be sent to the association president.

APPENDIX C

DONOR FORM FOR CATASTROPHIC SICK LEAVE

Under the provisions of the master agreement the Association and the Board of Education have agreed to establish a Catastrophic Sick Leave Donation Program.

The purpose of this program is to allow individual employees to donate up to a maximum of five (5) of their accumulated sick leave to an individual who has experienced a personal catastrophic illness or injury or to an individual whose immediate family member (spouse or child) has experienced a catastrophic injury.

Guidelines for Donation of Sick Leave

1. Sick leave will be deducted from the current total accumulation of the donor.
2. Donors may donate any number of days up to a total of five (5) days to this Catastrophic Sick Leave Donation Program.
3. Names of donors to the Catastrophic Sick Leave Donation Program will be kept confidential.
4. Unused catastrophic leave days will remain with the recipient.
5. Catastrophic Sick Leave programs will be established only to meet a specific request.
6. So that it will be of not cost to the District the ratio of four (4) days donated equals one (1) day to a recipient.
7. Donations will not affect attendance incentive.

I have read the above information and agree to donate _____ days for Catastrophic Sick Leave to:

(Name of employee receiving donation)
(may be withheld upon request)

I currently have a total of _____ days of accumulated sick leave.

Date _____

(Name of employee making donation)

(Signature of donor)

This form should be returned to the Treasurer.

APPENDIX D

B-C-S Professional Development Guidelines

A verification form for professional development activities is found on the reverse side. As you know, the recently ratified contract requires the teaching staff to participate in 12 hours of professional activities in lieu of the formerly scheduled two inservice days.

The professional development hours shall be earned by teachers attending professional development activities outside the regular workday. A total of 12 hours is required before May 15. Failure to earn and verify the 12 hours will result in a pay deduct.

The district is providing a minimum of 30 hours of professional development activities which will be posted to the BCS website to assist teachers to meet the 12-hour requirement. The district may require attendance of up to 3 hours of professional development.

All earned hours must be documented on the form found on the reverse side. Hours may begin to be accumulated for the next school year beginning May 16th through May 15th of the following year. These hours may be granted for LPDC requirements.

Teachers who wish to attend other professional development activities not sponsored by the district may do so subject to the following restrictions:

1. The professional development activity/college course that directly relates to the teacher's subject area, is outside the workday, has been approved and secured in advance by the teacher's assigned building principal. No district funds will be used for registration, materials, mileage, or meals.
2. The teacher must bring evidence of satisfactory completion of the activity and verification of the length of the activity (i.e., certificate of completion or signature of presenter). Verification must be attached and turned into the building principal by May 15th.
3. A maximum of 3 college credit hours will count towards the 12 hours.
4. Grade level /departmental meetings held outside the workday will count toward the 12 hours.
5. Up to 3 hours may be transferred into the next school year.

BENTON-CARROLL-SALEM SCHOOLS
Professional Development Verification Form
School Year _____

Teacher Name _____

Building: _____

Professional Activity	Development	Pre-approved Signature (if needed)	Date	Total Hours	Verifying Signature

	Total Hours Accumulated
	Administrator's Initials/Approval

I have completed the required professional development hours as documented above.

Signature _____

Signature _____
Submit to the building principal on or before May 15

***Attach all verifying documents as needed.**

Appendix E

GRIEVANCE FORM

Date _____

Grievant(s) _____

Statement of Grievance (alleged violation and date, misinterpretation, misapplication of contract and state facts upon which grievance is based)

Step 1: Date: _____ Signature: _____

Contract Section Violated: _____

Summary: _____

Remedy Requested _____

This grievance was delivered to the office of _____ on _____
Principal of Grievant(s)

Date

Signature of Grievant

A grievance response was delivered by _____ to the grievant and the Association on _____. (Disposition attached.)

Signature of Principal

Grievant appeals from disposition of the Principal to the Superintendent and _____ requests _____ does not request a hearing with the Superintendent.

This appeal was delivered to the office of the Superintendent on _____
Date

Signature of Grievant(s)

Grievance response was delivered by the Superintendent to the grievant, the Association, and the Principal on _____. (Disposition attached.)
Date

Signature of Superintendent

The Association appeals from disposition of the Superintendent to Arbitration. This _____ appeal was delivered to the treasurer on _____
with copies to the Superintendent and Board President. Date

Signature of Association President

PERSONAL LEAVE REQUEST FORM FOR ALL STAFF

(Provide a completed copy of form to building principal (10) days in advance of requested leave date)

Name: _____ Building: _____

Date: _____ Date(s) requested: _____

My signature is certification that the personal leave being requested is subject to the following conditions:

- 1. Personal leave may not be used to extend holidays or breaks.
- 2. Number of applicants for the district may be limited to 11. This will be based on a first-come, first-serve basis.
- 3. Exceptions to these conditions can only be granted by the Superintendent.

If the requested leave does not fall within the guidelines identified above, please explain the purpose of the personal leave and indicate that you are requesting leave with pay deduct.

Note: A violation of this policy may result in loss of pay and/or termination.

Employee's Signature

Principal's Signature

Approved Disapproved Approved w/Pay Deduct

Superintendent's Signature

Approved Disapproved Approved w/Pay Deduct

