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# **MASTER CONTRACT AGREEMENT**

**BETWEEN THE**

**RIDGEDALE LOCAL  
BOARD OF EDUCATION**

**AND**

**RIDGEDALE TEACHERS'  
ASSOCIATION**

**EFFECTIVE JULY 1, 2014  
THROUGH JUNE 30, 2017**

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## **ARTICLE I - RECOGNITION**

- A.** The Ridgedale Board of Education, hereinafter referred to as the Board recognizes the Ridgedale Teachers Association/Ohio Education Association/National Education Association (RTA/OEA/NEA), hereinafter referred to as the Association, as the sole and exclusive representative of all members of the bargaining unit which shall include all certified licensed employees of the District, excluding the Superintendent, principals or any other management level employee as defined in R.C. Chapter 4117 and substitutes.
- B.** The Association and the Board recognize the Superintendent as the chief executive officer and as the professional advisor of the Board. As such, the Superintendent or his/her designee may actively be involved in the Labor Relations process.
- C.** The Association and the Board recognize the Labor Relations Consultant or an equivalent title (hereinafter "LRC") as the professional advisor of the Association. As such, the LRC may actively be involved in the labor relations process.

## **ARTICLE II - BARGAINING PROCEDURES**

Notwithstanding divisions (A) through (C) of this article as provided below, the Board and Association may mutually agree to enter into an alternative bargaining process based on mutually agreed upon ground rules. Each of the respective parties agrees to abide by those ground rules throughout such process.

### **A. Names of Negotiators (Courtesy Notification)**

- 1. The President of the Association will provide the Board with the name of the spokesperson and the members of the Professional Negotiations Team within fifteen (15) days of receipt of the negotiations letter. When changes are made, the Board will be notified in writing.
- 2. The Superintendent shall notify the President of the Association of the names of the chief spokesperson and members of the Professional Negotiations Team to represent the Board within fifteen (15) days of receipt of the negotiations letter.

### **B. Scope of Bargaining**

The parties recognize that the scope of bargaining shall include terms and other conditions of employment, wages, hours and the continuation, modification or deletion of any existing provision of this Agreement.

### **C. Bargaining Procedures**

- 1. Association requests for negotiations meetings will be made in writing to the Board through the Superintendent. Requests by the Board or its representatives will be made in writing to the President of the Association. Requests for meetings

may contain the time and place of the meeting. Request for negotiations shall not be honored if received more than one hundred twenty (120) days or less than sixty (60) days before the expiration of the contract unless agreed to by both parties.

2. An agreement will be reached within seven (7) calendar days after the request as to the time and place of the meeting, which will be held within fifteen (15) calendar days after the request has been submitted, unless both parties agree to an extension of time. Further meetings will be held at the request of each party.
3. Negotiations meetings will be scheduled with the least interruption of school schedules; however, if absolutely necessary and upon mutual agreement, the negotiating committee will be released from school duties without loss of pay to attend those meetings. Meetings will be in closed session unless otherwise mutually agreed to by both parties. All negotiations are to be completed within sixty (60) calendar days from the second session unless the time limit is extended by mutual agreement. Items not yet agreed to within the 60 calendar days period, or mutually agreed upon extended time period, will be processed by the provisions of disagreement (Article II, Section C) stated in this Agreement.
4. The Board and Association may, upon mutual agreement, hold study sessions prior to formal negotiations.
5. This Agreement will be subject to amendment according to procedure set forth in Article II, Section C of this Agreement.
6. Definition of Terms
  - a. Professional Negotiations means conferring, discussing, and negotiating in good faith by the Board of Education or its designated representatives, and the sole and exclusive representative of the bargaining unit members (as described in Article I (A) in an effort to reach agreement on matters of concern.
  - b. Good Faith means the Association and the Board agree to bargain collectively according to Section 4117.01 (G) of the ORC.
  - c. Negotiating Teams are the designated representatives of the Board and of the Association.
  - d. Ratification of the tentative agreement will be accomplished by the membership of the Ridgedale Teachers' Association and by the Ridgedale Board of Education.
  - e. Bargaining Unit Members are any certified/licensed employees of the Ridgedale School District as described in Article I.A.
  - f. Ridgedale Teachers' Association is the sole and exclusive representative of the Ridgedale Teachers' bargaining unit.

- g. Impasse is the point at which agreement has not been reached and is at stalemate in interaction of the two teams in that all proposals or counter proposals are unacceptable. Impasse cannot be declared until thirty (30) days after the start of negotiations.
7. At the first meeting the negotiating teams for the Association and the Board shall exchange a list of items to be considered for negotiations. In addition, a date, time, and place for the second meeting shall be agreed upon. Logistical procedures shall be determined at this first meeting and cost for such procedures shall be shared equally by both parties.
8. At the second meeting each party shall present in detail written proposals, from the list presented at the first meeting, to be negotiated. Such proposals shall constitute the agenda for negotiations, and no new items may be considered unless agreed upon by each party.
9. Members of the Board or their designated representatives, who are not teachers as defined in Article I of this Agreement, will meet with designated representatives of the Association to negotiate in "good faith" as per R.C. Chapter 4117 of the ORC.
10. Representation will be limited to not more than five representatives for the Board, and not more than five representatives for the Association. The names of the members of both teams will be exchanged prior to the negotiations meeting. Neither party will have any authority in determining the representatives for the other party. While no final agreement shall be executed without first ratification by the Association membership, and the Board, the parties 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 the negotiations.
11. Either party may call upon professional and lay assistance to consider a matter under discussion and to make suggestions. Such consultants may be used in the negotiations meetings. Each negotiating committee will take its own notes of each session.
12. The negotiating committees may appoint joint ad hoc study committees to research, study and develop projects, reports and programs, and to make recommendations on matters under consideration. The committee will report all findings to both parties.
13. The Board and the Superintendent agree to furnish the Association's negotiating committee upon written request prior to and during negotiations, all available current information concerning financial resources of the district and such other information as will assist the Association in developing intelligent, accurate and constructive proposals on behalf of the teachers, the students, and the educational program, at no cost to the Association.

14. The Association agrees to furnish all available information on its proposals to the Board's negotiating committee on its request both prior to and during negotiations, to support the development of sound programs for the school district at no cost to the Board.

15. Caucuses

The spokesperson of either team may caucus his/her group for independent discussion at any time. Caucuses will be no longer than thirty (30) minutes except as may be extended by mutual agreement.

16. Recesses

The spokesperson of either committee may call a recess when it appears no more meaningful discussion can be accomplished. Such recesses should be of reasonable length but should not exceed forty-eight (48) hours unless extended by mutual agreement.

17. Protocol

No action to coerce or censure or penalize any participants will be made or implied as a result of participation in any part of the negotiations process.

18. Item Agreement

As negotiations items receive tentative agreement they will be reduced to writing and initialed by each party. Such initialing will be construed as a tentative agreement by both negotiating committees until all items are tentatively agreed to.

19. Tentative Agreement

When tentative agreement is reached on all items through negotiating, the outcome will be reduced to writing, proofed and submitted to the Board and the Association for formal approval. Following ratification by the Board and the Association, the Board will then adopt a resolution setting forth the agreement. The agreement will then be signed by the parties and will become part of the official minutes of the Board. The agreed-to items will be binding on both parties. These items will be reduced to writing and distributed to the teachers. When necessary, the provisions will be reflected in an individual teacher's contract.

20. Schedule of Meetings

Until all negotiations meetings are completed, each meeting will include a decision on an agreed time and place for the next subsequent meeting and the items to be negotiated at said meeting. A minimum of two (2) hours should be scheduled for each meeting unless otherwise agreed by both parties.

21. Progress Reports

Periodic progress reports may be given at any time to bodies being represented by both negotiating committees.

22. News Releases

Any news releases given to the media during the negotiations will be at the discretion of each party. The release will be given to the other party before submitting it to the media.

23. Responsibilities

Both parties pledge themselves to negotiate in good faith, and if necessary, to utilize in good faith such mediator facilities as are provided by the document to reach agreement.

24. Mediation

Pursuant to paragraph (C) (6) (g) of this article, impasse cannot be declared until thirty (30) days after the start of negotiations. If an impasse is declared by either party during negotiations, the matter will be submitted to mediation through the Federal Mediation and Conciliation Service at the request of either party. If the parties fail to reach an agreement through mediation, the Association shall have the right to strike, subject to the ten-day notice requirement, in accordance with R.C. Section 4117.14(D) (2).

### **ARTICLE III - GRIEVANCE PROCEDURE**

#### **A. Definitions**

1. A grievance is an alleged violation, misapplication, or misinterpretation of a written provision of this Agreement.
2. A grievant(s) is a bargaining unit member, group of bargaining unit members, or an Association making the claim.
3. A representative is any member of the Association who acts as the representative for a particular grievant. At any step the grievant may have an LRC as a representative.
4. A supervisor (non-bargaining unit member) is the building principal, the director or coordinator to whom the grievant reports. If more than one building principal is involved, the matter will be discussed with the principal involved in the dispute.
5. A designee is a person selected by the Superintendent and approved by the Board to represent the Superintendent.

6. A day is a day in which school is in session except during summer break, and then it is a calendar day.
7. Association Grievance is a grievance which has an impact on the majority of the members of the bargaining unit.
8. Group Grievance is a grievance which commonly affects a group of bargaining unit members.

## **B. Purpose**

1. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to grievances. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.
2. Nothing contained herein will be construed as limiting the right of any teacher having a grievance to discuss the matter informally with an appropriate member of the administration and having the grievance adjusted without intervention of the Association, provided the adjustment is not inconsistent with the terms of the Agreement and that a Ridgedale Teachers' Association representative appointed by the Ridgedale Teachers' Association President be present if requested by the grievant at such adjustments.
3. Except for the Informal Step I of this grievance procedure, each decision will be in writing and provide a general explanation of the basis for such decision.

## **C. Procedure**

1. Step I - Informal

If a member believes there is a basis for a grievance, he/she may first discuss the matter with his/her immediate supervisor within ten (10) days of the date on which the grievant knew or should have known of the occurrence of the act or conditions on which the grievance is based in an effort to resolve the matter informally.

The supervisor or designee must meet with the grievant within five (5) days after the request for a meeting.

The grievant may have a representative to accompany him/her.

The supervisor shall render a decision within five (5) days of the informal meeting. If an adjustment is to be made, then the Ridgedale Teachers' Association President shall be notified in the event an appointed representative is not present at the Step I meeting.

If the grievance is not resolved to the satisfaction of the grievant, the grievant may, within five (5) days of the receipt of the decision, complete the Grievance Report Form (See Appendix A) in quadruplicate for Step II. Two (2) copies will go to the supervisor, one (1) to the Association, and one (1) to the grievant. The original copy shall be the routing copy.

2. Step II

Within five (5) days of the receipt of the Grievance Report Form for Step II, the supervisor will meet with the grievant and representative, if any, to discuss the grievance.

The supervisor will indicate his/her decision of the grievance within five (5) days after such a meeting by completing the Grievance Report Form for Step II and returning it to the grievant. A copy of the decision will also be sent to the Superintendent and Association President.

3. Step III

If the decision of Step II is unsatisfactory, the grievant may sign, within five (5) days, the original Grievance Report Form for Step III and present it to the Superintendent.

Within five (5) days of receipt of the Grievance Report Form for Step III, the Superintendent and/or his/her designee will meet with the grievant.

The Superintendent will indicate his/her decision of the grievance within five (5) days by completing his/her portion of the Grievance Report Form for Step III and forwarding it to the grievant with a copy to the Association President.

4. Step IV

If the grievant is not satisfied with the decision at Step III of the grievance procedure, the Association may, within fourteen (14) days of receipt of the decision from the Superintendent, request Board action by filing a copy of the grievance with the Treasurer. The Treasurer will schedule a hearing at the next regular Board meeting or special Board meeting if requested by the grievant. The special Board meeting shall be within five (5) days of the request by the grievant. The Board shall issue its decision within ten (10) days of the Board meeting.

5. Step V

If the grievant is not satisfied with the decision at Step IV of the grievance procedure, the Association may request, within fourteen (14) days, the grievance be submitted to mediation through the Federal Mediation Conciliation Service or the State Employment Relations Board. The mediation shall occur within twenty (20) days or the matter may proceed to Step VI.

6. Step VI

If the grievant is not satisfied with the outcome at Step V of the grievance procedure, the Association may, within fourteen (14) days, request binding arbitration with an arbitrator from AAA. The designees from the Board and the Association shall meet and draft a joint request to the AAA for a list of arbitrators. The arbitrator will be mutually selected in accordance with the rules of AAA. The decision of the arbitrator shall be binding on both parties. The cost shall be borne equally by both parties.

**D. General Provisions**

1. The RTA may stop the grievance at any point in the process if it is felt there will be no gain for the grievance to continue.
2. If the RTA votes to stop supporting the grievance at any point, the decision at the preceding level shall be binding.
3. The limits given will be considered as maximum, unless otherwise extended by mutual written consent.
4. A grievance may be withdrawn at any level without prejudice.
5. Failure at any step of the procedure to communicate a decision within the specified time limits will automatically entitle the grievant to go to the next step in the procedure.
6. Failure at any step of the procedure to forward the grievance within the specified time limits will deem the grievance waived or settled.

**ARTICLE IV - TEACHER PROTECTION**

**A. Assault**

The teachers shall immediately report (within the realm of physical capability, in writing) all cases of assault suffered by them in connection with their employment by filing duplicate copies with their building principal and the Superintendent. Assault leave will be granted in accordance with the assault leave policy in this document.

**B. Threats Against Teachers**

Upon request, teachers may report, in writing, any threats of physical violence or of criminal or civil action against them arising out of, and in the course of, their employment, by filing duplicate copies of such threats with the building principal and the Superintendent. Said written reports shall be handled in a confidential manner and shall not be released to any individual without the consent of the involved teacher(s). The

Superintendent will review the matter and take such action as he/she deems appropriate. A plan of action may be initiated only after consultation with the involved teacher(s). However, the Board and the administration will cooperate and assist the involved teacher(s) should the teacher(s) decide to file suit relative to the involved incident.

Disciplinary action shall not be taken against a teacher solely on the basis of a written complaint by a parent of a student.

**C. Complaints Against Teachers**

Complaints about school personnel shall be handled pursuant to Ridgedale Local School District Board Policy Number 9130.

**D. Academic Freedom**

Teachers shall have the right to teach without unwarranted interference, harassment, pressure or intimidation on matters they have a responsibility to present including material emanating from state authorized and Board adopted curricula to their classes in such a way as to contribute to the overall intellectual growth and general development of each child. Teachers shall be given adequate encouragement so that, while exercising good judgment and following Board adopted curricula, subjects may be explored openly and adequately within the classroom.

**E. Activity Driving**

Teachers will not be required to drive pupils to school activities which take place away from the school building. Teachers who have completed the state required training provided by the district at no cost to the bargaining unit member may voluntarily transport students in the school van (See Appendix U) with advance approval of the immediate supervisor.

**F. Non-Discrimination**

Teachers will not be discriminated against on the basis of age, religion, race, origin, marital status, sexual orientation, physical disabilities, or the exercise of their rights under the provisions of this agreement.

**G. Employment Related Injuries**

Staff members receiving injury in the course of, and arising out of their employment are requested to complete an accident report form and file it with the central office. Forms may be obtained from the building administrator.

**H. Teacher Responsibilities Regarding Student Discipline**

1. In accordance with R.C. 3313.66 (C) a teacher may remove a student from curricular or extra-curricular activities under his/her supervision if in the

professional judgment of the teacher a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting, in a behavioral sense, the educational process.

2. Within twenty-four (24) hours following such removal, the teacher shall submit written reasons for such removal to the building principal. Such reasons shall be forwarded to the parents of the student and the teacher shall attend and participate in any subsequent disciplinary hearing(s).
3. If, following a teacher's removal of a student from his/her classroom for disciplinary reasons, the building principal determines not to take further disciplinary action, the teacher may discuss that decision with the principal.
4. If the Superintendent or the principal reinstates a pupil in a curricular or extracurricular activity under the teacher's supervision prior to the hearing following a removal pursuant to Section 3313.66, the teacher shall, upon request, be given in writing reasons for such reinstatement.
5. Upon the student's return to school from a suspension or expulsion or following a student's removal from a classroom or activity the teacher may request that the involved student be assigned to another classroom. If the building principal disagrees, the teacher may discuss that decision with the principal, where the principal will explain his/her reasons for the decision.
6. Decisions and reasons regarding student discipline, including expulsions and removals, made by a building principal, the Superintendent and the Board are not subject to the grievance procedure. Procedural elements of this procedure are subject to the grievance procedure.
7. A Discipline Committee shall be formed in each building and shall consist of two members to be appointed by the building principal, who will serve as chairperson and two members to be appointed by the Association. At the senior high school, the committee will be composed of three members appointed by the principal, with the principal serving as chairperson, and three members appointed by the Association. On each such building committee, one of the administrative members must be the person responsible for administering discipline in that respective school building. The committee may involve students at its discretion. The purpose of such committee will be to study discipline practices and make recommendations regarding the development of a consistent discipline philosophy for the building. A general philosophy may be developed through consensus by this committee. Decisions on individual disciplinary situations will remain the responsibility of the administration. If any specific teacher, administrator, or student is being discussed during any such committee meeting, the committee shall enter into executive session. The committee will meet every month during the months of September through April of each school year unless otherwise mutually agreed.

## I. Reduction in Force

### 1. Reasons

When by reason of decreased enrollment of pupils, return to duty of regular members of the bargaining unit after leaves of absence, by reason of suspension of schools or territorial changes affecting the district, or financial reasons the Board may make a reasonable reduction.

### 2. Method

- a. All retired rehired teacher(s) shall be reduced in force prior to bargaining unit members being notified of the Board's intent to include their positions in a reduction.
- b. The Superintendent's recommendation for contracts to be suspended will be made in accordance with the following procedures:
  1. Members of the bargaining unit serving under continuing contracts will be given preference.
  2. Members of the bargaining unit serving under limited contracts will be placed under continuing contract members of the bargaining unit, also in descending order of seniority and certification. A general seniority list (including members of the bargaining unit on approved Leaves of Absence) will be compiled by the administration prior to a RIF.
  3. A copy of such list shall be given to the Association President.
  4. The order of reduction in each certification/licensure area shall be as follows:
    - a. First: members holding limited contracts based on:
      - i. Licensure/Certification;
      - ii. Competency as determined by formal evaluation;
      - iii. When evaluations are comparable, by lowest seniority in the district.
    - b. Second: members holding continuing contracts based on:
      - i. Licensure/Certification;
      - ii. Competency as determined by formal evaluation;
      - iii. When evaluations are comparable, by lowest seniority in the district.

5. Through June 30, 2017, “competency as determined by formal evaluation” will be based solely on the performance component of the teacher evaluation system and “comparable evaluation” shall be measured based solely on the performance component of the teacher evaluation system. After June 30, 2017, both of these terms will be based on the final summative evaluation. The ratings within each individual category are considered comparable only within the same category (e.g. skilled are comparable only to skilled; developing are comparable only to developing, etc.)
- c. Any member of the bargaining unit that may be affected by a RIF shall be notified. Such notification will include the reasons for the RIF.

### 3. Seniority

Seniority is defined as the length of continuous service as a certified/licensed employee with a contract in the Ridgedale School District. Continuous service shall include approved leaves of absence.

- a. Leaves of absence will not interrupt seniority; however, time spent on such leave shall not count toward salary increases.
- b. If two (2) or more members of the bargaining unit have the same length of continuous service, seniority is determined by:
  1. The date of the Board meeting at which the member of the bargaining unit is hired.
  2. The date the member of the bargaining unit signed the initial employment contract in the Ridgedale School District.
  3. The member of the bargaining unit with the first paid day.
  4. The member of the bargaining unit who has substituted in the district prior to employment.
  5. Any remaining ties will be broken by lot.

Annually, by October 31 of each year, a seniority list for that school year shall be made available to the members of the bargaining unit.

### 4. Recall

The names of members of the bargaining unit whose contracts are suspended will be placed on a recall list for up to thirty-six (36) months from the date of reduction. Members of the bargaining unit on the recall list will have the following rights.

- a. No new members of the bargaining unit will be employed while there are members of the bargaining unit on the recall list who are qualified or who became qualified for the vacancy.
  - b. Members of the bargaining unit, whose continuing contracts are suspended, shall have the right of restoration to continuing service status in the district in reverse order of layoff if and when teaching positions become vacant or are created for which any of such members of the bargaining unit are or become qualified. Continuing contract members of the bargaining unit shall be on the recall list indefinitely.
  - c. Notice of recall will be given by registered mail if a vacancy exists in a position for which the RIF'd member of the bargaining unit is certified and qualified. The written notice will be sent to the last address provided by the member of the bargaining unit with follow-up telephone calls. It shall be the responsibility of the member of the bargaining unit to keep the Board informed of telephone and address changes. If the member of the bargaining unit fails to respond within seven (7) calendar days of receipt of the written notice or declines to accept the position, such teacher will be removed from the recall list.
  - d. The Board will accept resignations from members of the bargaining unit who are on suspended contract.
  - e. Preference shall be given to RIF'd members of the bargaining unit for casual or day-to-day substitute teaching.
  - f. These rights shall continue until recalled to active employment status; written resignation of employment is submitted to the Board; thirty-six (36) months from the date of the initial date of RIF have passed; or there is a failure to respond or decline to accept a position as specified in 3 above.
  - g. RIF'd members of the bargaining unit shall be eligible to purchase insurance as stated by law, (C.O.B.R.A.). Premiums in accordance with the C.O.B.R.A. law shall be paid by the member of the bargaining unit as specified by the treasurer.
  - h. The Board will not challenge the RIF'd member's application for unemployment compensation.
  - i. Any member of the bargaining unit who signs a contract with another district shall immediately waive unemployment compensation rights from the Ridgedale School District.
5. Return to Active Employment

A member of the bargaining unit on the recall list will, upon acceptance of the notification to resume active employment status, return to active employment

status with the same seniority, accumulation of sick leave, and salary schedule placement and benefits at the same level in accordance with the contract in effect at the time of recall.

6. Procedure

The parties agree that these procedures apply only to the suspension of contracts under O.R.C. 3319.17 or as stated under Reasons, above.

**J. Vacancies**

1. Definition

A vacancy as determined by the administration may result from creation of a new position, resignation, leave of absence, retirement, non-renewal or termination.

2. Posting

All vacancies will be posted as soon as possible on the bulletin board in each building. The Superintendent will send the Association President copies of the official posting the day of such posting.

3. Summer Announcements

During the summer months in which regular school is not in session, job announcements shall be included with paychecks.

4. Posting Period and Application

Vacancies shall be posted for five (5) school days during the regular school year. Members interested in the positions shall apply in writing to the Superintendent.

5. Exceptions

The time frame as indicated in Division (J) (4) above shall not apply to vacancies during the first ten (10) days of the school year. Unfilled transfer requests will be considered vacancies occurring during this ten (10) day period.

6. In-Term Vacancies

When vacancies occur in the second semester, the Superintendent may fill such a vacancy on a temporary or tentative basis until the end of the normal school year, at which time the position may be considered open for transfer requests.

7. List of Vacancies for Following School Year

Not later than May 15 of each year the Superintendent will prepare a list of all known vacancies in teaching and supplemental contract positions for the

following school year. Vacancies to be identified shall be those vacancies filled on a temporary basis pursuant to 6 above, and others as defined in 1 above.

8. **Criteria for Selecting Applicants**

The competency, qualifications, and seniority of the applicants shall be the primary consideration in filling all vacancies. Recommendations to fill vacancies shall be made at the discretion of the Superintendent.

Seniority in the district is defined in Article IV, Section I. 3.

**K. Voluntary Transfers**

1. Voluntary transfers are those requested transfers from one building to another, one subject area to another, or one grade level to another.
2. Requests for transfer shall be made in writing by the teacher on or before the last day of the school year. (The request shall set forth the reasons for transfer, the school, grade, or position sought, and the applicant's qualifications.) Such request shall not affect the member of the bargaining unit's existing assignment in the event no vacancy exists in the area to which the transfer is requested.
3. Any staff member who has made written request for a transfer to a position and who possesses the proper certification and qualifications will receive full consideration of their voluntary transfer request.
4. Each member of the bargaining unit who has made a request for a transfer shall be notified of the decision of that request.
5. The final authority in filling all vacancies rests with the Superintendent.

**L. Involuntary Transfers**

1. When making involuntary transfers, the convenience and wishes of the individual member of the bargaining unit will be honored to the extent that these considerations do not conflict with the instructional requirements and the best interest of the school district and the pupils as determined by the Superintendent.
2. Notice of an involuntary transfer or reassignment will be given to teachers as soon as practicable, and, except in cases of emergency, no later than July 17. This date can be extended by mutual consent of the Board and the Association.
3. When an involuntary transfer or reassignment is necessary, a teacher's areas of competence, major or minor field of study, length of service in the Ridgedale school system, length of service in the building, grade or subject from which transfer or reassignment is contemplated and other relevant factors, including legal requirements, will be considered in determining which teacher is to be transferred or reassigned.

4. An involuntary transfer or reassignment will be made only after a meeting between the teacher involved and the Superintendent, at which time the teacher will be notified of the reason therefore. The teacher may, at his/her option, have a representative of the Association present at such meeting. No teacher will be transferred or reassigned arbitrarily, capriciously, or without rational basis in fact.
5. A list of open positions in the school system will be made available to all teachers. Teachers who have been involved in an involuntary transfer will, when a desirable position for which they have appropriate qualifications becomes available, have the right to apply for said position.
6. A teacher being involuntarily transferred or reassigned will be placed only in an equivalent position, i.e., one which, among other things, involves no reduction in total compensation and no impairment of tenure.

**M. Reassignment of Members to Cover Classes**

The employer shall make reasonable efforts to recruit substitute teachers. In the event that such efforts are unsuccessful and a shortage exists in grades 7-12, and as a last resort, the employer may hire, as the need arises, non-certificated/licensed individual(s) as study hall monitors, for the purpose of making the certificated/licensed instructor(s) who are regularly assigned to study halls, available to be reassigned as substitutes for academic classes in which the regularly assigned instructor is absent. The above-described process is intended as a temporary solution for the staffing of academic classes on a short-term, day-to-day basis.

**N. Period Substitutes**

Any bargaining unit member who voluntarily agrees to forego his/her non-student contact time and serve as a substitute teacher in a class whose regular teacher is absent will receive twenty dollars (\$20.00) per class period covered (See Appendix U). Members of the bargaining unit requested to cover an absent member's class in conjunction with their own class assignment will also be paid at the above rate. The building principal or designee will be responsible for obtaining substitutes. A daily log of phone calls will be submitted with payroll on a bi-weekly basis.

**ARTICLE V - TEACHING CONDITIONS**

**A. Workday**

The workday for bargaining unit members shall not exceed seven (7) hours and thirty-five (35) minutes of consecutive time. The workday shall start no earlier than 7:40 a.m. and end no later than 3:15 p.m., Monday through Friday. The work year shall not exceed 183 days, except for those individuals on extended duty. The workday may be adjusted if there is a need to make up additional calamity days. Calamity days in

excess of five (5) shall be made up Monday through Friday and included in the calendar adopted under Section F of this Article.

## **B. Work Year**

1. The work year of bargaining unit members employed on a nine (9) month basis will be determined by the school calendar which will not exceed 183 days. The work year of bargaining unit members employed on a ten (10) month basis will not exceed twenty (20) additional workdays. The work year of bargaining unit members employed on an eleven (11) month basis will not exceed forty (40) additional workdays. The work year of bargaining unit members employed on a twelve (12) month basis will not exceed sixty (60) additional workdays. The work year will include days when pupils are in attendance, conference days, and any other days necessary to fulfill contractual duties.
2. Any bargaining unit member who accepts an extended service contract to work beyond the regular work year set forth in paragraph one will be compensated according to his/her teaching contract. The bargaining unit member will be compensated for 1/183 of his/her yearly contract for each day he/she works beyond that yearly contract.
3. The calendar for each of the school years covered by this Agreement will be attached as Appendix B to this Agreement.

## **C. Teacher Hours and Load**

1. The schedule for each full-time equivalent teacher for preparation/planning time shall be a minimum of two hundred (200) minutes per week. No other duties shall be assigned during the above-referenced time periods and such time periods will be provided to teachers during the regular school day exclusive of time taken for lunch and travel.
2. Exceptions to the above provisions may be made only with the agreement of the staff member and the administration. The Association shall be notified in each instance, in advance, if possible.

## **D. Extracurricular Duties**

Bargaining unit member participation in extracurricular duties will be strictly voluntary. Bargaining unit members with supplemental contracts will be compensated for all participation in accordance with the provisions of the supplemental contract.

## **E. Class Size**

1. The ratio of teachers to pupils on a district wide basis shall be at least one full-time equivalent classroom teacher per twenty-five pupils in average daily membership. Said ratio shall be calculated in accordance with Sections 3317.02 and 3317.023 of the ORC.

2. The ratio of teachers to pupils in kindergarten through fourth grade on a district wide basis shall be at least one full-time equivalent classroom teacher per twenty-five pupils in average daily membership. Said ratio shall be calculated in accordance with Sections 3317.02 and 3317.023 of the Revised Code.
3. A minimum of five full-time equivalent educational service personnel shall be employed on a district wide basis for each one thousand pupils in the regular student population as defined in section 3317.023 of the Revised Code. Said ratio shall be calculated in accordance with Section 3317.02 and 3317.023 of the Revised Code. Educational service personnel shall be assigned to at least five of the eight following areas: counselor, library media specialist, school nurse, visiting teacher, social worker and elementary art, music, and physical education. Educational service personnel assigned to elementary art, music and physical education shall hold the special teaching certificate or multi-age license in the subject to which they are assigned.

**F. School Calendar**

The Board annually will submit to the Superintendent a date on which it intends to vote on establishing a school calendar (See Appendix B) for the following school year. No less than forty-five (45) days prior to such intended vote, a committee will convene to submit at least two (2) proposed calendars for Board consideration and vote. The committee shall be composed as follows: one (1) Board of Education member, one (1) administrator, one (1) RTA member from each building (selected through RTA's internal processes). Decisions of the committee shall be by consensus. Consensus shall be defined as agreement or approval of all parties. If consensus cannot be reached, the Association shall be granted the opportunity to address the Board prior to Board passage of the calendar.

**G. Teaching Facilities and Instructional Equipment**

Teachers shall have direct access to all facilities, materials, supplies, and instructional equipment housed within their school system building that are essential and necessary for the performance of their teaching responsibilities in accordance with reasonable guidelines to be established by the principal or any necessary accounting procedures.

**H. Lunch Period for Teachers**

Teachers must be provided with at least thirty (30) minutes for lunch each school day. During this time, the teacher may not be required to perform any school activity. (R.C. 3319.072)

**I. Parent/Teacher Conferences**

The calendar committee shall include two (2) days each school year for K-12 as parent/teacher conference days. The normal teacher schedule may be revised to permit such conferences to be conducted during the afternoon and evening hours. All teachers shall receive compensatory time off based on the number of days or hours worked to complete the annual parent-teacher conferences.

**J. Building Extra Duty Schedule**

The administration shall schedule all extra duty assignments during the teacher workday and attempt to make all extra duty responsibilities as equal as possible and shall ask for input from the staff in its development. These duties may include but are not limited to the following: hall supervision, selling lunch tickets, recess supervision, cafeteria supervision, a.m./p.m. bus supervision, detention supervision, before/after school supervision, restroom supervision, and parking lot supervision.

**K. Building Meetings**

All building meetings involving teachers shall be considered a part of the regular duties of teachers. The building administrators will try to hold down the number of obligatory teachers' meetings to a minimum level. Such meetings will commence as soon as possible after the dismissal of students and will commence no more than one (1) hour prior to the scheduled student arrival time.

**L. Placement of Students with Disabilities in Regular Classrooms**

1. The regular classroom teacher shall be given the opportunity to consult with the building principal, parent, and special education teacher at the commencement of the placement of a handicapped student in a regular classroom.
2. If the regular classroom teacher feels that the handicapped student is disrupting the educational atmosphere of the regular classroom, the teacher shall so advise the principal, who will give the teacher the opportunity to meet with the special education teacher, parent, and the principal to discuss the problem.
3. The equitable distribution of handicapped students among regular classrooms and the expected ability of such students to achieve academically in such classrooms, are among the factors for consideration when such placements are made.
4. Compliance with paragraphs 1, 2, and 3 above regarding placement of handicapped students in regular classrooms is subject to the grievance procedure contained herein. However, disputes regarding the placement of handicapped children involving factors other than those stated above may be resolved only through the state and federal statutory due process procedures found in AM. H.B. 4555 and P.L. 94-142.

**M. Evaluation Instrument (See Appendix G)**

1. The evaluation procedure is designed to assess the professional performance of teachers and identify strengths and weaknesses. The evaluation will be done by an individual licensed as principal or authorized under the ORC for the purpose of promoting professional development and instituting changes required to insure a more positive educational experience for students.

2. Each first year teacher in the district will be evaluated at least twice during the school year. Each teacher whose contract will be up for renewal will be evaluated at least twice. Those teachers who are in the middle of contracts or who have continuing contracts will be evaluated at least once during the school year. Teachers who are assigned to more than one building will be evaluated at least once in each building.
3. Teachers will receive prior notification of the first formal observation each year and this observation shall extend through the entire lesson period. The second formal observation will be held after a pre-conference and the observation will be at the discretion of the evaluator.
4. A pre-conference meeting will be held between the teacher and evaluator prior to formal observations. The purpose of this meeting is to discuss the observation and evaluation instruments which will be used and to familiarize those concerned with the purpose and criteria for evaluation.
5. A written appraisal for the evaluation will be presented to the teacher at the post-conference no more than ten (10) school days after the observation and no later than January 25 for the first evaluation or April 10 for the second evaluation as per the ORC. Specific areas of deficiency should be noted when applicable and strategies for improvement and the means by which the teacher may obtain assistance in making such improvements should be discussed and included in the written summary. The written observation/evaluation will be signed and dated by both the evaluator and the teacher. A teacher's signature on the evaluation indicates the teacher has received the form. The teacher's signature does not necessarily indicate that the teacher agrees with the evaluation. Teachers have the option of attaching their comments regarding the appraisal to the signed observation/evaluation.
6. At the request of the teacher or evaluator, an additional observation/evaluation and/or conference may be held. A record of these meetings should be kept and signed by both parties.
7. A copy of the evaluation instrument can be found in the appendices (See Appendix G).

#### **N. Professional Enrichment**

1. The Board and the Association take seriously the need for professional enrichment programs. With this in mind, in-services shall be planned by and funded by the Board with the program topic(s) announced early enough to permit professionals to prepare for meaningful participation. All participants in the program shall be given the opportunity to evaluate the educational merits of the program(s). The result of the evaluation shall be considered in future planning.

2. There may be four (4) start-of-school delay days during the course of each school year for purposes of in-service teacher collaboration in the district. One day's activities would be planned by the building administrators, one by the district continuous improvement committee, one by teachers, and one by a grade/department level group of employees. For purposes of this provision, teacher collaboration activity topics may include but are not limited to the following:
  - a. schedules for team teaching;
  - b. develop intervention goals and procedures;
  - c. analyze proficiency data to use for the improvement of student proficiency scores;
  - d. develop integrated units to meet proficiency outcomes;
  - e. brainstorm ways to improve instruction;
  - f. mentoring (team teaching);
  - g. continuous improvement subcommittees;
  - h. scheduling;
  - i. update/coordinate special education meetings;
  - j. any other activity deemed appropriate.
3. A Local Professional Development Committee (LPDC) for district employees shall be established in accordance with Article XVII. The annual stipend for the bargaining unit members serving on the LPDC shall be five hundred twenty-five dollars (\$525.00).

**O. Reimbursement for College Credit Earned**

1. Reimbursement shall be paid for any semester hours taken during one calendar year. For purposes of this provision, the year shall run from September 1 to August 31.
2. A maximum shall be set on the reimbursement per semester hour and total money budgeted. If the total amount for additional hours shall exceed the set amount, then a percentage of the established cost of hours will be reimbursed.
3. Tuition Reimbursement

The tuition reimbursement fund will be twelve thousand dollars (\$12,000.00) for the school year with a cap of 50% of the tuition cost for any one certified employee in a given year. Notwithstanding the above monetary fund amounts, at the end of any school year, if the tuition reimbursement fund has a carryover balance of \$100.00 or more, such amount will be carried over into the following

year's monetary allotment to be used for reimbursement in accordance with these provisions.

4. Reimbursement shall be paid only to those who have returned to teach in the Ridgedale School System for the following school year.
5. Reimbursement requests shall not be honored prior to the opening day of the following school year.
6. It will be the responsibility of the employee to submit to the school officials evidence that the course has been satisfactorily completed.
7. Reimbursement consideration will be made only for courses completed relative to the employee's educational pursuit.
8. Staff members must obtain prior approval from the Superintendent before the course is taken to receive reimbursement.
9. Semester hours shall be rounded off to the nearest whole number.
10. Request for reimbursement and evidence of satisfactory completion of the course (transcript) must be submitted before October 1 each year. Reimbursement shall be approved at the October Board of Education meeting.

**P. New Teacher Hirings**

The Department Chairperson or a grade level representative chosen by the Association will be invited to participate in the interview process for the hiring of new teachers. The final authority in hiring all new teachers rests with the Superintendent.

**Q. Administrator Hirings**

The Association may designate one person to participate in the first round of the interview process for the hiring of new Principals or Assistant Principals. The final authority in hiring all Principals and Assistant Principals rests with the Superintendent.

**ARTICLE VI - OTES**

Any significant differences on evaluation(s), as set forth below, should be thoroughly analyzed and resolved, if possible. In the event the member does not agree with the principal's evaluation, such disagreement shall be filed, in writing, within five (5) days of the principal/member conference. Additional evaluations may be made by the Superintendent at his/her discretion or at the request of either the principal or member.

Violations of and compliance with, evaluation procedures, as set forth below, are subject to the grievance procedure, Article III. The substance of an evaluation that directly results from an evaluator's following the OTES model may not be grieved.

Evaluation for supplemental and regular bargaining unit member contracts shall be kept in separate envelopes in the personnel file.

## **A. Definitions**

1. Evaluation Procedure: The procedural requirements set forth in this agreement to provide specificity to the statutory obligations established under sections 3319.111 and 3319.112 of the Ohio Revised Code and to conform to the framework for the evaluation of teachers developed under section 3319.112 of the Ohio Revised Code.
2. Ohio Teacher Evaluation System (OTES): The teacher evaluation system that is codified under sections 3319.111 and 3319.112 of the Ohio Revised Code.
3. Evaluation Framework: The document created and approved by the Ohio Department of Education (ODE) in accordance with section 3319.111(A) of the Ohio Revised Code that establishes the standards-based framework for the evaluation of teachers developed under section 3319.112 of the Ohio Revised Code.
4. Student Growth Measure (SGM): Tool or assessment that is used to measure, or determine, student academic growth. As an evaluation factor, the SGM dimension is based on value-added scores, assessments from ODE's list of assessments for teachers where value-added scores are not available, and from local measures of student growth based on student learning objectives (SLOs). SGM results are reported as: above expected levels of student growth, expected levels of student growth, or below expected levels of student growth.
5. Teacher Performance: The assessment of a teacher's performance results in a performance rating. As an evaluation factor, the teacher performance dimension is based on direct observations and walkthroughs that are performed by a credentialed Principal / Assistant Principal employed by the district. Teacher performance results are reported as a teacher performance rating that may be coded as "1" indicating lowest performance to "4" indicating highest performance.
6. Evaluation Rating: The final, summative evaluation level that is assigned to a teacher based on evaluations that are conducted pursuant to the terms of this agreement. The evaluation rating is assigned at the conclusion of the evaluation cycle when the teacher performance rating is combined with the results of student growth measures based upon the legislated % for teacher performance and SGM. The contract will be amended as the criteria / relevant law is amended. Each completed evaluation will result in the assignment of a teacher to one of the following evaluation ratings: Accomplished, Skilled, Developing or Ineffective.
7. Evaluation Cycle: The period of time for the completion of the evaluation procedure.

8. Evaluation Instrument: The process and forms used by the teacher's evaluator.
9. Student Learning Objective (SLO): A measurable, long-term academic growth target that a teacher sets at the beginning of the year for students or for subgroups of students over a given interval of instruction based upon baseline data gathered at the beginning of the course.
10. Teacher-level Value-Added: "Value-Added" refers to the value-added methodology provided by ODE. Where value-added data exists, value-added data must be one of the multiple measures used in calculating student growth.
11. Ohio Teacher and Principal Evaluation Systems (eTPES): The method used by the District to electronically report to ODE aggregate final, summative teacher evaluation ratings. The District shall report the number of teachers for whom an evaluation was conducted and the number of teachers assigned to each evaluation rating.

## **B. Purpose**

The purposes of teacher evaluation are:

1. To serve as a tool to advance the professional development of teachers.
2. To inform instruction.
3. To assist teachers and administrators in identifying and developing best educational practices in order to provide the greatest opportunity for student learning and achievement.

## **C. Application**

The teacher evaluation procedure contained in this agreement applies to the following employees of the District:

1. Teachers working under a license issued under Chapter 3319 of the Ohio Revised Code or a permanent or professional certificate under former section 3319.222 of the Revised Code who spend at least fifty (50) percent of their time providing student instruction.

## **D. Evaluators**

1. An evaluator must be an ODE credentialed employee of the District. Supervising Principals will generally be the evaluator for each teacher. Every effort will be made to ensure that the building principal (or assistant principal) will evaluate. However, if a supervising principal is unable to complete the evaluation, a credentialed evaluator employed by the district, approved by the superintendent will be appointed to complete the evaluation.

2. The person who is responsible for assessing a teacher's performance shall be:
  - a. In the event a teacher performs work under the supervision of more than one supervisor, one supervisor shall be designated as the evaluating supervisor. The designated supervisor may change under extenuating circumstances, with the Superintendent's approval.
  - b. The evaluator shall not be a bargaining unit member.

#### **E. Evaluation Committee**

The Association and the Board agree to establish a standing joint Evaluation Development Committee for the purpose of assessing and making recommendations concerning the procedure and process, including the evaluation instrument, for the evaluation of teachers in the District.

#### **F. Schedule for Evaluation**

1. Teachers will be notified of their designated evaluator no later than September 15th of each school year, and within 5 workdays of any subsequent change.
2. Teachers may request a meeting with their evaluator to discuss the tools, processes, methodology, and the use of the student growth ratio.
3. Classroom observations may be scheduled any day except: the day before or after Thanksgiving, Christmas, Spring Break; the day after the member returns from an absence; and, the last day of a grading period.
4. The evaluation shall be completed no later than the first day of May, and the teacher being evaluated shall receive a written report of the results of this evaluation, including the assigned evaluation rating, not later than the tenth day of May.
5. The Board shall evaluate each teacher assigned an evaluation rating of Accomplished on the teacher's most recent evaluation conducted under this Article once every two years. In that case, the biennial evaluation shall be completed by the first day of May of the applicable school year, and the teacher shall receive a written report of the results of the evaluation by the tenth day of May of that school year.

#### **G. Criteria for Performance Assessment**

1. A teacher's performance shall be assessed based on the standards for the teaching profession as reflected in the criteria set forth in the evaluation instrument, Appendix D to this agreement.
2. No teacher shall be evaluated on his or her work performance except based on

the observations of the principal, the walkthroughs that are set forth in this agreement, and other methods of obtaining data concerning teacher's performance (e.g., state approved standardized testing). Teacher evaluation is an ongoing process and is not limited to scheduled classroom observations.

3. All monitoring or observation of the work performance of a teacher shall be conducted openly.
4. Any other matters coming to the attention of the administration in the ordinary course of conducting the business of the school district may be included in the evaluation after the member has been notified, in a conference, of such matters. Anonymous information and materials may not be included in the evaluation.

## **H. Guidelines**

1. Performance Rubric:
  - a. Each teacher will be observed formally a minimum of 2 times each year by his/her evaluator. These observations may be announced and will cover at least 30 minutes of instruction. If possible, the Evaluation Committee recommends evaluators stay for a full instructional period for middle school and high school teachers and a complete lesson for elementary school teachers. Upon the request of the teacher, a pre-observation conference shall be scheduled at a mutually agreeable time during the grading period in which an observation takes place. The pre-observation conference will be used for the teacher to explain plans and objectives for the work situation to be observed and to gather any information specific to the students and teacher, such as students on IEPs, gifted students, and/or special circumstances.
  - b. If the Board has entered into a limited contract or extended limited contract with a teacher pursuant to section 3319.11 of the Ohio Revised Code, the Board shall perform a minimum of three formal observations during the evaluation cycle in any school year in which the Board may wish to declare its intention not to re-employ a teacher pursuant to section 3319.11 of the Revised Code.
  - c. Each teacher will be observed through a minimum of 2 walkthroughs each year by his/her evaluator. Every walkthrough completed by an evaluator will be used as part of the teacher evaluation.
  - d. The post-observation conference will serve to allow teachers to clarify anything that was scripted by the evaluator, to provide reflection and feedback on the observed lesson and to identify strategies and resources for the teacher to incorporate into lessons to increase effectiveness. Post-observation conferences generally may be held within ten (10) days after each observation.

2. Student Growth Measures:

- a. Academic student growth will be evaluated each year based on the % of SGM legislated on the teacher evaluation. Each teacher in the district falls into one of the classifications listed below. Principals and teachers will work together to assign individual teachers to these categories and to verify the percentages for student growth measures set by the SLO Review Committee in consultation with RTA.

- A1: Teachers instructing in value-added subjects exclusively;  
A2: Teachers instructing in value-added courses, but not exclusively;  
B: Teachers instructing in areas with Ohio Department of Education approved vendor assessments with teacher level data; or  
C: Teachers instructing in areas where no teacher-level value-added data or approved vendor assessments are available will utilize SLOs.  
D: Non-OTES Teachers, or those individuals not providing classroom instruction, i.e. guidance counselors, etc. will be assessed using the previously approved evaluation system, as set forth in Article V(M).

- b. Teachers using Value Added data will receive data when the state releases it. Teachers using vendor data will assess students in accordance with the vendor's timelines for teacher level reporting. Teachers using Locally Developed Measures (Student Learning Objectives) will follow the guidelines below:

- i. Teachers will pre-assess students for Student Learning Objectives by the end of the first two weeks of school to gather baseline data.
- ii. After analyzing baseline and trend data, teachers will use the *Student Learning Objective Template* when writing SLOs.
- iii. Teachers will submit their written Student Learning Objectives with baseline data to the SLO Review Committee by September 20th.
- iv. The SLO Review Committee will meet to critique, prepare suggestions, and return Student Learning Objectives to teachers by the end of the first week of October. Critiques will be completed with the *Student Learning Objective Checklist*. The SLO Review Committee will also give a copy of the critiqued SLOs to the evaluators.
- v. In addition to the information set forth in section H(1)(a) of this Article, evaluators may meet with teachers individually during the grading period in the Pre-Evaluation Conference to verify the teaching category for student growth measures, determine vendor assessments and/or number of SLOs (whichever is applicable), identify components for a growth or improvement plan and review

information for Student Learning Objective preparation (if applicable). Any discrepancies discovered in percentages for student growth measures must be reported to the Superintendent immediately.

- vi. Teachers will post-assess students between April 1-15. SLO results, along with vendor data on student growth, will be submitted to the evaluator no later than April 20<sup>th</sup>.
3. Final Summative Rating:
    - a. Teacher determines attainment of students' growth targets and final rating for SLOs by using the *SLO Scoring Template (See appendix)* between April 15-20.
    - b. Evaluator conducts a final meeting to discuss SLO scores, vendor data and lessons learned.
    - c. Evaluators will use ODE Guidance to determine a holistic rating of combined teacher performance and Student Growth Measure Scores and enter it into eTPES in accordance with ODE guidelines.

#### **I. Timeline For Year Long Classes**

1. First Two Weeks of School - Get to Know Students and Pre-Assess Students for SLO.
2. September 15th - Professional Growth Plan in Place for School Year.
3. September 20<sup>th</sup> - Submit Completed SLO with Baseline Data to SLO Review Committee.
4. September-May 1 - Performance Observation Period.
5. End of First Week of October - SLO Critique Returned to Teachers
6. October-April - Student Growth Period.
7. April - Post-Assessment for SLO.
8. April - SLO Results Submitted to Evaluator.
9. April-May 10<sup>th</sup> - Post-Evaluation Conference.
10. May 1 - Teachers verify rosters and attendance for value added linkage.
11. May 30 - Principals review and approve value added linkage.

12. June 1 - Notification of Contract Nonrenewal.
13. June - eTPES Report Aggregated Teacher Ratings reported to ODE.

**J. Timeline for Semester Long Classes**

1. First Semester
  - a. First Two Weeks of School - Get to Know Students and Pre-Assess Students for SLO.
  - b. September 15<sup>th</sup> - Professional Growth Plan in Place for School Year.
  - c. September 20<sup>th</sup> - Submit Completed SLO with Baseline Data to SLO Review Committee.
  - d. September-December - Performance Observation Period.
  - e. End of First Week of October - SLO Critique Returned to Teachers.
  - f. October-December - Student Growth Period.
  - g. December-January - Post-Assessment for SLO.
  - h. January (end of Semester) - SLO Results Submitted to Evaluator.
  - i. May 1 - Teachers verify rosters and attendance for value added linkage.
  - j. May 30 - Principals review and approve value added linkage.
  - k. June 1 - Notification of Contract Nonrenewal.
  - l. June - eTPES Report Aggregated Teacher Ratings reported to ODE.

**K. Walkthroughs**

1. A walkthrough is a formative piece of the evaluation.
2. Walkthroughs should last no longer than 15 minutes.
3. Teachers will receive written feedback by e-mail or in writing within two (2) weeks.
4. A minimum of two (2) walkthroughs shall be included in each evaluation cycle. Additional walkthroughs can be requested by the teacher in addition to employer initiated walkthroughs.

**L. Finalization of Evaluation**

1. Written Report
  - a. Before the evaluation cycle is final, and not later than May 10, a copy of the formal written evaluation report shall be given to the teacher and a conference may be held between the teacher and the evaluator.
2. Completion of Evaluation Cycle
  - a. The summative evaluation of a teacher shall be based upon student growth measures and teacher performance. The evaluation report shall be completed by May 10.
3. Response to Evaluation
  - a. The teacher 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 teacher's personnel file.

**M. Teacher/Coach for Teachers on an Improvement Plan**

The District may provide teachers under an improvement plan with a teacher/coach who is not the credentialed evaluator.

**N. Due Process**

A teacher shall be entitled to Union representation at any conference held during this procedure in which the teacher will be advised of an impending adverse personnel action.

**O. Personnel Action Requirements**

The student growth data side of the evaluation procedure contained in this agreement shall not be used in any decision concerning the retention, promotion, removal, reduction or recall of any teacher from July 1, 2014 through June 30, 2017. Value-added data derived from assessments taken in one school year shall be combined with performance ratings that are assigned in the next school year to assign a summative evaluation rating.

**P. SLO Review Committee**

1. Members will be comprised of teachers from the Ridgedale Local School District who volunteer their time to serve on this committee for the duration of the school year.
2. All volunteers will be approved by the supervising principal prior to being placed on the SLO Review Committee.

3. Supervising Principals will give RTA an opportunity to share any concerns it might have about SLO volunteers.
4. The SLO Review Committee should include five (5) teachers and the supervising principal. There shall be one SLO Review Committee for grades K-5 and one for grades 6-12.
5. Members will meet in the month of September and first week of October to critique SLOs. Meeting times are flexible and will be set by SLO Review Committee Members.
6. Members will use the *Student Learning Objectives Checklist* to evaluate SLOs and provide feedback to each teacher.

**Q. Professional Growth and Improvement Plans**

1. Professional Growth or Improvement Plans help teachers focus on areas of professional development that will enable them to improve their practice. Teachers are accountable for the implementation and completion of the plan and may use the plan as a starting point for the school year. (The Professional Growth Plan is intended to be one academic year in duration. Professional Growth or Improvement Plans may support the goals of the Individual Professional Development Plan or IPDP. The Professional Growth or Improvement Plan is not intended to replace the IPDP.) The Professional Growth or Improvement Plan and process includes feedback from the evaluator, as well as the teacher's reflection, and the support needed to further the teacher and students (based on available data), and specifically relate to the teacher's areas for growth as identified in the teacher evaluation. The evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time). The Professional Growth or Improvement Plan should be reflective of the data available.
2. Professional growth and improvement plans shall be developed as follows:
  - a. Teachers with above expected levels of student growth will develop a professional growth plan and may choose their credentialed evaluator for the evaluation with approval of the Superintendent.
  - b. Teachers with expected levels of student growth will develop a professional growth plan collaboratively with the credentialed evaluator and will have input on their credentialed evaluator for the evaluation cycle as set forth in this agreement.
  - c. Teachers with below expected levels of student growth will develop an improvement plan, as outlined below, with their credentialed evaluator. The Administration will assign the credentialed evaluator for the evaluation.

- d. For purposes of this agreement, determination of whether a teacher writes a professional growth or improvement plan shall be based on the overall student growth measures and teacher observations.
- 3. Professional growth and improvement plans written for the school year shall be developed no later than September 15<sup>th</sup>.
- 4. Professional growth and improvement plans shall describe the specific performance expectations, resources and assistance available.
- 5. The Board shall provide for professional development and for the allocation of financial resources to accelerate and continue teacher growth and improvement and to provide support to poorly performing teachers.
- 6. A professional improvement plan is a clearly articulated assistance program for a teacher whose student growth measure dimension of the evaluation is below the expected level of student growth or who is rated ineffective in performance.
- 7. The professional improvement plan shall include performance expectations, timelines for completion, and options for seeking assistance.

Above Expected Growth	Expected Growth	Below Expected Growth	Description of Requirements
X	X		Growth Plan
		X	Improvement Plan
X			Self-Directed by Teacher
	X		Collaborative – Teacher and Evaluator
		X	Directed by Evaluator
X	X	X	Professional Conversations
X	X	X	Mid-Year Progress Check
X	X	X	End of Year Evaluation

**R. Roles of OTES Participants**

- 1. Teachers – Each employee who meets the definition of teacher in Policy 3220 is obligated to complete all phases of the Ohio Teacher Evaluation System as specified in this Article.
  - a. Completing Student Learning Objectives includes completing all parts of the *Student Learning Objective Checklist*, making corrections if dictated by the SLO Review Committee, completing pre and post assessments to determine growth, and sending scoring results to his/her evaluator.
  - b. More than two (2) Student Learning Objectives may be recommended by the evaluator depending on an instructor’s teaching schedule. The purpose of recommending additional SLOs would be to create multiple

data points with which to view teacher impact on student growth.

- c. All teachers are accountable for progressing through their growth or improvement plan.
- d. Finally, each teacher must comply with the district timeline for due dates related to teacher evaluation in order for Final Summative Ratings to be compiled by the evaluator prior to May 10<sup>th</sup>.

## 2. Principals/Evaluators

- a. Principals will give teachers access to eTPES.
- b. Evaluators will meet with teachers individually during the month of September in the Pre-Evaluation Conference to verify the teaching category for student growth measures, determine vendor assessments and/or number of SLOs (whichever is applicable), identify components for a growth or improvement plan and review information for Student Learning Objective preparation (if applicable). Any discrepancies discovered in percentages for student growth measures must be reported to the Superintendent immediately.
- c. Several meetings with individual teachers should take place over the course of the year to provide opportunities for professional conversation or direction about performance, goals, progress, as well as supports needed. It is at these meetings that teachers can share their concerns, including those about student absenteeism and other factors that may affect student growth.
- d. All Observation Rubrics (See appendix) must be completed by May 1<sup>st</sup>.
- e. Evaluators will oversee the completion and implementation of growth or improvement plans for each teacher.

## 3. Superintendent

- a. Facilitates screen set-up in eTPES.
- b. Give Principals/Evaluators access to eTPES.
- c. Oversees the Student Growth Measure percentages for district teachers. This is to be verified by the evaluator and teacher during the Pre-Evaluation Conference. Any discrepancies must be reported to the Superintendent immediately.
- d. Recommend renewal or nonrenewal of teaching contracts to the Board of Education with action to be taken on or before June 1.

- e. Report Aggregated Teacher Ratings to ODE through eTPES or other method approved by ODE.

## **Resources**

- Policy 3220
- Student Learning Objective Template
- Student Learning Objective Checklist
- Student Growth Measures Percentages
- SLO Scoring Template

## **ARTICLE VII - FAIR DISMISSAL**

### **A. Non-Renewal**

1. A teacher employee shall be non-renewed in accordance with provisions set forth in Section 3319.11 and evaluated in accordance with 3319.111 of the O.R.C.
2. Supplemental contracts shall not be subject to the evaluation procedure.
3. The evaluations of each employee teacher will include a review of all contractual responsibilities. The recommendation for non-renewal for contractual responsibilities will be supported by evaluations. Contractual deficiencies are not the only reason for non-renewal.
4. The following dates of 3319.11 will be followed:
  - a. The Board will give teacher written notice of intention to non-renew contract on or before June 1.
  - b. Direct observations must be made by an individual licensed as principal or authorized under the ORC.
  - c. Teachers receiving non-renewal notices have ten days from receipt of such notice to request a statement describing the circumstances that led to the Board's intention to non-renew.

### **B. Termination**

1. The Board of Education may terminate a continuing contract or limited contract for reasons of good and just cause as outlined in Section 3319.16 of the ORC. The Board will provide written notification of its intention to terminate and will enumerate the reasons for such action.
2. The teacher may request a conference with the Board to discuss the termination within 15 days of notification. The request will be made through the treasurer

and will take place within 15 days of the request. Both parties may have representation of their choice at the conference.

## **ARTICLE VIII - PROGRESSIVE DISCIPLINE**

### **DISCIPLINE AND DISCHARGE**

#### **A. Reasons For Discipline and/or Discharge**

Employees may be disciplined or discharged for good and just cause as set forth in Ohio Revised Code Section 3319.16. Discipline may include reprimands, suspension without pay, demotion in rank and/or other appropriate disciplinary action.

#### **B. Progressive Discipline**

The employer agrees that the principles of progressive discipline will be followed with respect to all incidents of misconduct and neglect of duty. Progressive discipline does not preclude immediate disciplinary action in cases of serious and/or overt actions which may include advanced discipline including removal. Progressive discipline shall include each of the following steps:

1. Verbal warning;
2. Written Warning;
3. Suspensions without pay;
4. Reductions in pay and/or position and removal.

In some instances, more than one form of discipline may be appropriate. Nothing precludes initiation of discipline at any step based on the seriousness of the incident.

#### **C. Predisciplinary Procedure**

Prior to any determination regarding removal or disciplinary action involving reduction or loss of pay or position, the employee shall be presented in writing with the specific charges. The purpose of this procedure is to insure that the employee has an opportunity to respond to the charges. The predisciplinary conference shall be conducted by the Superintendent or his designee. This conference shall be scheduled no earlier than 24 hours after the time the employee is notified of the charges and the predisciplinary conference. When the nature of the offense is such that immediate disciplinary action is required, the Board is not prohibited by the terms of this provision from taking immediate disciplinary action although such conference will not be waived. The employee may waive, in writing, the predisciplinary conference provided for in this section.

At the conference or in writing, the employee and his/her representative shall have a right to rebut the charges before an appropriate administrator. However, failure to present rebuttal testimony or other evidence at a predisciplinary conference shall not be used against the employee.

After the predisciplinary conference, the employee shall be notified in writing of the recommendation of the administrator, disciplinary action, and any other administration determination. The notice shall include the charges and the effective date of the disciplinary action, if any.

#### **D. Appeal of Discipline**

An employee may appeal any time-off disciplinary action or discharge in writing through the grievance procedure, set forth in the agreement, and such grievance may be submitted directly to Level 2 within seven (7) days of receipt of notice of discipline.

#### **E. Suspensions**

Any suspension shall be for a specific number of days on which the employee would be scheduled to work.

### **ARTICLE IX - RIGHTS OF THE ASSOCIATION**

#### **A. Building Use**

The Association and its representatives shall have the right to use school buildings after normal school hours upon request and approval of the administrator at all reasonable hours. Representatives of the Association may hold small group meetings without the formality of a building use agreement, provided that the principal is notified in advance of the meeting to permit coordination of scheduled uses and further provided that the meeting would be completed prior to the normal closing time of the building.

#### **B. Notices/Mail**

The Association shall have the right to post notices of its activities and matters of Association concern on bulletin boards located in teacher lounges. For necessary communications purposes, the Association shall have the use of the inter-building mail system and the use of teachers' mailboxes. With the approval of the principal, the Association and/or its representatives shall have the right to make brief announcements at faculty meetings.

#### **C. Board Meetings**

1. The Association President shall be provided advance notification of all regular and special Board meetings. Said notice shall include the date, time, and place for the meeting. Notices of special Board meetings shall be given at least twenty-four (24) hours prior to the meeting unless the meeting is of an

emergency nature. In such case notification shall be made at the earliest possible time prior to the meeting.

2. The Association President shall be provided a copy of the agenda for all Board meetings and one (1) copy of the official minutes for all Board meetings. Minutes of Executive Sessions of the Board need only reflect the general subject matter of discussions that occurred in Executive Sessions. The Association Representative shall be recognized and be afforded the opportunity to express concerns of the Association at Board meetings in accordance with rules governing public participation.
3. The Board shall inform the Association's President of all official Board of Education meetings. The President will be given a copy of the agenda at the same approximate time the members of the Board receive their copies.
4. The President, or designee, of the Ridgedale Teachers' Association will be provided agendas of Board meetings and be able to voice concerns at Board meetings, district faculty meetings, school organized community meetings, and building faculty meetings. The RTA shall give prior notification to the administrator in charge, if at all possible.
5. The Ridgedale Teachers' Association will be provided official Board minutes and financial statements on a monthly basis. Any other district information will be provided within three (3) working days of receipt of the written request from the RTA.
6. Except as modified by this agreement, members of the bargaining unit shall be assured all rights granted by law.

#### **D. Payroll Deductions**

Upon written request of a member of the bargaining unit, the Board shall provide payroll deductions of dues for membership in the Association and related organizations. Additional deductions shall be provided for United Way, credit union, annuities and bonds, and government bonds. The enrollment period for payroll deductions shall be from September 1 to October 1 of each year. Membership dues deductions shall begin in October of each year and continue in equal monthly amounts until the end of the following May. Staff members employed after October 15 shall have thirty (30) days from the first day of employment to enroll for payroll deduction of membership dues. The enrollment period for annuities shall be during September and January, while bonds and United Way deductions can be initiated at any time.

The Board further agrees that in the case of membership dues, should an individual's employment be terminated, the balance due for membership dues will be held from the involved teacher's final paycheck. The time period for the involved members shall be for a one-year period of time. Members, upon signing the membership application form, are obligated to pay the appropriate dues amount for this one-year period of time whether they pay by cash, credit card, or payroll deduction. This obligation to pay dues

for a one-year period shall be explained to the individual signing for payroll deduction membership dues at the time he/she signs such authorization.

**E. New Staff**

Names and addresses of newly employed instructional staff members shall be available at the Board office as soon as they are available. Such information shall be for the private use of the Ridgedale Teachers' Association only.

**F. Superintendent/RTA Committee**

The Superintendent, or his/her designees, shall meet on a regular basis with representatives from each building for the purpose of discussing matters of concern to staff of the educational community. (The RTA President may select the building representatives if the President so chooses.)

**G. Recognition Statement**

The Board agrees not to meet with, recognize, or negotiate with any teachers' organization other than the RTA. The RTA is the only organization which shall represent teachers in matters of professional concern.

**H. Contingency of Fair Share Fee**

1. Paychecks of all newly hired bargaining unit members shall have an annual fair share fee deducted in accordance with the Ohio Revised Code and the below-listed procedure. Any existing bargaining unit member who was as of the 1999-2000 school year not a dues-paying Union member shall be grandfathered and shall not be required to pay a fair share fee as long as that member is employed in the district.
2. Subject to Division (H) (1) of this article, the Employer shall deduct from the pay of members of the bargaining unit who elect not to become or to remain members of RTA a fair share fee for the Union's representation of such non-members during the term of this contract.
3. Notice of the amount of the annual fair share fee (which shall be equal to 100% of the unified dues of the Union) shall be transmitted by the Union to the treasurer of the Board on or about September 15 of each year during the term of this contract for the purpose of determining amounts to be payroll-deducted, and the Employer agrees to promptly transmit all amounts deducted to the Union.
4. Payroll deduction of such annual fair share fee shall commence on the first pay date which occurs on or after January 15 annually. In the case of unit employees newly hired after the beginning of the school year, the payroll deduction shall commence on the first pay date on or after the later of:
  - a. Sixty days' employment in a bargaining unit position, or

- b. January 15
- 5. The Employer further agrees to accompany each such transmittal with a list of names of the bargaining unit members for whom all such fair share fee deductions were made, the period covered, and the amounts deducted for each.
- 6. The Union represents to the Employer that an internal rebate procedure has been established in accordance with Section 4117.09(C) of the Revised Code and that a procedure for challenging the amount of the representation fee has been established and will be given to each member of the bargaining unit who does not join the Union and that such procedure and notice shall be in compliance with all applicable state and federal laws and the Constitutions of the United States and the State of Ohio.
- 7. Upon timely demand, non-members may apply to the Union for an advance reduction/rebate of the fair share fee pursuant to the internal procedure adopted by the Union.
- 8. The Union on behalf of itself and the OEA and NEA agrees to indemnify the Employer for any cost or liability incurred as a result of the implementation and enforcement of this provision provided that:
  - a. The Employer shall give written notice within ten (10) days, or as soon as practicable, for any claim made or action filed against the Employer by a non-member for which indemnification may be claimed;
  - b. The Union shall reserve the right to designate counsel to represent and defend the Employer;
  - c. The Employer agrees to (1) give full and complete cooperation and assistance to the Union and its counsel at all levels of the proceeding, (2) permit the Union or its affiliates to intervene as a party if it so desires, and/or (3) to not oppose the Union or its affiliates' application to file briefs amicus curiae in the action;
  - d. The Employer should act in good faith compliance with the fair share fee provision of this contract; however, there shall be no indemnification of the Employer if the Employer intentionally or willfully fails to apply (except due to court order) or misapplies such fair share fee provision herein;
  - e. Notwithstanding the above provisions, in order to avoid any potential conflicts of interest, the Board may employ its own counsel at Board expense to assist in such representation.

## ARTICLE X - CONTRACTS

### A. Types of Contracts

1. Upon the recommendation of the Superintendent, the Board may issue two (2) types of teacher contracts, limited or continuing, both of which shall be in writing.
  - a. No more than three (3) consecutive contracts each being one (1) year in duration.
  - b. One (1) contract that is two (2) years in duration.
  - c. One (1) contract that is three (3) years in duration.
  - d. After completion of a three (3) year contract, each subsequent contract may be five (5) years in duration.
  - e. If a teacher has completed a full year of teaching with the Ridgedale Schools, and has been employed as a teacher for more than three (3) years in another accredited Ohio school, said teacher may request in writing that he be considered for the multiple contract that applies to his total years' experience. The Board shall then determine the contract to be offered and notify the teacher in writing of the type of contract to be offered and the reasons for this decision on or before the first (1<sup>st</sup>) day of June. The Board will not have to issue a probationary contract if it decides not to grant the longer contract requested in this situation.
2. Current members of the bargaining unit shall be issued limited contracts (See Appendix H) in accordance with the following procedures; however, multiple year contracts will not be interrupted.
  - a. A member who has been employed as a teacher for three (3) or four (4) school years may be issued a two (2) year contract.
  - b. A member who has been employed as a teacher for five (5), six (6), or seven (7) school years may be issued a three (3) year contract.
  - c. A member who has been employed as a teacher for eight (8) school years may be issued a five (5) year contract. Each contract thereafter may be of five (5) years duration.
3. Any teacher on or eligible to receive a multi-year contract who, upon re-employment is offered a contract of less duration, shall be given notice in writing setting forth the reasons for not receiving the normal contract progression. One probationary contract may be issued between any of the contract steps at the discretion of the Board.

4. Any teacher employed under a limited contract and not eligible to be considered for a continuing contract shall be deemed re-employed at the same salary plus any increment provided by the salary schedule unless the Board, acting upon the Superintendent's recommendation as to whether or not the teacher should be re-employed, gives such teacher written notice of its intention not to re-employ him/her on or before the first (1<sup>st</sup>) day of June.
5. Said teacher is presumed to have accepted such employment unless he/she notifies the Board in writing to the contrary on or before the first (1<sup>st</sup>) day of July and a written contract for the succeeding school year shall be executed accordingly. Failure of the parties to execute a written contract shall not void automatic re-employment of such teacher.
6. The form for a limited contract shall be as set forth in Appendix H.

**B. Continuing Contracts (See Appendix I)**

Tenure becomes an integral part of a contract between the individual teacher and the Ridgedale Local Schools. Since the granting of tenure guarantees the right of the faculty member to continuing employment without arbitrary or discriminatory treatment until he/she resigns, retires, or is separated from the district for adequate cause, the Board must be extremely prudent in its granting of a continuing contract. Therefore, to guarantee the effectiveness and the integrity of the process, the following procedures have been established in the granting of continuing contracts:

1. Except as provided herein, issuance for continuing contract status shall be in accordance with the Ohio Revised Code.
2. In accordance with the Revised Code, eligibility for continuing contract status is based on three (3) factors: the level of the teaching certificate/licensure held by the teacher and the length and quality of teaching service within the District. The certification/licensure requirement is met if the teacher holds: (a) a professional, permanent, or life certificate, or (b) a professional educator license plus either: (1) if a master's degree was held at the time of initially receiving a certificate/license, six semester hours of graduate coursework in the area of licensure or in an area related to the teaching field since the initial issuance of the certificate/license; or (2) if no master's degree was held at the time of initially receiving a certificate/license, 30 semester hours of coursework in the area of licensure or in an area related to the teaching field since the initial issuance of the certificate/license. The service requirement for continuing contract status requires the teacher to have taught within the District at least three out of the last five years. This requirement has been modified, however, for those teachers who, prior to their employment within the District, had attained continuing contract status in another district. For those teachers, continuing contract eligibility begins after only two years of service within the District, and may begin sooner if the Superintendent so recommends. For a teacher who received his/her initial educator's license on or after January 1, 2011, the teacher must have held an educator's license for at least seven (7) years. In all cases, the

quality of teaching is a major criterion for the awarding of a continuing contract (tenure).

3. The Process

- a. An eligible individual who desires to be issued a continuing contract must file with the Central Office an "Application for Continuing Contract" which appears in Appendix S of this Master Agreement prior to September 11 of the year prior to the year in which the individual wishes to have his/her continuing contract take effect.
- b. If a teacher becomes eligible for a continuing contract he/she may initiate and complete the application process as contained herein.

Within ten (10) days of the filing of the application form with the Central Office but no later than September 11 (dependent upon whether all respective parties are available to meet), a meeting between the applicant, the administrator who will conduct the observation, and evaluation procedure, and the Superintendent shall occur. The purpose of such meeting will be to establish goals for the applicant to accomplish in accordance with the criteria listed in the observation/evaluation procedure. Such goals will be consistent with those established in the individual's prior observation/evaluation cycles. All resources necessary for assisting the applicant in successfully completing such goals will be provided by the Employer.

## **ARTICLE XI - LEAVE PROVISIONS**

### **A. Absence**

1. Leave of absence for personnel shall be considered on an individual basis by the Ridgedale Local Board of Education. The Board shall be guided and limited by the provision of Sections 3319.13, 3319.13.1, and 3319.14 of the Revised Code.

For other periods of leave of absence, the employee shall pay the entire premium of basic hospital and major medical.

2. Leave of Absence - Without Pay - Illness

The Board is required by law, upon written request of an employee, to grant a leave of absence for a period of not more than two consecutive school years where personal illness or other disability is the reason for the request.

3. Leave of Absence - Without Pay - Exchange

A teacher may be granted a leave of absence by the Board of Education for one year to participate in an exchange teaching program. Upon return from such

leave, the teacher will provide slide/tape programs to school and community groups when practical. The teacher shall be required to return to Ridgedale Schools for no less than one year at the conclusion of such leave.

4. Leave of Absence - Without Pay - Study

Approval for a leave of absence for one year may be granted to a teacher for professional study or advancement by the Board of Education. A teacher on leave of absence to study will be allowed credit for training only. The credit for experience will remain the same as before the teacher was granted the leave of absence.

5. Leave of Absence - Without Pay - Personal Reasons

The following are the conditions under which employees may request a leave of absence for personal reasons without pay:

- a. Request must be submitted to the Superintendent, via their principal, with reason clearly explained.
- b. Responsibility for approval or disapproval of the request shall rest exclusively with the Board.
- c. During approved leave, the employee will not accumulate additional experience credit for salary increase purposes.
- d. If an employee accepts other full-time employment during the period of approved leave, such action shall be considered a just cause for discharge. Provisions of this article are not to encompass grant-in-aids, fellowship, etc., or employment required for proper livelihood during such study periods.
- e. At the discretion of the Board, an employee may be required to pass a physical examination prior to returning from approved leave of absence.
- f. An approved leave does not guarantee an employee the same position when his leave expires, but the employee shall resume the contract status enjoyed at the start of leave.
- g. It is mutually agreed that these allowances contained in this section will be extended only in those instances when there will be no interference with the educational processes of the Ridgedale School System.

**B. Jury Duty**

Permission to be absent to serve for jury duty will be granted to employees selected. The full rate of compensation shall be allowed for such service provided the full rate of compensation received for the jury service is paid to the treasurer of the Board.

**C. Pregnancy Leave**

Accumulated sick leave may be used as pregnancy leave. Pregnancy leave shall be defined as the birthing process and the recovery process of the mother.

**D. Maternity Leave**

Maternity leave shall be defined as the bonding process, child care, between the parent and the child. Maternity leave shall be unpaid and must be approved by the Board prior to leave. This leave shall follow the same policy regarding Leave of Absence - without pay - personal reasons under Absence.

**E. Leave for Death in Family**

1. Each employee in the Ridgedale School District shall be eligible for sick leave on the following basis:
  - a. If the funeral involves members of the immediate family (specifically limited to spouse, sons, daughters, grandchildren, grandparents, parent, brother, sister, in-laws, or step-family of the same title, or other persons living in the same household), the employee may use sick leave during the period beginning the day of death and ending with the day after funeral; maximum five school/workdays; or
  - b. If the funeral involves other blood relatives (aunt, uncle, first cousin), one sick leave day may be used to attend the funeral. Up to three days will be considered if transportation to the funeral includes lengthy travel.
  - c. Other funeral release needs can be served through the use of personal days, deduct days, or, in the case of twelve (12) month employees, vacation days.
2. The policy also notes that these are guidelines only. Individual concerns can be discussed with the Superintendent. The policy also notes that approval for sick leave for a funeral is to be secured from the Superintendent or designee if the Superintendent is not available, prior to the absence. If the Superintendent is not available, the designee is the building principal.

**F. Accumulative Sick Leave**

1. Each regular full-time employee may accumulate sick leave at the rate of 1-1/4 days per month of completed employment up to a maximum of 235 days.
2. Sick leave shall be accumulated on the basis of 12 calendar months of employment per year for full-time employees even though active duty shall be continued to a 9 month school term.

3. Sick leave accumulated in other school districts shall be transferred as prescribed and limited by Section 143.29 R.C. up to 235 days. A certificate of accumulated sick leave must be presented to the Treasurer of the Board prior to the commencing of employment.
4. Sick leave days may be used in one-half day and full day increments for absence caused by personal illness or illness or death in the immediate family. In cases other than the above, the Superintendent shall use his/her discretion in granting sick leave.
5. A doctor's excuse is required after missing three (3) consecutive days of absence. If you do not supply a doctor's excuse when returning, then you will be docked pay for the days absent. A doctor's excuse will be required if there is a pattern of abuse (i.e. Friday, Monday, day before or after holiday or a personal day). Pattern is defined as three (3) incidents in one school year. On the fourth occurrence, you will need a doctor's excuse or you will be docked pay for the days absent. If the teacher continues to violate policy, he/she is subject to additional discipline (letter of incident, evaluation, plan for improvement, cause for termination). (Single discipline track)
6. During each designated nine-week period of the school year, any full-time bargaining unit member who does not use any sick leave during that time period will receive seventy-five dollars (\$75.00) for such non-use of sick leave. In administering this program, the administration will keep track of the work time of members in accordance with the workday requirements in Article V (Teaching Conditions) of this contract. In order to receive the non-use of sick leave incentive amount, a member must not leave his/her designated school building(s) during designated workday hours for any reason other than duty free lunch or the use of personal or professional leave in accordance with this contract.
7. Sick Leave Donations

A bargaining unit member who experiences a catastrophic illness or injury may accept donations of sick leave from other bargaining unit members under the following conditions:

- a. Donations will be triggered by a need and a written request from a bargaining unit member. When any bargaining unit member has exhausted all of his/her accrued sick leave and personal leave has been exhausted, and the employee has been advanced five (5) days additional sick leave as prescribed by law, the bargaining unit member shall provide a written statement to the sick care bank committee as to the reason additional sick leave is needed. (see sick leave donation form Appendix T) upon the bargaining unit member's request, the sick care bank committee shall then issue a "Call for Donors" statement to all members of the bargaining unit, which includes the employee's statement as to his/her need. If a reason is not disclosed by the employee, the need will be listed on the "Call for Donors" form as "undisclosed."

- b. A request can be made for a catastrophic illness or injury of the participating bargaining unit member, the member's parents, spouse, or children. If the bargaining unit member is unable to make a written request to the sick care bank committee, the committee can make the request on behalf of the bargaining unit member with appropriate documentation.
- c. The catastrophic illness or injury must be verified by a doctor.
- d. The catastrophic illness or injury must be expected to last at least longer than the time period covered by all forms of paid leave.
- e. Sick leave transfer may be permitted for a bargaining unit member to care for a bargaining unit member, parent, spouse or dependent child if the condition is deemed catastrophic by the joint sick care bank committee.
- f. The sick care bank committee shall consist of three (3) members of the bargaining unit appointed by the Association and two (2) administrators appointed by and including the Superintendent. The sick care bank committee will be appointed annually to review requests under this provision.
- g. The sick care bank committee will meet within 24 hours of the request or the next working day to make a determination regarding the request. The bargaining unit member will be informed of the committee's decision in writing within 48 hours of the meeting. The decision of the committee shall be final.
- h. Participating bargaining unit members may donate 1-10 days per incident per school year.
- i. All donations made to the sick care bank will remain in the bank once donated. Days remaining in the sick care bank shall be utilized prior to a call for new donations.
- j. Any bargaining unit member who utilizes sick care bank hours will be held harmless for repayment.

## **G. Personal Leave**

1. Each employee shall be eligible for a total of three days per year of personal leave.
2. Except in cases of emergency, the employee must submit a written request to cover such absence and such request must be approved in advance by the Superintendent or his/her designated alternate. Whenever possible, such written requests shall be submitted at least two days prior to the school day on which the teacher requests to be absent for personal leave.
3. Personal leave shall not be granted for any school day immediately preceding or following a vacation or holiday. Exceptions based on special circumstances, may be approved by the Superintendent. Personal leave shall not accumulate from year to year.

4. All three personal days will be "unrestricted" subject to the following:
  - a. Unrestricted personal leave is limited to use from the beginning of the school year to April 30. Exceptions based upon special circumstances may be approved by the Superintendent.
  - b. Availability of substitutes, requests for professional days, and/or staff illnesses which affect the continuity of the educational program may warrant a limitation. Should an employee be denied personal leave, a reason/reasons will be given by the administrator.
5. A full-time bargaining unit member who does not use any of the three (3) personal days and does not have any dock days charged will be paid by the Board of Education. A full time bargaining unit member may elect to attach the remaining days to his/her sick leave accumulation.

Election for pay or conversion to sick leave shall be made on the end of the year checklist.

If the bargaining unit member elects to be paid for all unused personal days, such payment shall be received by the end of June.

1 Unused Day	=	\$90.00
2 Unused Days	=	\$180.00
3 Unused Days	=	\$270.00

**H. Assault Leave**

The Board shall grant up to twenty (20) days to employees who suffer physical injury as a result of physical assault by any person while in performance of his duties or in connection with his duties. The teacher will be maintained on full pay status with fringe benefits during this absence. The injured employee must be under a physician's care and have a physician's statement describing the nature of the disability and the duration of leave. Should the disability need more than twenty days leave, these additional days will all be assault leave. If the injury persists past the normal duration, twenty (20) days, verification may be sought by the Board's selected physician. (Maximum amount of assault leave-50 days per occurrence)

**I. Adoption Leave**

Accumulated sick leave may be used by a member of the bargaining unit who adopts an infant. The member of the bargaining unit may use up to thirty (30) school days of paid sick leave. The member must be the primary care provider.

**J. Professional Meetings**

1. All employees of the Board are encouraged to participate in professional activities of education organizations which operate for the benefit of the school. This includes membership and holding offices in professional organizations, participation in curricula studies and educational leadership in experimental programs.
2. Teachers may be granted leave to attend educational conferences, meetings, inter-district teacher collaboration, and workshops wherein attendance is felt to be beneficial to the teacher and school. Permission to attend these meetings must be secured from the Superintendent in advance of the meetings.
3. The Superintendent may excuse teachers for the purpose of visiting other schools without loss of pay. The Board shall pay the substitute for the day the teacher is absent; however, he/she must provide their own transportation. No day shall be allowed during the three days immediately preceding or following a vacation or holiday, except under specific assignment, nor in any case or at any time when the work of the school will be unduly interrupted or hampered thereby.

**K. Association Leave**

The Association will be granted four (4) days of leave per school year. All leave requests will be submitted three (3) days prior to the event to the Superintendent for approval. A copy will be submitted to the building Principal so that arrangements can be made for coverage. All requests will be made by the Local President.

**ARTICLE XII - SALARY AND FRINGE BENEFITS RELATED TO SALARY**

**A. Salary Provisions**

1. Salary payments will be made by direct deposit two times per month, on the 10<sup>th</sup> and 25<sup>th</sup>, in 24 equal installments to the account designated by the employee. Direct deposit installments will be paid on Friday.
2. The salary schedule over the life of this contract will be based on the base salaries which shall become effective on July 1 of each below-listed school year:

2014-2015: 1.5% on the base (See Appendix L-2)  
2015-2016: 1.0% on the base (See Appendix L-3)  
2016-2017: 0.75% on the base (See Appendix L-4)

3. Performance Bonus

This bonus is tied to the District's performance on the state report card. If the District achieves an "excellent rating" on its District Report Card each member of the bargaining unit would receive a one-time payment of three hundred dollars (\$300.00). If the District did not achieve an "excellent rating" but a district

building achieved an “effective rating” or higher, each bargaining unit member assigned to that building would receive a one-time payment of one hundred fifty dollars (\$150.00). It would be a one-time across the board (not indexed) lump sum payment; based on the current year’s report card payable upon receipt of the report card. If a member works in more than one building, then he/she is assigned to the building where the majority of his/her time is spent. If his/her time is spent 50/50, then the member will receive a pro-rated portion of any bonus.

4. Supplemental Pay

- a. For the school year, the supplemental positions in the district will be paid according to the supplemental salary schedule. (See Appendix M) Positions where additional pay (out of District General Fund) is available will be posted (Saturday school, Detention, tutors, Jr. High A.D., I.A.T., Tech. Prep, Testing Coordinator, Tech. Support), the Superintendent shall award the position.
- b. All work on a supplemental contract (See Appendix J) shall be performed during non-regular work hours. Exceptions will be approved by the building principal.

5. Health Insurance & District Health Insurance Committee

- a. The Board shall fully meet its obligation to provide health care benefits and services under the Master Contract by participating in the health benefits program of the Stark County School Council (hereinafter “COG”) (See Appendix K). The Board shall provide Health, Dental, Vision and Life Insurance through the COG. The coverage shall be the standardized COG specifications.
- b. The Board shall pay 85% of the premium amount for the standard COG plan for health insurance for full-time employees, with the employee paying 15% of the premium amount for this coverage.
- c. The District health insurance committee, at the request of any committee member, shall meet at least once each school year or as otherwise mutually agreed. The committee shall consist of one (1) RTA appointed member (selected through RTA’s internal processes), the Treasurer, the Superintendent, and the Board President or his/her designee. The purpose of the committee will be to study alternatives for, or changes in health insurance coverage. Any proposed alternatives or changes by the committee must be approved by consensus of the committee and ratified by the Association membership prior to implementation.

6. Dental Insurance

The Board shall pay 100% of the premium amount for the standard COG plan for Dental insurance for full-time employees.

7. Vision Insurance

Employees shall pay 100% of the premium amount for the standard COG plan for Vision insurance.

8. Term Life and Accidental Death and Dismemberment

The Board shall pay 100% of the premium amount for term life and accidental death and dismemberment insurance in the amount of \$20,000 for each full-time teacher. Bargaining unit members may purchase additional term life insurance at the group rate, in \$5,000 increments, up to a maximum of \$50,000 coverage in addition to the Board-paid coverage. Modifications to this provision may be necessary to comply with the requirements of the insurance carrier. The value of the life insurance reduces by 50% at age 65. The specific terms of the policy are contained in the life insurance contract.

9. A full-time employee shall be defined as an employee who works 30 hours/week or more. An employee who works at least 15 hours/week but less than 30 hours/week is entitled to 50% of the Board-paid contribution rate for full-time employees listed herein. An employee who works less than 15 hours/week is not entitled to any Board-paid insurance benefits. All employees who were employed by the Board as of May 1, 2007 shall be entitled to the same benefit coverage as a full-time employee regardless of the number of hours worked per week.

10. IRS Section 125

Tax sheltering of the individual's contribution for health costs, unreimbursed medical expenses and dependent coverage will be provided under IRS Section 125.

**B. Index Schedule**

The salary schedule will be based on the index in Appendix L-1. Effective July 1, 1999, a twenty-fourth (24<sup>th</sup>) year step will be added to the salary index schedule.

**C. Severance Pay**

1. The Ridgedale Board of Education shall grant severance pay to all employees with ten (10) or more years of service with the Board in an amount to be determined by multiplying the daily rate of the employee's pay at retirement, times one-fourth (1/4) the total of accumulated unused sick leave days, not to exceed a maximum of thirty (30) days severance pay. This amount shall be paid

in a lump sum to the retiree within thirty (30) days from receipt of verification of retirement from the applicable retirement system of Ohio. (Effective 7/1/2005)

2. Persons resigning from the Ridgedale School District must retire as defined by the applicable retirement system of Ohio within 120 calendar days of resignation to receive severance pay. (Effective 3/11/85)
3. Longevity Bonus – Employees shall be granted the following severance bonus for service to the Ridgedale District.

15 years' service - fifteen (15) additional days (45 total)  
20 years' service - twenty (20) additional days (50 total)  
25 years' service - twenty-five (25) additional days (55 total)  
30 years' service - thirty (30) additional days (60 total)

#### **D. STRS Pickup**

The Board shall contribute to STRS, in addition to the Board's required contribution, an amount equal to each certificated employee's contribution to STRS in lieu of payment to such employee, and that such amount contributed by the Board on behalf of the certificated employee shall be treated as a mandatory salary reduction from the contract salary otherwise payable to such certificated employee.

The treasurer shall prepare and distribute an addendum to each certificated employee's contract which will state (1) that the employee's contract salary is being restated as consisting of (a) a cash salary component and (b) a pickup component, which is equal to the amount of the employee contribution being picked up by the Board on behalf of the employee; (2) that the Board will contribute to STRS an amount equal to the employee's required contribution to STRS for the account of each certificated employee; and (3) that sick leave, severance, vacation, supplemental, and extended service pay and insurance benefits which are indexed to or otherwise determinable by reference to the employee's rate of pay, shall be calculated upon both the cash salary component and pickup component of the employee's restated salary.

Subsequent contracts and salary notices of certificated employees will conform to this provision.

#### **E. Tutors/Home Instruction Teachers**

Tutors and home instruction teachers employed on an as needed basis will be compensated at the following hourly rate for the duration of the contract for the hours assigned and worked: \$15.00. No tutor or home instruction teacher employed on an as needed basis will be eligible for sick leave or insurance benefits.

All tutor employment contracts will be a contractual services agreement noting services rendered for the hourly pay and hours to be worked.

Experience as a tutor or home instruction teacher will not count for years of teacher service for placement on the salary schedule if hired full-time to a regular teaching position or tenure eligibility.

#### **F. Levy Campaigns**

The parties agree that:

1. In the best interest of the district, staff, students, and community, levy campaign ballot issues should be supported and;
2. A joint representative panel composed of bargaining unit members (selected through RTA's internal processes), Board of Education representatives, members of the community, school administrators, and members of the non-teaching staff be formed to generate ideas and strategies for the purpose of ensuring a successful levy campaign; and
3. All parties should be encouraged to voluntarily support such efforts.

#### **ARTICLE XIII - EMPLOYMENT OF RETIRED CERTIFICATED STAFF**

- A.** This Article refers to all previously retired teachers who will be considered as newly hired teachers whether the retired teacher attained experience through the Ridgedale Local School District or any other public school District.
- B.** The Board may hire retired teachers who will be considered as newly hired teachers subject to conditions provided below.
- C.** Those employed under this Article will be placed on Step 0 upon employment.
- D.** Those employed under this Article will follow the contract progression as noted in Article VIII of the negotiated agreement up to a two-year contract. After the first two-year contract the teacher may receive one or two-year contracts at the discretion of the Board.
- E.** Those employed under this Article shall not become eligible for a continuing contract.
- F.** Evaluations may be performed by administrators but are not required.
- G.** Those employed under this Article shall not accrue seniority for purposes of Article IV, Section I, and Reduction in Force.
- H.** Those employed under this Article shall not be eligible to participate in a contractual retirement incentive programs, if any, or for severance pays upon separation from employment.
- I.** Those employed under this Article shall not be eligible to participate in the District's college tuition reimbursement program, hospitalization, dental, vision or other health

insurance programs offered to employees, unless such employee is ineligible for health insurance through STRS.

- J.** Prior employment in the District is no guarantee of post-retirement employment or a particular assignment, if hired. A current employee who retires and intends to return under provisions of this Article must completely fulfill the provisions of his/her last pre-retirement individual contract of employment in order to be considered for additional employment. This person will be considered as a newly hired teacher.
- K.** Those employed under this Article will be assigned in a manner such as other members of the bargaining unit and has no guarantee of a particular assignment.
- L.** Those employed under this Article shall be entitled to all other contract benefits available to bargaining unit members unless otherwise limited by specific provisions of this Article.
- M.** The provisions of this Article are not grievable under Article III of this Contract nor are subject to challenge through any action or claim filed with SERB or a court of law.
- N.** The parties intend for the provisions of this Article to supersede, to the maximum extent permitted by law, all sections of the ORC that may be in conflict with this Article. This includes, but is not limited to, ORC 3319.11, 3319.13/14, 3319.111, 3319.17, and 124.39(B).

## **ARTICLE XIV – RESIDENT EDUCATOR PROGRAM**

### **A. Purpose**

The Resident Educator Program for beginning teachers will provide coaching, mentoring and guidance that are critical to improving their skills and knowledge and student achievement. The Resident Educator Program will be administered and funded by the Ridgedale Local School District.

### **B. Definitions**

#### **1. Resident Educator Program**

A four-year program created and required by state law that is designed to provide newly licensed educators quality mentoring and guidance. Successful completion is required to advance to a five-year professional educator license.

#### **2. Resident Educator Mentor**

A Mentor is a teacher trained through the Ohio Department of Education Resident Educator Mentoring Program to provide professional support to a Resident Educator.

3. Resident Educator

A Resident Educator is a teacher employed under a Resident Educator license.

4. Resident Educator Coordinator

A member or Administrator, who is employed by the District and does not perform evaluations of any current Resident Educators or any qualified Resident Educator Mentors, designated by the Superintendent with input from the Association Executive committee to manage the Resident Educator Program. The final authority in appointing the Resident Educator Coordinator rests with the Superintendent.

5. Formative Assessment

Formative assessment is diagnostic and designed to yield information that will help teachers identify specific areas for skill enhancement. Formative assessment consists of collaboration among professionals to provide adequate feedback and assistance to support the growth of individual professional achievement.

**C. Resident Educator Mentor**

1. Qualifications

- a. The Resident Educator Mentor must have at least five (5) years teaching experience in the District, with the exception of those already serving in the role of Resident Educator Mentor at the time of this agreement.
- b. A Resident Educator Mentor must be trained to act as a Mentor through the Ohio Department of Education Mentoring program.
- c. A Resident Educator Mentor must hold a valid teaching certificate/license and meet all other qualifications established by the Ohio Department of Education.
- d. A Resident Educator Mentor must have demonstrated the ability to work cooperatively and effectively with the bargaining unit members and have extensive knowledge of a variety of classroom management and instructional techniques.

2. Selection

- a. A bargaining unit member interested in the leadership role of Resident Educator Mentor to a Resident Educator shall notify the Superintendent and Association President in writing no later than April 1 of the school year prior to the year in which they wish to serve as a Resident Educator Mentor.

- b. Should no bargaining unit member submit interest for the position of Resident Educator Mentor, the Superintendent shall direct a qualified bargaining unit member to the position for no more than one (1) year as Resident Educator Mentor. Each involuntary assignment by the Superintendent shall occur not more than once every three (3) years for a specific bargaining unit member.
3. Responsibilities
- a. The Resident Educator Mentor shall carry out the Resident Educator Program in conjunction with the Resident Educator rules, regulations, and guidelines developed by ODE.
  - b. Consult with and otherwise assist his/her Resident Educator within the workday as defined in the Resident Educator guidelines published by the Ohio Department of Education. Release time, during the workday, shall be provided to the Resident Educator Mentor and the Resident Educator. The Resident Educator Mentor and/or Resident Educator shall each be given four (4) hours every nine weeks, during the workday, to meet and consult with one another. The Resident Educator Mentor will notify the building Principal(s) of the date and time they plan to meet with the Resident Educator as approved by the building principal no less than three (3) workdays prior to the date.
  - c. The Resident Educator Mentor will use the Resident Educator Program formative assessment tools (i.e. collaborative log, Ohio Standards for the Teaching Profession reflection tool, goal-setting agreement), and protocols to support the Resident Educator.
  - d. The Resident Educator Mentor does not have a formal evaluative role. Any assessments that are evaluative in nature shall not be performed by the Resident Educator Mentor.
  - e. During the first two (2) years of the Resident Educator mentoring process the maximum number of Resident Educators a Resident Educator Mentor can have is two (2) per year provided that only one (1) Resident Educator is in year one (1) of the Resident Educator Program.

#### **D. Resident Educator**

- 1. Assignment of Resident Educator Mentor
  - a. The Resident Educator Mentor and his/her assigned Resident Educator shall be provided no less than an hour to meet during the new teacher orientation which will be held prior to the beginning of the school year.
  - b. Bargaining unit members holding a Resident Educator license who are

employed after the new teacher orientation, will be assigned to a Resident Educator Mentor no later than ten (10) calendar days after their first work day.

- c. The Resident Educator will be matched with a Resident Educator Mentor in the same subject area(s) of licensure and in the same grade level when available. If such an assignment is not possible, a Resident Educator Mentor who is closest to the Resident Educator's grade and/or subject area in which he/she is licensed and is assigned to the same building as the Resident Educator will be assigned.

#### **E. Resident Educator Coordinator**

1. Responsibilities and qualifications for the Resident Educator Coordinator are based on rules, regulations and guidelines established by the Ohio Department of Education and the Ohio Revised Code.
2. Should no bargaining unit member submit a letter of interest for the position of Resident Educator Coordinator, the Superintendent will direct a bargaining unit member or administrator, who meets the definition in (B)(4) to the position for no more than one (1) year as Resident Educator Coordinator. Each involuntary assignment by the Superintendent shall occur not more than once every three (3) years for a specific bargaining unit member.
3. The Resident Educator Coordinator will meet no less than once per grading period with each Resident Educator and Resident Educator Mentor.

#### **F. Confidentiality of the Mentoring Process**

1. All interaction, written or oral, between the Resident Educator Mentor, Resident Educator, and the Resident Educator Coordinator shall be regarded as confidential. Any violation of this tenet by the Resident Educator Mentor shall constitute grounds for immediate removal from the role as Resident Educator Mentor and result in a newly assigned Resident Educator Mentor.
2. The Resident Educator Mentor-Resident Educator relationship shall be solely for the purpose of formative assistance. No information obtained in this relationship shall serve as a basis for any summative evaluation of the Resident Educator's performance.
3. No information, written or oral, gained through the Mentoring process, shall be used in any employment or re-employment decision by the Board and shall be confidential between the Resident Educator Mentor, Resident Educator and Resident Educator Coordinator.

#### **H. Compensation**

1. Each Resident Educator Mentor, whose Resident Educator is in the first two

years of the Resident Educator program, shall be compensated at the rate of \$760.00 per year for each Resident Educator in years 1 and 2, of the Resident Educator program. The supplemental contract is to be paid the second pay day in January and the last pay in May.

2. The Resident Educator Coordinator shall be compensated at the rate of \$760.00 per year for each Resident Educator in years 1 and 2 of the Resident Educator Program. The supplemental contract is to be paid the second pay day in January and the last pay in May.
3. Resident Educator Mentor(s) and the Resident Educator Coordinator shall be provided Board-paid ongoing professional development related to the mentoring process per Board policy.
4. All work on a supplemental contract shall be performed during non-regular work hours. Exceptions will be approved by the building principal.
5. Any Resident Educator Mentor or Coordinator who serves in the position for less than the full school year will receive a pro-rated portion of the supplemental contract based on the proportion of the school year worked in the position.

#### **I. Program review**

All members serving as a Resident Educator Mentor and/or trained as a Resident Educator Mentor, Resident Educators, and the Resident Educator Coordinator will meet annually as a group to assess the program. Recommendations will be submitted in the form of a written report to the Association President and the Superintendent not later than May 1<sup>st</sup> of each year.

### **ARTICLE XV - TEACHER DRESS CODE**

The parties hereby agree to form a joint committee whose purpose will be to define the term, "dress in a neat professional manner" as appears in the Board policy (see below) entitled, "employee dress and personal appearance," adopted by the Board of Education on November 8, 1993. The committee will consist of a total of six (6) people to include one (1) administrator from each building and one (1) RTA member from each building (to be selected through the RTA internal processes). Decisions of the committee will be made by consensus. The deadline for the committee's recommendation will be the November 1999 Board of Education meeting. The committee's recommendation which has been adopted by the Board is attached hereto. At said meeting, the Board will consider and vote upon the committee's recommendation.

All employees of the Ridgedale Local School District are to be groomed and dress in a manner befitting their position and activity. All employees should always act, groom, and dress in a neat and professional manner. Failure of employees to comply with the dress code will be considered a violation of reasonable rules and regulations adopted by the Ridgedale Local Board of Education.

**MALE - CERTIFIED**

- Dress shirt (with tie and/or sport coat optional)
- Dress slacks ("Dockers" type slacks permissible)
- Dress shoes (may be casual in nature)
- Turtlenecks, sweaters, golf shirts, decorative/seasonal sweatshirts

**FEMALE - CERTIFIED**

- Dresses and skirts (suitable length for school)
- Slacks and top combinations in good taste
- Dress walking shorts or skorts with appropriate hosiery
- Turtlenecks, sweaters, golf shirts, decorative/seasonal sweatshirts
- No T-shirts

Those who are involved in programs that require physical activity or working with substances that can cause damage need to adjust to the opening statement, "dress in a manner befitting their position and activity."

For those who, due to a medical need, must wear athletic shoes or a particular type of shoe, please ask your physician for medical confirmation of this need at your next visit. This will be kept in the principal's information file and your personnel file.

**ARTICLE XVI - SURVEY OF SUBSTITUTE TEACHERS**

- A.** In the interest of maintaining a consistent and reliable pool of substitute teachers, the parties have jointly developed a survey document (See Appendix Q and Appendix R) for the purpose of improving the conditions for substitute teachers. The results of the completed survey forms will not be used in any evaluation process, nor in a punitive manner against bargaining unit members and will be shared with the member for whom the substitute teacher (who completed the survey) worked.
- B.** It is expected that current practices be continued regarding the availability of lesson plans for substitutes. The parties recognize that lesson plans should be made available to substitutes by bargaining unit members in advance of taking anticipated leaves of absence.

**ARTICLE XVII – LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE**

The parties agree to continue to adhere to the procedures established by the Ridgedale Local Professional Development Committee effective commencing with the 1998/99 school year and attached herewith.

## **A. LPDC Criteria for Granting Units**

Units may be granted if they support an individual's Professional Development Plan (IPDP), (See Appendix N) which will be based on the Ohio Department of Education's Teacher Education and Licensure Standards (Administrative Code Chapter 3301-24). Units may not be granted for what is part of your job expectation. Balanced professional growth is dependent upon a variety of experiences. The activities chosen must relate to and support your IPDP.

Under the standards for license renewal, eighteen (18) professional development units (or 6 semester hours) are required.

1 semester hour = 3 PDUs (30 hours)  
1 quarter hour = 2 PDUs (20 hours)  
10 contact hours = 1 PDU

To stimulate professional development, the LPDC encourages diversity in each teacher's plan. Units will be granted according to how they support the IPDP in one or more areas. You may update, revise, or change your Individual Professional Development Plan as needed. Your job situation may change; therefore, your IPDP would change.

## **B. License Renewal Process**

To renew a license every five (5) years, 180 hours are needed. This can be accomplished by:

1. College course work – must be related to classroom teaching and/or the area of licensure.  
  
6 semester hours (1 hour = 30 hours)  
9 quarter hours (1 hour = 20 hours)  
or
2. 18 Professional Development units (180 contact hours)  
1 PDU equals 10 hours – must be actual time on task (excluding lunch break, travel time, preparation time, etc.)  
or
3. 180 hours of equivalent activities  
or
4. Course work or PDUs or other equivalent activities may be combined.

## **C. Criteria for Individual Professional Development Plan or IPDP**

1. Must be verifiable.

2. College credit course work must be related to classroom teaching and/or the area of licensure.
3. Other than college course work, hours should reflect participation in the following areas:
  - a. Workshops, institutes, courses, conferences
  - b. On-job-activities
  - c. Self-instruction
  - d. Staff problem solving/learning groups
  - e. Supervisory/evaluation processes
4. Must relate to increased student learning.
5. Must relate to district school improvement plan.
6. Must be actual time on task at chosen activity.

Some General Points of Interest:

- a. In the fall of each year, the LPDC will review and revise the criteria for PDUs as needed. Please see anyone on the committee with your ideas or suggestions.
- b. We strongly urge you to submit a copy of your log (See Appendix P) for review and signed approval. (You would not want to find out at the end of a five-year period that you did not have enough hours for renewal.) This will probably be done some time in the spring.
- c. Please make copies of everything you turn in – IPDP, pre-approval forms (See Appendix O), applications for certificate renewal, etc.
- d. When you fill out pre-approval forms, do not forget to come back to the committee when you have completed the activity for your credit of PDUs.
- e. In keeping a log, make sure it is current - up-to-date.

**D. LPDC Documentation and Records Guideline**

It is recommended that all activities be pre-approved. Those activities not pre-approved may not be approved by the LPDC.

Documentation must be provided. Limits noted per five-year license period.

1. Workshops
2. Classroom observation
3. Mentoring - mentor and mentees; Maximum 5 PDUs

4. Assessment (i.e., CIP committees)
5. Teaching projects
6. Creation and presentation of a professional workshop
7. Departmental/Grade level meetings
8. Committee meetings and work; Maximum 5 PDUs
9. Professional study groups
10. Critique or implementation of professional literature; Maximum 2 PDUs
11. Videotaping for professional self-evaluation
12. Educational travel; Maximum 5 PDUs
13. College course work
14. Curriculum/Program/Technology Development
15. Professional Association activities; Maximum 5 PDUs
16. Grant writing and submission
17. Student case studies and analysis (i.e.. IEPs, IATs)
18. Community service; Maximum 5 PDUs
19. National Board Certification
20. Self-study/Reflection activities; Maximum 2 PDUs
21. Other items relevant to goals of IPDP

*\*\*\*Diversity is encouraged!!!*

See Appendix N, O, and P for forms which you will need in this process.

1. Individual Professional Development Plan
2. Pre-approval form for activities
3. Log for keeping track of your hours

Please make several copies of each of these forms so that you will have them available when you need them. A suggestion - keep them in a folder marked LPDC or in a section

of your plan book.

## **ARTICLE XVIII – DRUG TESTING**

### **A. Drug Policy**

In accordance with Federal law, the Ridgedale Local Board of Education prohibits the use, possession, concealment, or distribution of drugs by employees on school grounds, in school or school-approved vehicles, or at any school-related event. Drugs include any alcoholic beverage, anabolic steroid, dangerous controlled substance as defined by state statute or substance that could be considered as a “look-alike” controlled substance. Compliance with this policy is mandatory for all staff members. Any part-time or full-time employee who violates this policy will be subject to disciplinary action, in accordance with due process, up to and including termination. When appropriate or required by law, the District will also notify law enforcement officials.

The District is concerned about any staff member who is a victim of alcohol or drug abuse, and will facilitate the process by which he/she receives help through programs and services available in the community. A staff member should contact his/her supervisor or the Superintendent’s Office whenever such help is needed. All contact will be treated confidentially. Any staff member who is in need of help, and makes the request in writing, shall be permitted to use accumulated sick leave and enter a program as an “out” or “in” patient. The program shall be approved by the Board.

### **B. Random Drug Testing**

The Board of Education together with the Association will establish a random drug testing program which shall apply to all bargaining unit members.

1. Cost of the drug testing program shall be borne by the Board of Education.
2. The Board of Education will contract with a state approved certified and licensed Drug Testing Company to conduct and monitor the District’s random drug testing program.
3. Selection shall be made utilizing an established number system to identify each bargaining unit member. An employee who tests positive during the first test shall be retested within twenty-four (24) hours. Should the re-test result in continuation of a positive result the bargaining unit member shall be directed to the employee assistance program contained in this Agreement. A bargaining unit member shall have the opportunity to complete the employee assistance program prior to any Board action to remove, discipline, or terminate employment.
4. Those randomly selected to be tested shall report to the testing site within one (1) hour of notification. All efforts will be taken to protect the privacy and confidentiality of teachers being tested.

**ARTICLE XIX - SEVERABILITY CLAUSE**

**A. Conflict of Law**

If any provisions of this agreement or any application of this agreement to any certificated person or persons will be found contrary to law, then this provision or application will be deemed invalid except to the extent permitted by law. All other provisions hereof will continue in full force and effect. Any such provisions found to be contrary to law may be renegotiated to conform to the change in law.

**ARTICLE XX - DURATION OF AGREEMENT**

The provisions of this agreement are binding on both parties. Any amendment hereto shall not be binding upon either party unless executed in writing by the parties hereto.

The terms and conditions of the Agreement shall be effective from July 1, 2014 and shall expire on June 30, 2017.

IN WITNESS WHEREOF, the parties executed this Agreement on this 23rd day of June 2014.

Ridgedale School District  
Board of Education

Ridgedale Teachers' Association

By: 

By: 

Date: June 23, 2014

Date: June 23, 2014



**IV. Step Four:** Formal Hearing - Board of Education

A. Position of Aggrieved/Association \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Aggrieved \_\_\_\_\_ Date \_\_\_\_\_

B. Disposition of Board \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Treasurer \_\_\_\_\_ Board President \_\_\_\_\_ Date \_\_\_\_\_

**V. Step Five:** Submit to FMCS

A. Position of Aggrieved/Association \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Aggrieved \_\_\_\_\_ Date of Mailing \_\_\_\_\_

Note: This document must be sent to the FMCS within ten (10) days of receipt of Board Disposition. The aggrieved/Association shall be responsible for submitting the request to the FMCS.

**VI. Step Six:** Binding Arbitration

A. Position of Aggrieved/Association \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Aggrieved \_\_\_\_\_ Date Submitted to Board/Designee \_\_\_\_\_

\_\_\_\_\_  
Signature of Treasurer \_\_\_\_\_ Date \_\_\_\_\_

## Ridgedale Local Schools 2014-2015 Calendar

**July**

S	M	T	W	T	F	S
		1	2	3	<del>4</del>	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30	31		

**August**

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31						

**September**

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28	29	30				

**October**

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26	27	28	29	30	31	

**November**

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23	24	25	<del>26</del>	<del>27</del>	<del>28</del>	29
30						

**December**

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21						27
28						

**January**

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18	<del>19</del>	20	21	22	23	24
25	26	27	28	29	30	31

**February**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	<del>16</del>	17	18	19	20	21
22	23	24	25	26	27	28

**March**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**April**

S	M	T	W	T	F	S
				1	2	<del>3</del>
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**May**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	28	29	30
31						

**June**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**August 18 - Teacher Workday**  
**August 19 - End Day of School**  
**September 1 - Labor Day - No School**  
**Oct 15 - 16 - P/T Conferences**  
**October 17 - COTA Day- No School**  
**October 24 - End of 1st nine weeks**  
**November 26-28 - Thanksgiving Break**  
**January 5 - School resumes**  
**January 16 - End of 1st semester**  
**January 19 - MLK Day**  
**February 16 - President's Day**  
**March 20 - End of 3rd nine weeks**  
**April 3 - Easter Break**  
**April 21 - End Day of School**  
**May 22 - Teacher Workday**  
**Graduation**  
**May 25 - Memorial Day**

One-hour delays for professional development will be every Monday morning.

Any calamity make-up days will be held at the end of the school year.

Interims - September 26, December 5, February 20, & April 24.

**TEACHER EVALUATION INSTRUMENT  
RIDGEDALE LOCAL SCHOOLS  
MORRAL, OHIO**

Teachers on one-year contracts and all teachers whose contracts are up for renewal at the end of the school year will be evaluated at least twice during the school year.

Teachers on a two-year contract will be evaluated once during the first year of the contract and twice during the second year.

An evaluation includes a pre-conference with the administrator doing the evaluation. One observation will be scheduled at a time chosen by the teacher and the second, unannounced observation, will be scheduled by the administrator. An observation must be at least 30 minutes in length. A post-conference will follow the second observation. The post-conference must occur within 10 school days of the second observation.

Teachers on a three-year contract will follow the non-intensive procedure unless the teacher or administrator requests a formal evaluation procedure.

Year 1        Teacher and Administrator will establish at least two instructional or professional goals which the teacher will work to achieve during the school year. These goals may include such things as implementing an instructional strategy into their classroom, establishing a new classroom management program, piloting a textbook or program. The teacher will keep a log of the steps used in bringing about the accomplishment of these goals and will share this log with the administrator at least twice during the school year. The teacher will write a short summary of the outcome of this process.

The administrator will informally observe the teacher as the teacher moves to the success of these goals and will write a short summary of the accomplishment. The log and summaries will be kept in the teacher's files.

Year 2        Teacher will be evaluated at least once during the school year.

Year 3        Teacher will be evaluated at least twice during the school year.

Teachers on a five-year contract will follow the non-intensive procedure unless the teacher or administrator requests a formal evaluation procedure.

Year 1        Teacher and Administrator will establish at least two instructional or professional goals which the teacher will work to achieve during the school year. These goals may include such things as implementing an instructional strategy into their classroom, establishing a new classroom management program, piloting a textbook or program. The teacher will keep a log of the steps used in bringing about the accomplishment of these goals and will share this log with the administrator at least twice during the school year. The teacher will write a short summary of the outcome of this process.

The administrator will informally observe the teacher as the teacher moves to the success of these goals and will write a short summary of the accomplishment.

The log and summaries will be kept in the teacher's files.

Year 2 Teacher will be evaluated at least once during the school year.

Year 3 The teacher will be paired with at least one other teacher in the building. These teachers will work together to develop concerns they have about a certain class or student(s). They will share in developing alternative methods to address each concern and will observe each other at least once during the year while practicing these alternatives.

Each teacher will write a summary of this collaboration (Appendix E) which they will share with the administrator who will also summarize this procedure. All summaries will be kept in the teacher's folder.

Year 4 Teacher will be evaluated at least once during the school year.

Year 5 Teacher will be evaluated at least twice during the school year.

Teachers on a continuing contract will follow the non-intensive procedure unless the teacher or administrator requests a formal evaluation procedure.

Year 1 Teacher and Administrator will establish at least two instructional or professional goals which the teacher will work to achieve during the school year. These goals may include such things as implementing an instructional strategy into their classroom, establishing a new classroom management program, piloting a textbook or program. The teacher will keep a log of the steps used in bringing about the accomplishment of these goals and will share this log with the administrator at least twice during the school year. The teacher will write a short summary of the outcome of this process.

The administrator will informally observe the teacher as the teacher moves to the success of these goals and will write a short summary of the accomplishment.

The log and summaries will be kept in the teacher's files.

Year 2 Teacher will be evaluated at least once during the school year.

Year 3 The teacher will be paired with at least one other teacher in the building. These teachers will work together to develop concerns they have about a certain class or student(s). They will share in developing alternative methods to address each concern and will observe each other at least once during the year while practicing these alternatives.

Each teacher will write a summary of this collaboration which they will share with the administrator who will also summarize this procedure. All summaries will be kept in the teacher's folder.

Year 4      Teacher will be evaluated at least once during the school year.

Year 5      Repeat of procedures in rotating basis.

**Teacher Performance Evaluation Rubric**

The **Teacher Performance Evaluation Rubric** is intended to be scored holistically. This means that evaluators will access 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	<p><b>FOCUS FOR LEARNING (Standard 4: Instruction)</b></p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	Evidence				

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	<p><b>ASSESSMENT DATA (Standard 3: Assessment)</b></p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans.</p> <p>The teacher does not use or only uses one measure of student performance.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
	Evidence				

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	<p><b>PRIOR CONTENT KNOWLEDGE/SEQUENCE/ CONNECTIONS</b>  <b>(Standard 1: Students; Standard 2: Content; Standard 4: Instruction)</b></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					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	<p><b>KNOWLEDGE OF STUDENTS (Standard 1: Students)</b></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 attempt 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><b>LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)</b></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				

INSTRUCTION AND ASSESSMENT					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<b>DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction)</b>  <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.	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.	The teacher supports through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.	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.
	Evidence				

INSTRUCTION AND ASSESSMENT					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<b>RESOURCES (Standard 2: Content; Standard 4: Instruction)</b>  <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.	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.	Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.	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.
	Evidence				

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

INSTRUCTION AND ASSESSMENT					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<p style="text-align: center;"><b>ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)</b></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><b>PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)</b></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				

GOAL SETTING

TEACHER NAME \_\_\_\_\_

The teacher and administrator must agree upon at least two goals the teacher will attempt to accomplish during the \_\_\_\_\_ school year. These goals may include professional growth of the teacher but at least one goal must be directly related to student improvement.

GOAL ONE: _____ _____ _____ _____ _____
METHODS OF INCORPORATING THIS GOAL INTO CLASSROOM USE: _____ _____ _____ _____

The teacher is required to keep a log of activities which involve accomplishing this goal. The teacher will share this log with the administrator at least twice during the school year. Documentation of this will be verified by the administrator signing for each date.

Administrator's Signature \_\_\_\_\_  
Date log shared \_\_\_\_\_

Administrator's Signature \_\_\_\_\_  
Date log shared \_\_\_\_\_

The teacher and administrator are to write a short summary of the teacher's efforts and movement toward this goal. These summaries should be completed and prepared to file by April 1 of the school year.

TEACHER'S SUMMARY: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

GOAL TWO: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

METHODS OF INCORPORATING THIS GOAL INTO CLASSROOM USE: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The teacher is required to keep a log of activities which involve accomplishing this goal. The teacher will share this log with the administrator at least twice during the school year. Documentation of this will be verified by the administrator signing for each date.

Administrator's Signature \_\_\_\_\_ Date log shared \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date log shared \_\_\_\_\_

The teacher and administrator are to write a short summary of the teacher's efforts and movement toward this goal. These summaries should be completed and prepared to file by April 1 of the school year.

TEACHER'S SUMMARY: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TEACHER SIGNATURE \_\_\_\_\_ DATE: \_\_\_\_\_

ADMINISTRATOR'S SUMMARY: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ADMINISTRATOR'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

TEACHER SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

ADMINISTRATOR'S SUMMARY: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ADMINISTRATOR'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

**TEACHER-TO-TEACHER COLLABORATION**

As a part of professional growth, learning to work with and share with another professional is a vital part of continuous improvement. During this school year, you will be sharing with \_\_\_\_\_ as you both work together on at least one classroom concern or student concern which you will address or resolve. This concern may involve brain storming a particular lesson and how better to approach it, alternative methods of classroom management, or how to approach a particular student or situation.

Collaboration time to complete this project may require your leaving a classroom to observe one another (maximum of twice per year) or time to meet during school time (maximum of twice per year). Please notify your building administrator if you will need release time so that adequate coverage can be made for your classroom.

This process requires identification of the concern, methods of resolving the concern, and the outcome. This form must be completed and returned to the administrator by April 15 of this school year.

Teacher Name \_\_\_\_\_

Partner Name \_\_\_\_\_

**CONCERN OR PROBLEM TO BE RESOLVED:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**METHOD OF RESOLUTION:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OUTCOME:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**IF NEEDED, ALTERNATIVE METHOD OF RESOLUTION:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OUTCOME:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**DATE(S) OF OBSERVATION** \_\_\_\_\_

**NOTES FROM OBSERVATION:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TEACHER SUMMARY OF THIS COLLABORATION:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PARTNER SUMMARY OF THIS COLLABORATION:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ADMINISTRATIVE SUMMARY OF THIS COLLABORATION:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TEACHER SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

PARTNER SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

ADMINISTRATOR SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

EVALUATION INSTRUMENT

I. PLANNING

Check list

Satisfactory [ ]	Needs Improvement [ ]	
[ ]	[ ]	A. <u>Student's Background</u> *understands importance *knows how to gain familiarity *demonstrates clear understanding
[ ]	[ ]	B. <u>Learning Goals</u> *states clear objectives that are appropriate for all students
[ ]	[ ]	C. <u>Connections</u> *links past and future lessons that fit within overall discipline
[ ]	[ ]	D. <u>Methods, Materials, Resources</u> *aligns methods, materials, and resources with goals that are appropriate for students
[ ]	[ ]	E. <u>Evaluation</u> *plans evaluation that is appropriate for goals and students *uses results for planning

**Summary:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Suggestions:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## II. Learning Environment and Classroom Management

### Check list

Satisfactory	Needs Improvement	
[ ]	[ ]	A. <u>Fairness</u> *demonstrates fairness <u>to</u> students *promotes fairness <u>among</u> students
[ ]	[ ]	B. <u>Rapport</u> *establishes and maintains communication *respects student diversity
[ ]	[ ]	C. <u>Learning Expectations</u> *encourages <u>all</u> students to meet challenging learning expectations
[ ]	[ ]	D. <u>Behavior</u> *responds to misbehavior *respects students
[ ]	[ ]	E. <u>Physical Environment</u> *maintains safe environment that is conducive to learning

**Summary:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Suggestions:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### III. Classroom Instruction

#### Check list

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Satisfactory	Needs Improvement	
[ ]	[ ]	A. <u>Goals and Procedures</u> *makes goals and instructional procedures clear
[ ]	[ ]	B. <u>Comprehensible Content</u> *makes content clear to students *makes lesson logical and sequential
[ ]	[ ]	C. <u>Extend Thinking</u> *encourages independent, creative, and critical thinking
[ ]	[ ]	D. <u>Comprehension</u> *monitors understanding *provides feedback *makes necessary adjustments
[ ]	[ ]	E. <u>Use of Time</u> *uses time effectively and efficiently

**Summary:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Suggestions:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### IV. Professionalism

##### Check list

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Satisfactory	Needs Improvement	
[ ]	[ ]	A. <u>Reflects on Goals</u> *contemplates lesson strengths and weaknesses *adjusts for future instruction
[ ]	[ ]	B. <u>Demonstrates Effectiveness</u> *suggests specific, practical ways to help student succeed
[ ]	[ ]	C. <u>Professional Relationships</u> *demonstrates knowledge of resources *collaborates with colleagues to address concerns related to teaching
[ ]	[ ]	D. <u>Communication with Parents</u> *knows methods of communication *attempts to communicate
[ ]	[ ]	E. <u>Content Knowledge</u> *demonstrates understanding and knowledge of subject matter.
[ ]	[ ]	F. <u>Record Keeping</u> *maintains lesson plans, attendance forms, grade books, and other required documents on time

**Summary:** \_\_\_\_\_

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**Suggestions:** \_\_\_\_\_

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**ADMINISTRATIVE COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Administrative Signature \_\_\_\_\_ Date \_\_\_\_\_

**TEACHER COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

("A teacher's signature on the evaluation indicates the teacher has received the form. The signature does not necessarily indicate that the teacher agrees with the evaluation. Teachers have the option of attaching their comments regarding the appraisal to the signed observation/evaluation." From Negotiated Contract)

**TEACHER'S CONTRACT - LIMITED**  
**Rev. Code Sec. 3313.33; 3319.08, .09**

\_\_\_\_\_

**AN AGREEMENT** entered into between \_\_\_\_\_ of \_\_\_\_\_ County, Ohio, and the BOARD OF EDUCATION OF \_\_\_\_\_ School District in \_\_\_\_\_ County, Ohio; the said \_\_\_\_\_ hereby agrees to teach in the Public Schools of said District for a period of \_\_\_\_\_.

Said \_\_\_\_\_ further agrees to abide by and maintain the rules and regulations adopted by said Board of Education for the government of the Schools of said District.

**IN CONSIDERATION** of and for such services, the said Board of Education agrees to pay, at the office of its Treasurer, to said \_\_\_\_\_ the sum of \_\_\_\_\_ Dollars, annually. Said sum to be payable in a specified number of monthly installments as shall be indicated in notices to be sent annually as provided by law.

Entered into at \_\_\_\_\_, Ohio, this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_ Year

\_\_\_\_\_  
Teacher

THE BOARD OF EDUCATION

\_\_\_\_\_  
President

By: \_\_\_\_\_  
Treasurer

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Sec. 3319.12. Each Board of Education shall cause notice to be given annually not later than July 1 to each teacher who holds a contract valid for the succeeding year, as to the salary to be paid such teacher during such year. Provisions of Sec. 3319.11, as to expiration, apply to all Limited Contracts.

**TEACHER'S CONTRACT - CONTINUING**  
**Rev. Code Sec. 3313.33; 3319.09, .11. .12**

**AN AGREEMENT** entered into between \_\_\_\_\_ of \_\_\_\_\_  
County, Ohio, and the BOARD OF EDUCATION OF \_\_\_\_\_  
\_\_\_\_\_ School District in \_\_\_\_\_  
\_\_\_\_\_ County, Ohio; the said \_\_\_\_\_

hereby agrees to teach in the Public Schools of said District from the date of this Contract until he resigns, elects to retire, is retired pursuant to law, or until said Contract is terminated or suspended as provided by law.

Said \_\_\_\_\_ further agrees to abide by and maintain the rules and regulations adopted by said Board of Education for the government of the Schools of said District.

**IN CONSIDERATION** of and for such services, the said Board of Education agrees to pay, at the office of its Treasurer, to said \_\_\_\_\_ the sum of \_\_\_\_\_  
\_\_\_\_\_ Dollars annually. Said sum to be payable in a specified number of monthly installments as shall be indicated in notices to be sent annually as provided by law.

Entered into at \_\_\_\_\_, Ohio, this \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_  
Year

\_\_\_\_\_  
Teacher

THE BOARD OF EDUCATION

\_\_\_\_\_  
President

By: \_\_\_\_\_  
Treasurer

Sec. 3319.12. Each Board of Education shall cause notice to be given annually not later than July 1 to each teacher who holds a contract valid for the succeeding year, as to the salary to be paid such teacher during such year.

**RIDGEDALE LOCAL SCHOOL DISTRICT**  
3105 Hillman-Ford Road  
Morral, Ohio 43337  
Telephone 740/382-6065

**SUPPLEMENTAL CONTRACT**

This limited contract entered into by and between \_\_\_\_\_ of \_\_\_\_\_ herein after referred to as "Teacher," and the Ridgedale Local Board of Education of Marion County, Ohio, hereinafter referred to as "Board," WITNESSETH: In addition to Teacher's regular teaching duties, said Teacher does hereby promise and agree to perform the following duties for and in behalf of said Board: \_\_\_\_\_, and further agrees to abide by and maintain the rules and regulations adopted by such Board. Such additional duties shall be performed by Teacher during the \_\_\_\_\_ school year. In consideration of the duties to be performed by said Teacher, the Board promises and agrees to pay Teacher the sum of \$\_\_\_\_\_. This limited contract entered into at Morral, Ohio, 43337, this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_ Year

\_\_\_\_\_  
Teacher

RIDGEDALE LOCAL BOARD OF EDUCATION

\_\_\_\_\_  
President

\_\_\_\_\_  
Treasurer

Please sign original and return to the office of the Superintendent as soon as possible.

# STARK COUNTY SCHOOLS COUNCIL OF GOVERNMENT



## HEALTH CARE CONSORTIUM SCHEDULE OF BENEFITS



MEDICAL BENEFITS	SUPERMED PLUS* PROVIDER	NON-NETWORK PROVIDERS	MEDICAL BENEFITS	SUPERMED PLUS* PROVIDER	NON-NETWORK PROVIDERS
<b>PLAN PROVISIONS</b>			<b>OTHER SERVICES (continued)</b>		
Lifetime Maximum	Unlimited	Unlimited	Hospice Care (Plan Approval Required- up to 6 months)	90%*	80% UCR**
Annual Deductible	\$100 person* \$200/family	\$200/person** \$400/family	Skilled Nursing (Plan Approval Required)	90%*	80% UCR**
Out-of-Pocket Maximum (Excluding Deductible)	\$500/person \$1,000/family	\$1,000/person \$2,000/family	Voluntary Sterilization	90%*	80% UCR**
<b>CARE-IN-HOSPITAL</b>			Durable Medical	90%*	80% UCR**
Semi-Private Room	90%*	80% UCR**	<b>Ambulance</b>	80%* (after SuperMed Plus deductible)	
Surgery	90%*	80% UCR**	<b>Allergy Extracts</b>	80%* (after SuperMed Plus deductible)	
Anesthesia	90%*	80% UCR**	<b>PRESCRIPTION DRUG PROGRAM</b> (see benefit booklet)	Patient pays 20% Mandatory maintenance mail order Mandatory generic	
In-hospital (medical)	90%*	80% UCR**	<b>PREVENTIVE CARE</b>		
X-Ray and Radioactive Therapy	90%*	80% UCR**	Routine Physical Exam	100% up to \$200 per calendar year	Not Covered
Respiratory Therapy	90%*	80% UCR**	Routine GYN Exam (one per calendar year)	100%	Not Covered
Acute Kidney Dialysis	90%*	80% UCR**	Routine Mammography (one per calendar year)	100%	80% UCR**
Diagnostic Lab/X-Ray	90%*	80% UCR*	Pap Test	100%	80% UCR**
Emergency Care of accident/acute life threatening illness (Emergency Room Facility)	90%*	90% UCR*	Well Baby Care (including immunizations- up to 9 years of age) Colon Cancer Screening (see benefit book)	100% (up to \$1,000 per calendar year)	80% UCR**
Non -Emergency Care (Emergency Room Facility)	90%*	80% UCR**	<b>PHYSICIANS OFFICE</b>		
Surgical Assistance	90%*	80% UCR**	Allergy Testing/Injections	90%*	80% UCR**
Pre-Admission Testing	90%*	80% UCR**	Visits for Illness	90%*	80% UCR**
<b>AS AN OUTPATIENT</b>			Emergency Care	90%*	80% UCR**
Lab/X-Ray/Diagnostic Services	90%*	80% UCR**	Minor Surgery	90%*	80% UCR**
Same Day Surgery	90%*	80% UCR**	Diagnostic Testing	90%*	80% UCR**
Speech/Occupational Therapy (illness/injury related)	90%*	80% UCR**	Speech/Occupational Therapy (illness/injury related)	90%*	80% UCR**
Physical/Rehabilitative Therapy (illness/injury related)	90%*	80% UCR**	Physician/Rehabilitative Therapy (illness/injury related)	90%*	80% UCR**
Respiratory Therapy	90%*	80% UCR**	Respiratory Therapy	90%*	80% UCR**
<b>MATERNITY CARE</b>	90%*	80% UCR**	<b>AFFILIATES</b>		
<b>MENTAL HEALTH</b>			Chiropractors	90%*	80% UCR**
Outpatient Psychotherapy	90%*	80% UCR**	Podiatrists	90%*	80% UCR**
<b>ALCOHOL/SUBSTANCE ABUSE</b>			<b>PRE-CERTIFICATION IS REQUIRED FOR ALL INPATIENT ADMISSIONS.</b>		
Outpatient Psychotherapy	90%*	80% UCR**	* An annual deductible of \$100 per person/\$200 per family is applied first before any plan benefits are paid to SuperMed Plus* Providers. Coinsurance is subject to an annual maximum of \$500 per person/\$1,000 per family. Once you have met this maximum, the Plan begins to pay covered medical expenses at 100% except for penalties which are not included in the 100% reimbursement provision.		
<b>MENTAL HEALTH/ALCOHOL/SUBSTANCE ABUSE</b>			** An annual deductible of \$200 per person/\$400 per family is applied first before any benefits are paid to Non-SuperMed Plus* Providers. Benefit payments for Non-SuperMed Plus* Provider services are based on Usual, Customary, and Reasonable criteria. Coinsurance is subject to an annual maximum of \$1,000 per person/\$2,000 per family. Once you have met this maximum, the plan begins to pay covered medical expenses at 100% UCR, except for penalties which are not included in the 100% reimbursement provision.		
Inpatient Care	90%*	80% UCR**			
<b>OTHER SERVICES</b>					
Home Health Care (Plan Approval Required)	90%*	80% UCR**			

The age limit for eligible unmarried children is the date in which the child attains age 19 or 26 if a full-time student, provided the child is dependent upon the employee for support and maintenance in accordance with the Internal Revenue Service dependent guidelines.

# STARK COUNTY SCHOOLS Council of Governments

Health Insurance Consortium



SUPERMED PLUS® coverage is now available to the employees of the Stark County School Consortium.

**Medical Mutual** is proud to offer SuperMed Plus® customers a comprehensive network of participating providers. The SuperMed Plus® provider network gives you access to neighborhood family physicians, specialists, other health care providers, and community hospitals you have grown to trust.

#### **Minimal Paperwork**

You will receive a SuperMed Plus® identification card which will identify you as part of the SuperMed Plus® program. This will inform all of our network providers that you are one of our valued members and they will file your health care claims and assist with precertification of hospital admissions.

#### **Reduced Out-of-Pocket Expenses**

In return for membership in the SuperMed Plus® provider network, providers have agreed to accept the negotiated network rate as payment in full for covered services. When you receive care from a SuperMed Plus® provider, you will not be responsible for the balance of any charges aside from your deductibles or coinsurance amount.

#### **Choice of Physicians**

Most importantly, your SuperMed Plus® health benefit plan gives you the option to

choose your own personal physician, specialists and any hospital facility from the comprehensive provider network. You select the doctor that best meets your needs.

#### **Choice of Hospitals**

SuperMed Plus® offers you a vast array of participating hospitals that includes The Cleveland Clinic Foundation, Alliance Community Hospital, Doctors Hospital, Timken Mercy Hospital, Akron General Medical Center, Summa Health Care System, Children's Hospital Medical Center of Akron, Medina General Hospital, and Robinson Memorial Hospital, to the list a few. Please refer to the SuperMed Plus® directory for a complete list of hospitals and doctors.

#### **Excellent Service**

Service is an important element of any insurance program. For specific questions regarding claims, please contact the Medical Mutual Services Customer Service Department. They are dedicated to assisting you with any questions you may have regarding your benefits. You can reach Medical Mutual Services representatives at 1-800-228-6472.

Please take a few minutes to review the provider directory and benefits summary sheet. Your selection of the SuperMed Plus® program will offer you and your family the benefit of the largest health insurance company in Ohio, and worldwide acceptance of the Medical Mutual identification card.



MEDICAL MUTUAL OF OHIO®

X3893 R7/10



### Vision Expense Benefits

#### **Eye Examinations**

One regular eye examination in each 12 consecutive month period by an ophthalmologist, optician or optometrist is provided for each person covered under the program. The maximum payment is \$40.00 per exam.

#### **Lenses**

One pair in each 12 consecutive month period is covered. Payment is made for the actual charge for one or two lenses or contact lenses, but not more than:

	<u>Per Lens</u>	<u>Per Pair</u>
Single Vision	\$ 20.00	\$ 40.00
Bifocals	\$ 30.00	\$ 60.00
Trifocals	\$ 40.00	\$ 80.00
Lenticular	\$100.00	\$200.00
Contact Lenses (Cosmetic)	\$ 35.00	\$ 70.00
Contact Lenses (Medically Necessary)	\$200.00	\$400.00

\*NOTE: the amount for a single lens is fifty percent (50%) of the amount for a pair of lenses.

The allowance for medically necessary contact lenses will be paid only if: (a) the lenses are necessary following cataract surgery; (b) visual acuity cannot be correct to 20/70 in either eye with other lenses, but can be correct to at least 20/70 in either eye with contact lenses; or (c) the lenses are necessary for the treatment of anisometropia for keratoconus.

Should an individual select contact lenses instead of conventional lenses, when the latter is all that is needed, the program will pay the amount equal to the single lenses plus the frames toward the cost of the contact lenses.

#### **Maximum**

The plan will pay the actual charge for the services and supplies up to the maximum, the difference will be added to the maximum amount applicable to any other service or supply for which a charge is incurred within sixty days.

## **Frames**

One set of frames is covered every 24 consecutive month period provided the frames are used with lenses prescribed after an eye examination. Frame allowance: \$30.00. When new frames are not required, the payment allowed for frame may be applied toward the cost of lenses.

## **Limitations and Exclusions**

Services for which vision care coverage does not provide benefits include:

- Sunglasses, whether or not a prescription is required.
- Drug or Medications
- Employer furnished services or supplies or those covered under Worker's Compensation laws, occupational disease laws or similar legislation
- Services and supplies rendered or furnished as a result of loss, theft, or breakage of lenses, contact lenses or frames for which benefits were paid under the Group Contract and Certificate
- Orthoptics or vision training
- Aniseikonic lenses
- Coated lenses

Vision Care does not provide full benefits for cosmetic vision needs. This distinction applies particularly to frames and contact lenses.



MEDICAL MUTUAL OF OHIO®  
Your healthcare partner since 1934

***Stark County Schools Council of Government***

Dental Expense Benefits

***Calendar Year Deductible Amount***

Individual ----- \$ 25.00  
Family ----- \$ 75.00

***Co-Payment (After Deductible Amount is Satisfied)***

\* Preventative and Diagnostic Services -----100% of R&C  
\* Basic Restorative Services ----- 80% of R&C  
\* Major Restorative Services ----- 80% of R&C  
\*\* Orthodontic Services ----- 60% of R&C

**\*\* The Dental Deductible amount is waived for Preventative and Diagnostic Services and Orthodontic Services**

Overall Calendar Year  
Maximum Benefit ----- \$2,500.00 per person

Orthodontic Lifetime  
Maximum Benefit ----- \$1,200.00 per person

**Ridgedale Salary Index  
2014-2017**

<b>STEP</b>	<b>BA</b>	<b>150 HRS</b>	<b>MA</b>	<b>MA+15</b>	<b>MA+30</b>
0	1.000	1.038	1.095	1.145	1.203
1	1.038	1.081	1.143	1.198	1.256
2	1.076	1.124	1.191	1.251	1.309
3	1.114	1.167	1.239	1.304	1.362
4	1.152	1.210	1.287	1.357	1.415
5	1.190	1.253	1.335	1.410	1.468
6	1.228	1.296	1.383	1.463	1.521
7	1.266	1.339	1.431	1.516	1.574
8	1.304	1.382	1.479	1.569	1.627
9	1.342	1.425	1.527	1.622	1.680
10	1.380	1.468	1.575	1.675	1.733
11	1.418	1.511	1.623	1.728	1.786
12	1.456	1.554	1.671	1.781	1.839
13	1.494	1.597	1.719	1.834	1.892
14	1.532	1.640	1.767	1.887	1.945
15	1.570	1.683	1.815	1.940	1.998
20	1.608	1.726	1.863	1.993	2.051
24	1.646	1.769	1.911	2.046	2.104

**RIDGEDALE SALARY SCHEDULE**  
**2014-2015**  
**1.5% on \$30,594**

<b>Step</b>	<b>BA</b>	<b>BA+150</b>	<b>MA</b>	<b>MA+15</b>	<b>MA+30</b>
<b>0</b>	31,053 1.00000	32,233 1.03800	34,003 1.09500	35,556 1.14500	37,357 1.20300
<b>1</b>	32,233 1.03800	33,568 1.08100	35,494 1.14300	37,201 1.19800	39,003 1.25600
<b>2</b>	33,413 1.07600	34,904 1.12400	36,984 1.19100	38,847 1.25100	40,648 1.30900
<b>3</b>	34,593 1.11400	36,239 1.16700	38,475 1.23900	40,493 1.30400	42,294 1.36200
<b>4</b>	35,773 1.15200	37,574 1.21000	39,965 1.28700	42,139 1.35700	43,940 1.41500
<b>5</b>	36,953 1.19000	38,909 1.25300	41,456 1.33500	43,785 1.41000	45,586 1.46800
<b>6</b>	38,133 1.22800	40,245 1.29600	42,946 1.38300	45,431 1.46300	47,232 1.52100
<b>7</b>	39,313 1.26600	41,580 1.33900	44,437 1.43100	47,076 1.51600	48,877 1.57400
<b>8</b>	40,493 1.30400	42,915 1.38200	45,927 1.47900	48,722 1.56900	50,523 1.62700
<b>9</b>	41,673 1.34200	44,251 1.42500	47,418 1.52700	50,368 1.62200	52,169 1.68000
<b>10</b>	42,853 1.38000	45,586 1.46800	48,908 1.57500	52,014 1.67500	53,815 1.73300
<b>11</b>	44,033 1.41800	46,921 1.51100	50,399 1.62300	53,660 1.72800	55,461 1.78600
<b>12</b>	45,213 1.45600	48,256 1.55400	51,890 1.67100	55,305 1.78100	57,106 1.83900
<b>13</b>	46,393 1.49400	49,592 1.59700	53,380 1.71900	56,951 1.83400	58,752 1.89200
<b>14</b>	47,573 1.53200	50,927 1.64000	54,871 1.76700	58,597 1.88700	60,398 1.94500
<b>15</b>	48,753 1.57000	52,262 1.68300	56,361 1.81500	60,243 1.94000	62,044 1.99800
<b>16</b>	48,753 1.57000	52,262 1.68300	56,361 1.81500	60,243 1.94000	62,044 1.99800
<b>17</b>	48,753 1.57000	52,262 1.68300	56,361 1.81500	60,243 1.94000	62,044 1.99800
<b>18</b>	48,753 1.57000	52,262 1.68300	56,361 1.81500	60,243 1.94000	62,044 1.99800
<b>19</b>	48,753 1.57000	52,262 1.68300	56,361 1.81500	60,243 1.94000	62,044 1.99800
<b>20</b>	49,933 1.60800	53,597 1.72600	57,852 1.86300	61,889 1.99300	63,690 2.05100
<b>21</b>	49,933 1.60800	53,597 1.72600	57,852 1.86300	61,889 1.99300	63,690 2.05100
<b>22</b>	49,933 1.60800	53,597 1.72600	57,852 1.86300	61,889 1.99300	63,690 2.05100
<b>23</b>	49,933 1.60800	53,597 1.72600	57,852 1.86300	61,889 1.99300	63,690 2.05100
<b>24</b>	51,113 1.64600	54,933 1.76900	59,342 1.91100	63,534 2.04600	65,336 2.10400

**RIDGEDALE SALARY SCHEDULE  
2015-2016  
1% on \$31,053**

<b>Step</b>	<b>BA</b>	<b>BA+150</b>	<b>MA</b>	<b>MA+15</b>	<b>MA+30</b>
<b>0</b>	31,364 1.00000	32,556 1.03800	34,344 1.09500	35,912 1.14500	37,731 1.20300
<b>1</b>	32,556 1.03800	33,904 1.08100	35,849 1.14300	37,574 1.19800	39,393 1.25600
<b>2</b>	33,748 1.07600	35,253 1.12400	37,355 1.19100	39,236 1.25100	41,055 1.30900
<b>3</b>	34,939 1.11400	36,602 1.16700	38,860 1.23900	40,899 1.30400	42,718 1.36200
<b>4</b>	36,131 1.15200	37,950 1.21000	40,365 1.28700	42,561 1.35700	44,380 1.41500
<b>5</b>	37,323 1.19000	39,299 1.25300	41,871 1.33500	44,223 1.41000	46,042 1.46800
<b>6</b>	38,515 1.22800	40,648 1.29600	43,376 1.38300	45,886 1.46300	47,705 1.52100
<b>7</b>	39,707 1.26600	41,996 1.33900	44,882 1.43100	47,548 1.51600	49,367 1.57400
<b>8</b>	40,899 1.30400	43,345 1.38200	46,387 1.47900	49,210 1.56900	51,029 1.62700
<b>9</b>	42,090 1.34200	44,694 1.42500	47,893 1.52700	50,872 1.62200	52,692 1.68000
<b>10</b>	43,282 1.38000	46,042 1.46800	49,398 1.57500	52,535 1.67500	54,354 1.73300
<b>11</b>	44,474 1.41800	47,391 1.51100	50,904 1.62300	54,197 1.72800	56,016 1.78600
<b>12</b>	45,666 1.45600	48,740 1.55400	52,409 1.67100	55,859 1.78100	57,678 1.83900
<b>13</b>	46,858 1.49400	50,088 1.59700	53,915 1.71900	57,522 1.83400	59,341 1.89200
<b>14</b>	48,050 1.53200	51,437 1.64000	55,420 1.76700	59,184 1.88700	61,003 1.94500
<b>15</b>	49,241 1.57000	52,786 1.68300	56,926 1.81500	60,846 1.94000	62,665 1.99800
<b>16</b>	49,241 1.57000	52,786 1.68300	56,926 1.81500	60,846 1.94000	62,665 1.99800
<b>17</b>	49,241 1.57000	52,786 1.68300	56,926 1.81500	60,846 1.94000	62,665 1.99800
<b>18</b>	49,241 1.57000	52,786 1.68300	56,926 1.81500	60,846 1.94000	62,665 1.99800
<b>19</b>	49,241 1.57000	52,786 1.68300	56,926 1.81500	60,846 1.94000	62,665 1.99800
<b>20</b>	50,433 1.60800	54,134 1.72600	58,431 1.86300	62,508 1.99300	64,328 2.05100
<b>21</b>	50,433 1.60800	54,134 1.72600	58,431 1.86300	62,508 1.99300	64,328 2.05100
<b>22</b>	50,433 1.60800	54,134 1.72600	58,431 1.86300	62,508 1.99300	64,328 2.05100
<b>23</b>	50,433 1.60800	54,134 1.72600	58,431 1.86300	62,508 1.99300	64,328 2.05100
<b>24</b>	51,625 1.64600	55,483 1.76900	59,937 1.91100	64,171 2.04600	65,990 2.10400

**RIDGEDALE SALARY SCHEDULE**  
**2016-2017**  
**0.75% on \$31,364**

<b>Step</b>	<b>BA</b>	<b>BA+150</b>	<b>MA</b>	<b>MA+15</b>	<b>MA+30</b>
<b>0</b>	31,599 1.00000	32,800 1.03800	34,601 1.09500	36,181 1.14500	38,014 1.20300
<b>1</b>	32,800 1.03800	34,159 1.08100	36,118 1.14300	37,856 1.19800	39,688 1.25600
<b>2</b>	34,001 1.07600	35,517 1.12400	37,634 1.19100	39,530 1.25100	41,363 1.30900
<b>3</b>	35,201 1.11400	36,876 1.16700	39,151 1.23900	41,205 1.30400	43,038 1.36200
<b>4</b>	36,402 1.15200	38,235 1.21000	40,668 1.28700	42,880 1.35700	44,713 1.41500
<b>5</b>	37,603 1.19000	39,594 1.25300	42,185 1.33500	44,555 1.41000	46,387 1.46800
<b>6</b>	38,804 1.22800	40,952 1.29600	43,701 1.38300	46,229 1.46300	48,062 1.52100
<b>7</b>	40,004 1.26600	42,311 1.33900	45,218 1.43100	47,904 1.51600	49,737 1.57400
<b>8</b>	41,205 1.30400	43,670 1.38200	46,735 1.47900	49,579 1.56900	51,412 1.62700
<b>9</b>	42,406 1.34200	45,029 1.42500	48,252 1.52700	51,254 1.62200	53,086 1.68000
<b>10</b>	43,607 1.38000	46,387 1.46800	49,768 1.57500	52,928 1.67500	54,761 1.73300
<b>11</b>	44,807 1.41800	47,746 1.51100	51,285 1.62300	54,603 1.72800	56,436 1.78600
<b>12</b>	46,008 1.45600	49,105 1.55400	52,802 1.67100	56,278 1.78100	58,111 1.83900
<b>13</b>	47,209 1.49400	50,464 1.59700	54,319 1.71900	57,953 1.83400	59,785 1.89200
<b>14</b>	48,410 1.53200	51,822 1.64000	55,835 1.76700	59,627 1.88700	61,460 1.94500
<b>15</b>	49,610 1.57000	53,181 1.68300	57,352 1.81500	61,302 1.94000	63,135 1.99800
<b>16</b>	49,610 1.57000	53,181 1.68300	57,352 1.81500	61,302 1.94000	63,135 1.99800
<b>17</b>	49,610 1.57000	53,181 1.68300	57,352 1.81500	61,302 1.94000	63,135 1.99800
<b>18</b>	49,610 1.57000	53,181 1.68300	57,352 1.81500	61,302 1.94000	63,135 1.99800
<b>19</b>	49,610 1.57000	53,181 1.68300	57,352 1.81500	61,302 1.94000	63,135 1.99800
<b>20</b>	50,811 1.60800	54,540 1.72600	58,869 1.86300	62,977 1.99300	64,810 2.05100
<b>21</b>	50,811 1.60800	54,540 1.72600	58,869 1.86300	62,977 1.99300	64,810 2.05100
<b>22</b>	50,811 1.60800	54,540 1.72600	58,869 1.86300	62,977 1.99300	64,810 2.05100
<b>23</b>	50,811 1.60800	54,540 1.72600	58,869 1.86300	62,977 1.99300	64,810 2.05100
<b>24</b>	52,012 1.64600	55,899 1.76900	60,386 1.91100	64,652 2.04600	66,484 2.10400

RIDGEDALE LOCAL SCHOOL DISTRICT  
SUPPLEMENTAL CONTRACT PAY SCHEDULE  
2014 – 2017

<b>POSITIONS</b>	<b>0-4 yrs.</b>	<b>5-7 yrs.</b>	<b>8+ yrs.</b>
Football HS Asst.	\$2,803	\$3,059	\$3,365
Football HS Asst.	\$2,803	\$3,059	\$3,365
Football HS Asst.	\$2,803	\$3,059	\$3,365
Football 8th Grade	\$1,770	\$2,141	\$2,447
Football 7th Grade	\$1,770	\$2,141	\$2,447
Volleyball Head Coach	\$3,541	\$3,824	\$4,130
Volleyball JV (HS Asst.)	\$1,770	\$2,141	\$2,447
Volleyball Freshmen	\$1,475	\$1,835	\$2,141
Volleyball 8th Grade	\$1,475	\$1,835	\$2,141
Volleyball 7th Grade	\$1,475	\$1,835	\$2,141
Basketball Boys Head	\$4,721	\$4,895	\$5,200
Basketball Boys JV (HS	\$2,803	\$3,059	\$3,365
Basketball Boys Freshmen	\$2,065	\$2,447	\$2,753
Basketball Boys 8th Grade	\$1,770	\$2,141	\$2,447
Basketball Boys 7th Grade	\$1,770	\$2,141	\$2,447
Basketball Girls Head	\$4,721	\$4,895	\$5,200
Basketball Girls JV (HS	\$2,803	\$3,059	\$3,365
Basketball Girls Freshmen	\$2,065	\$2,447	\$2,753
Basketball Girls 8th Grade	\$1,770	\$2,141	\$2,447
Basketball Girls 7th Grade	\$1,770	\$2,141	\$2,447
Wrestling Head Coach	\$3,541	\$3,824	\$4,130
Cross Country	\$2,361	\$2,661	\$2,967
Cross Country 7th/8th	\$ 886	\$ 918	\$1,223
Golf	\$2,361	\$2,661	\$2,967
Bowling Head Coach	\$2,361	\$2,661	\$2,967
Track Boys Head Coach	\$3,541	\$3,824	\$4,130
Track Girls Head Coach	\$3,541	\$3,824	\$4,130
Track HS Assistant	\$1,770	\$2,141	\$2,447
Track HS Assistant	\$1,770	\$2,141	\$2,447
Track 7th/8th Grade Head	\$1,770	\$2,141	\$2,447
Track 7th/8th Grade	\$1,475	\$1,835	\$2,141
Track 7th/8th Grade	\$1,475	\$1,835	\$2,141
Baseball Head Coach	\$3,541	\$3,824	\$4,130
Baseball JV (Asst. HS)	\$1,770	\$2,141	\$2,447
Softball Head Coach	\$3,541	\$3,824	\$4,130

<b>POSITIONS</b>	<b>0-4 yrs.</b>	<b>5-7 yrs.</b>	<b>8+ yrs.</b>
Softball JV (Asst. Coach)	\$1,770	\$2,141	\$2,447
Cheerleading Head	\$1,770	\$2,141	\$2,447
Cheerleading Head	\$1,770	\$2,141	\$2,447
Cheerleading Freshmen*	\$ 886	\$ 918	\$1,223
Cheerleading 7th/8th	\$ 886	\$ 918	\$1,223
Marching Band	\$3,541	\$3,824	\$4,130
Pep Band	\$ 886	\$ 918	\$1,223
Flag Corp/Majorettes	\$ 886	\$ 918	\$1,223
Senior Class Advisor	\$ 886	\$ 918	\$1,223
Junior Class Advisor	\$1,181	\$2,049	\$2,355
Student Council Advisor	\$1,181	\$2,049	\$2,355
Student Council Advisor	\$1,033	\$1,223	\$1,529
7th/8th	\$1,033	\$1,223	\$1,529
Student Council Advisor	\$ 738	\$ 917	\$1,223
Swing Choir Advisor	\$1,475	\$1,774	\$2,049
Musical Director	\$1,475	\$1,774	\$2,049
Musical Director Assistant	\$ 886	\$ 918	\$1,223
School Newspaper	\$ 295	\$ 458	\$ 764
Mock Trial*	\$ 590	\$ 764	\$ 995
Yearbook Advisor	\$2,361	\$2,661	\$2,967
Weight Room Supervisor	\$2,065	\$2,447	\$2,753
Weight Room Supervisor	\$2,065	\$2,447	\$2,753
FFA Advisor	\$4,000	\$4,000	\$4,000

\*Each year of the contract, there is the availability of two (2) squads (minimum of 6 participants per squad) out of the following three depending on the interest of the students at each level and available funds: Freshmen, 8th grade, and 7th grade. Each squad's advisor/coach would be paid 3% as the supplemental (total of two (2) 3% supplementals).

The Board retains the right to not fill any supplemental position in any given year. Dates of Payment of Supplemental Contracts: All non-athletic supplementals will be paid the second pay day in January and the last pay in May (written documentation completed).

FALL ATHLETICS: Second pay day in October  
First pay day in December (written documentation completed)

WINTER ATHLETICS: Second pay day in January  
Second pay day in March (written documentation completed)

SPRING ATHLETICS: First pay day in April  
Second pay day in June (written documentation completed)

FAILURE TO COMPLETE WRITTEN DOCUMENTATION FOR FINAL PAYMENT WILL RESULT IN DELAY OF PAYMENT UNTIL THE NEXT ELIGIBLE SUPPLEMENTAL PAY DATE.

**INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN - RIDGEDALE**

Name \_\_\_\_\_ Date \_\_\_\_\_

Building \_\_\_\_\_ Assignment \_\_\_\_\_

Present License or Certificate \_\_\_\_\_ Expires \_\_\_\_\_

Pursuing License \_\_\_\_\_

A tentative five-year plan should include areas of emphasis for professional improvement. This will include professional experiences of your choice. (See list for ideas.) This plan should represent progress toward building and district goals as stated in our mission statements.

Professional Development Plan:

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Tentative Time Line: \_\_\_\_\_

How are you increasing student achievement through this plan? \_\_\_\_\_

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Educator's Signature \_\_\_\_\_

Approved \_\_\_\_ Not Approved \_\_\_\_ Date \_\_\_\_\_ LPDC \_\_\_\_\_

Suggestions \_\_\_\_\_

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Date \_\_\_\_\_ Plan Revision \_\_\_\_\_

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Reason: \_\_\_\_\_

Approved \_\_\_\_ Not Approved \_\_\_\_ Date \_\_\_\_\_ LPDC \_\_\_\_\_

**PRE-APPROVAL FORM - PROFESSIONAL DEVELOPMENT ACTIVITY -  
RIDGEDALE**

Name \_\_\_\_\_ Date \_\_\_\_\_

Building \_\_\_\_\_

Activity \_\_\_\_\_

State how this activity relates to your individual professional development plan: \_\_\_\_\_

\_\_\_\_\_

State how this will increase student achievement: \_\_\_\_\_

\_\_\_\_\_

Pre-approved \_\_\_\_\_ Date \_\_\_\_\_ LPDC \_\_\_\_\_

.....

Documentation/Verification

Have you included necessary signatures, documentation, transcripts, or grade verification?

\_\_\_\_\_

\_\_\_\_\_

Please keep in mind that in order to receive a pay increase, you must have transcripts turned in to the Superintendent's office.



**RIDGEDALE LOCAL SCHOOLS  
SUBSTITUTE TEACHER REPORT  
HIGH SCHOOL BUILDING**

DATE \_\_\_\_\_  
A.M. \_\_\_\_\_  
P.M. \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_

Substituting for \_\_\_\_\_

1. Were lesson plans available?
  - a. Were implementation tools/resources readily available?
2. Were the teacher and building schedules available?
3. Were rosters, seating charts, other materials available?
4. Did you have any discipline problems?
  - a. What action did you take?
  - b. Did you refer these situations to the administration?
5. Did an administrator and/or neighboring teacher check with you during the day to see how things were going?

6. Remarks:

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**CLASS PERIOD**

**PROCEDURES AND ACCOMPLISHMENT**

First	
Second	
Third	
Fourth	
Fifth	
Sixth	
Seventh	
Eighth	
Ninth	
Tenth	

\_\_\_\_\_  
Substitute Teacher Signature

Please complete form and turn in to the principal at the close of the school day.

**RIDGEDALE LOCAL SCHOOLS  
SUBSTITUTE TEACHER REPORT  
RES BUILDING**

DATE \_\_\_\_\_  
A.M. \_\_\_\_\_  
P.M. \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_

Substituting for \_\_\_\_\_

1. Were lesson plans available?
  - a. Were implementation tools/resources readily available?
2. Were the teacher and building schedules available?
3. Were rosters, seating charts, other materials available?
4. Did you have any discipline problems?
  - a. What action did you take?
  - b. Did you refer these situations to the administration?
5. Did an administrator and/or neighboring teacher check with you during the day to see how things were going?

6. Remarks

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**SUBJECT** **PROCEDURES AND ACCOMPLISHMENT**

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Reading

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Spelling

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Mathematics

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Social Studies

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Language

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Science

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Health

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Art

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Music

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Physical Education

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\_\_\_\_\_  
Substitute Teacher Signature

Please complete form and turn in to the principal at the close of the school day.

CONTINUING CONTRACT APPLICATION

(Due to Superintendent by September 11)

Name \_\_\_\_\_

Building Assignment \_\_\_\_\_

Years in the District \_\_\_\_\_ Total Years of Experience \_\_\_\_\_

Tye of Certificate/License currently held \_\_\_\_\_

Please circle appropriate level of education:

BA

Masters

MA+15

MA+30

Did you have continuing contract status in your previous employment?

Yes \_\_\_\_ No \_\_\_\_

ELIGIBILITY REQUIREMENTS

- A. Teacher is employed by the Board for a period of two (2) years and the teacher has previously attained continuing contract status in another Ohio public school district.
- B. Teacher has worked in the school district for three (3) of the last five (5) years and has a professional certificate.
- C. Teacher has worked in the school district for three (3) of the last five (5) years and has a professional license, and
  - 1. If the teacher held his/her Master's Degree at the time of the issuance of the initial license, the teacher has started and completed 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 the certificate or license, or
  - 2. If the teacher did not hold a Master's Degree at the time of the issuance of the initial license, the teacher has stated and completed thirty (30) semester hours of graduate coursework in the area of licensure or in an area related to the teaching field since the initial issuance of the certificate or license.

The above information is true and accurate to the best of my knowledge.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Ridgedale Local Schools  
Sick Leave Donation Form

Teacher's Name \_\_\_\_\_  
(Print) Last Name First Name

Number of Days to be Donated \_\_\_\_\_

Days Donated to Whom \_\_\_\_\_

Date Days Were Donated \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

(Committee Copy) Total Days Used \_\_\_\_\_

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Ridgedale Local Schools  
Sick Leave Donation Form

Teacher's Name \_\_\_\_\_  
(Print) Last Name First Name

Number of Days to be Donated \_\_\_\_\_

Days Donated to Whom \_\_\_\_\_

Date Days Were Donated \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

(Teacher's Copy)

**Ridgedale Local Schools**  
**Class Coverage Payment Form**

Teacher's Name \_\_\_\_\_  
Print (Last Name) First Name

Class Covered \_\_\_\_\_

Time \_\_\_\_\_

Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

(Treasurer's Copy)

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**Ridgedale Local Schools**  
**Class Coverage Payment Form**

Teacher's Name \_\_\_\_\_  
Print (Last Name) First Name

Class Covered \_\_\_\_\_

Time \_\_\_\_\_

Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

(Teacher's Copy)

Appendix V

**RIDGEDALE LOCAL SCHOOLS**  
**Vehicle Request and Scheduling**

Person Driving:	Phone:
Department:	Trip Name:
Driver's License No.	School Insurance Carrier & No.

Departure Date:	Time:	Return Date:	Time:
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Person in Charge:	Circle:	In State	Out of State
Destination:			
Describe Any Hazardous Material or Equipment Carried:			
Any Other Special Requirements?			
Briefly Describe the Work to be Conducted:			

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Phone

\_\_\_\_\_  
District Treasurer

\_\_\_\_\_  
Date Signed

This form must be received by the District Treasurer one week prior to departure date. All equipment, personal effects, and garbage are to be removed upon completion of the trip. A mileage log must be filled out for each trip upon completion. Please note any problems/repairs needed on that form.

**Please return this form to the Ridgedale Administration Building.**

Administrative Use Only	
Mileage Out:	Mileage In:

Vehicle Condition:

The Ridgedale Local Schools is the owner of a large capacity van to be used by the faculty and staff for official business.

The Ridgedale Local Schools van is capable of carrying eight people (including the driver).

To tentatively look to see if the van is available on a particular date/time, please contact the District Treasurer.

The vehicle shall be received clean and with a full tank of gas.

The vehicle shall be returned in a cleaned state. The van is the property of the Ridgedale Local Schools which is self-insured. Any accidents or damage must be reported to the District Treasurer so the proper paperwork can be filled out. All paperwork must be submitted at the time of return.

All efforts should be made to pick up the vehicle during normal business hours at the Ridgedale Administration Building. The vehicle key shall be retrieved prior to the close of business on the day requested.

A tracking mileage form must be filled out on all trips.

Any questions should be directed to the District Treasurer at 740-383-2168, Ext. 104.

## REQUEST TO TRANSFER UNUSED PERSONAL LEAVE TO SICK LEAVE

To: Treasurer  
From: \_\_\_\_\_  
(Applying Staff Member)

Due: June 15<sup>th</sup>

I certify the following: (check one)

A. \_\_\_\_\_ I ask that my unused personal leave balance of \_\_\_\_\_ days for this past school year be converted to sick leave for the coming fiscal year.

OR

B. \_\_\_\_\_ I have used \_\_\_\_\_ personal days in this past school year and hereby apply for the attendance incentive bonus.

Certifying Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## REQUEST FOR LATERAL SALARY SCHEDULE PLACEMENT

This form must be completed and sent to the Superintendent upon completion of additional classroom work. This form shall be attached to the University transcript or grade sheet to verify successful completion of course work.

This new pay rate shall begin at the start of the next semester, following submission of the form.

Request salary change from \_\_\_\_\_ to \_\_\_\_\_  
Column Column

	University	Hours (Qtr./Sem.)	Credit Earned
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____

\_\_\_\_\_  
Teacher Name

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Signature

**A**

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Arbitration 10

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**C**

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**R**

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