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STATE EMPLOYMENT
RELATIONS BOARD

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NEGOTIATED AGREEMENT

BETWEEN THE

HUDSON EDUCATION ASSOCIATION

AND THE

**HUDSON CITY SCHOOL DISTRICT
BOARD OF EDUCATION**

Effective July 1, 2014 through June 30, 2017

TABLE OF CONTENTS

	<u>PAGE</u>
DEFINITIONS	1
ARTICLE I RECOGNITION	2
1.01 Recognition	2
1.02 Duration of Bargaining Recognition	2
ARTICLE II BARGAINING PROCEDURES	3-5
2.01 Traditional Negotiations Procedure	3-5
ARTICLE III GRIEVANCE PROCEDURE	5-9
3.01 Grievance Policy	5
3.02 Definitions	5
3.03 Rights of the Grievant and the HEA	5-6
3.04 Time Limits	6-7
3.05 Procedure	7-8
3.06 Miscellaneous	8-9
ARTICLE IV HEA RIGHTS	9-11
4.01 Rights Granted to the HEA	9-10
4.02 Right to Fair Share Fee	10-11
ARTICLE V TEACHER RIGHTS	12-14
5.01 Personnel Records	12
5.02 Protection of MBUs	13
5.03 Professional Meetings and Conferences	13
5.04 Admission to School Activities	14
5.05 Right to HEA Representation	14
5.06 Complaints	14
5.07 Public Records	14
5.08 Fingerprinting for License Renewal	14
ARTICLE VI LEAVES	15-23
6.01 Assault Leave	15
6.02 Extended Illness and/or Disability Leave	15-16
6.03 Military Leave	16
6.04 Parental Leave of Absence	17-18
6.05 Personal Leave	18-19
6.06 Sabbatical Leave	19-20
6.07 Sick Leave	20-21
6.08 Sick Leave Bank	21-22
6.09 Jury Duty Leave	22
6.10 Family and Medical Leave	22
6.11 Witness Leave	22
6.12 Bereavement Leave	22
6.13 Adoption Leave	22-23

ARTICLE VII	CONDITIONS OF EMPLOYMENT	23-26
	7.01 MBUs' Contract Year	23
	7.02 Length of MBUs' Day.....	23-24
	7.03 Staff Meetings	24
	7.04 Calendar	24
	7.05 Preparation/Conference Time	24-25
	7.06 Travel Time/Traveling MBU	25
	7.07 Class Size	25
	7.08 Relief Help	25-26
	7.09 Room Equipment.....	26
	7.10 Substitute Teachers	26
	7.11 Criminal Records Check Law	26
	7.12 Professional Learning Communities	26
ARTICLE VIII	CONTRACTS	26-30
	8.01 Limited Contracts.....	27
	8.02 Continuing Contracts.....	27
	8.03 Supplemental Contracts.....	27-28
	8.04 Nonrenewal/Termination	28
	8.05 Disciplinary Action	28-29
	8.06 Extracurricular Advisory Committee (EAC)	29
	8.07 Supplementals Review Committee	29-30
ARTICLE IX	VACANCIES AND TRANSFERS	30-31
	9.01 Posting of Vacancies	30
	9.02 Voluntary Transfer	30-31
	9.03 Involuntary Transfer.....	31
	9.04 Assignment.....	31
ARTICLE X	INSURANCE PROVISIONS	31-37
	10.01 Full-Time/Part-Time Status Defined.....	31
	10.02 Life Insurance.....	31
	10.03 Hospitalization Insurance	32-34
	10.04 Dental Insurance.....	35
	10.05 Vision Insurance.....	35
	10.06 Special Provisions	36
	10.07 Wellness Initiative.....	36-37
ARTICLE XI	TEACHER APPRAISAL/EVALUATION	37-45
	11.01 Guiding Statements of Teacher Evaluation Process	37
	11.02 Definition of Teacher	37
	11.03 Definition of Credentialed Evaluator	38
	11.04 Evaluation Procedure and Timeline	38-39
	11.05 Evaluation Cycle	39-41
	11.06 Student Growth Measures	41-43
	11.07 Student Growth Measures Calculator	43
	11.08 Professional Growth Plan.....	43-44
	11.09 Correction of Deficiencies/Improvement Plan.....	44
	11.10 Retention/Promotion/Reduction/Recall Process	45
	11.11 Removal of Poorly Performing Teachers.....	45

ARTICLE XII	REDUCTION IN FORCE	45-47
	12.01 Procedures for Implementation	45-47
ARTICLE XIII	COMPENSATION	47-67
	13.01 Salary Schedules	47-52
	13.02 Salary Schedule Advancement.....	53-54
	13.03 Masters Degree + 45 Semester Hours Bonus.....	54
	13.04 Extended Service.....	54
	13.05 Summer School and Curriculum Development	54
	13.06 Mileage.....	55
	13.07 Severance Pay	55-56
	13.08 Department Chairs & Building-Level Content Facilitators	56-57
	13.09 Number of Pay Periods	57-58
	13.10 Paychecks	58
	13.11 Payroll Deductions	58
	13.12 Annuities	59
	13.13 Extracurricular Compensation.....	59-63
	13.14 Retirement	63-64
	13.15 Intervention Team Compensation	64
	13.16 ISGIT Compensation Schedule	64-66
	13.17 Additional Compensation for National Board Certification and Master Teacher	67
ARTICLE XIV	OTHER PROGRAMS AND PROVISIONS	67-72
	14.01 Mentor Programs.....	67-69
	14.02 Special Needs: IEP/504 Plan Provisions.....	69-71
	14.03 Leadership Team	71
	14.04 Local Professional Development Committee (LPDC).....	71
	14.05 Master Teacher Certification.....	72
ARTICLE XV	TUITION ASSISTANCE	72-74
	15.01 Course Work Criteria	73
	15.02 Eligibility.....	73
	15.03 Procedure.....	73
	15.04 Reimbursement.....	73-74
ARTICLE XVI	TECHNOLOGY USE	74
ARTICLE XVII	HIRING OF RETIREES	74-75
ARTICLE XVIII	GENERAL	75-76
	18.01 Complete Agreement.....	75
	18.02 Management Rights.....	75
	18.03 Contract Supremacy/Contrary to Law.....	75-76
	18.04 Individual Rights	76
	18.05 Availability of Agreement.....	76
	18.06 Duration of Agreement.....	76
	18.07 No Reprisal Clause.....	76
ARTICLE XIX	SIGNATURES	76

DEFINITIONS

<u>Administration (ADM):</u>	An employee classified as a supervisor or management level employee pursuant to Article 1.01(C) of this Agreement
<u>Association (HEA):</u>	The Hudson Education Association (HEA), an affiliate of the Ohio Education Association (OEA) and the National Education Association (NEA)
<u>Board (BOE):</u>	The Board of Education of the Hudson City School District
<u>Substitute:</u>	A teacher employed to replace an MBU teacher on leave
<u>Days:</u>	A calendar day, exclusive of Saturdays, Sundays, and legal holidays
<u>District (HCSD):</u>	The Hudson City School District
<u>ISGIT</u>	Individual Small Group Instruction Teacher
<u>Members of the Bargaining Unit (MBUs):</u>	Certificated personnel as defined in Section 4117.01 of the ORC and who are included in the bargaining unit
<u>ORC:</u>	Ohio Revised Code
<u>Parties:</u>	The Hudson Education Association (HEA) and the Hudson City School District Board of Education (BOE)
<u>Teams:</u>	Negotiating teams representing the HEA and the BOE
<u>Part-Time MBUs:</u>	MBUs working less than the maximum number of hours worked by an employee in a given job classification or position

ARTICLE I. RECOGNITION

1.01 RECOGNITION

- A. The BOE recognizes the HEA as the sole and exclusive representative and negotiating agent for certificated personnel as defined in ORC 4117.01(I), whom hereinafter are referred to as “MBUs.”
- B. Those excluded from the bargaining unit shall be limited to supervisor and management level employees, substitute teachers, teacher aides, noncertificated employees, and personnel paid through Auxiliary funds.
- C. “Supervisor and Management Level Employees” shall be defined as persons who by contract and certification are Superintendent, Assistant Superintendent, Directors, Principals, Assistant Principals, Certified District Supervisors, Administrative Coordinators, Athletic Director, or any other certificated employee who has the authority to hire, transfer, suspend, layoff, recall, promote, discharge, assign, reward, or discipline other employees; to responsibly direct them; to adjust their grievances; or to effectively recommend such action if the exercise of that authority is not of a merely routine or clerical nature, but requires the use of independent judgment; provided, however, that employees who are Department Chairpersons, Consultants/Coordinators, or teachers shall not be deemed Supervisors, but shall be members of the HEA’s bargaining unit.
- D. No teacher as defined in ORC 3319.09 shall be designated as a Supervisor or a Management Level employee unless he/she is employed under a contract governed by ORC 3319.01 or 3319.02, and:
 - 1. Is assigned to a position for which a certificate is required by ORC 3319.22(E), (F), (G), (H), (J), (L) and (M).
 - 2. Is a Supervisor certified under ORC 3319.22(I).
- E. Forms located in the Appendix to this Agreement shall be posted and made accessible to MBUs on the District’s electronic network.

1.02 DURATION OF BARGAINING RECOGNITION

- A. Recognition of the HEA as the sole and exclusive representative of the MBUs as defined above shall be for the term of this Contract, without challenge, as provided for in ORC 4117.04(A) and 4117.05(B), and will continue, thereafter, until and/or unless a challenging employee organization is legally successful in gaining exclusive representation rights as provided for and in strict compliance with the provisions set forth in ORC 4117.05 and 4117.07.
- B. Petitions for elections may be filed with the State Employment Relations Board (SERB) no sooner than one hundred twenty (120) days or later than ninety (90) days before the expiration date of this Agreement, or after the expiration date, until such time as the Parties enter into a new written Agreement.

ARTICLE II. BARGAINING PROCEDURES

2.01 TRADITIONAL NEGOTIATIONS PROCEDURE

A. Makeup of Teams

Negotiations will be conducted through meetings of negotiators selected by the BOE and negotiators selected by the HEA.

B. Scope of Bargaining

The Parties shall bargain all matters pertaining to wages, hours, and/or terms and other conditions of employment, the continuation, modification, deletion of existing provisions, and/or any other items mutually agreed upon, except to the extent included within Section 18.02 and Section 18.03, or as otherwise set forth herein (Management Rights and Contract Supremacy/Contrary to Law).

C. Bargaining Timelines

If either of the Parties desires to negotiate, it shall notify the other Party, in writing, not more than two hundred (200) days nor less than ninety (90) days prior to the expiration of this Contract. By mutual agreement, the parties may follow a different timeline for negotiations. Upon receipt of written request for the opening of negotiations, the Parties jointly shall notify SERB that the impasse procedures identified in the Current Agreement will be employed exclusively in place of the procedures alternately provided under ORC 4117.14 and related sections.

D. Negotiations Schedule

1. At the opening session, the Parties shall submit their initial proposals. Topical listings of items proposed for negotiations (“a laundry list”) shall constitute a clear failure of compliance with this requirement and shall be disregarded. No new item shall be submitted by either Party after the opening of negotiations, except by mutual consent.
2. Further meetings shall be held at the request of either of the Parties. Negotiation sessions shall be held at times not requiring absence from regularly scheduled assignments; however, this provision may be changed by mutual consent. Meetings shall be in Executive Session unless otherwise mutually agreed.
3. Other rules for conducting negotiations which are deemed necessary and not covered by this Article, upon mutual agreement, may be discussed and may be agreed upon at the first session.

E. Information

The Parties agree to furnish, upon written request and in a reasonable time, available information concerning the financial status of the HCSD and such other available information as will assist the Parties in the development and evaluation of proposals. Requests from the HEA shall be directed to the Superintendent, and requests from the BOE shall be directed to the HEA President. Access to available information in such form as it may exist constitutes compliance with this provision, and neither Party is obligated to develop data or information not in existence or to reword, redraft, summarize, compute, or otherwise develop data or information in other than its existing form.

F. While Negotiations Are in Progress

1. Caucus: Either team may call a caucus at any time. If either team believes that such a caucus would extend beyond thirty (30) minutes, it may request that the negotiations sessions be recessed until a later time.
2. Item Agreement: As negotiation items receive tentative agreement, they shall be reduced to writing and initialed by a representative of each Party. No item so initialed shall be considered final until agreement has been reached on the entire package.
3. Schedule of Meetings: Until all meetings are completed, each meeting shall include a decision upon an agreed time and place for a subsequent meeting.
4. Media: Statements to the media may be issued by either Party. A copy of any media release shall be furnished to the other Party at the same time and by the same method.
5. Joint Study Committees: During the course of negotiations, joint study committees may be created by mutual consent of the teams. At the time the study committee is created, its purpose and assignment shall be stated and a time set for a report of its finding to the teams at a regular session.
6. Progress Reports: Progress reports may be made to the represented bodies by either team.

G. Agreement

1. When tentative agreement is reached on all the items being negotiated, a final written copy shall be prepared for the consideration of the Parties. In the event either Party rejects the tentative agreement, at least one (1) more meeting shall be held prior to utilizing the mediation processes specified in this Article.
2. The tentative agreement shall first be submitted to the HEA membership for ratification, and all members of the HEA's team shall recommend and urge approval. If the HEA ratifies the Agreement, its President shall affix his/her signature. The BOE shall then receive written certification that the

Agreement has been accepted or rejected by a majority of the membership of the HEA voting on the issue.

3. Upon approval by the HEA, the tentative agreement shall be submitted to the BOE at its next regular or special meeting for its approval, and all of the members of the BOE's negotiation team shall recommend and urge approval.
4. Upon official adoption by the BOE, the Agreement shall be signed by the spokesperson for each Party, the HEA President and the BOE President. The resulting Agreement shall constitute the Contract of the Parties.

H. Impasse

In the event that the Parties are unable to reach agreement on all issues within the time limitations as provided in Section 2.01(C), either Party may declare the unresolved issues to be at impasse. The Parties will seek to resolve the impasse through mediation in accordance with ORC 4117.14(C)(1), by requesting that the Federal Mediation and Conciliation Service (FMCS) appoint a Federal Mediator for the purpose of assisting the Parties, except that in the event that FMCS is not available, then SERB shall provide a Mediator under ORC 4117.14(C)(2). Said mediation shall be the final step of impasse resolution.

ARTICLE III. GRIEVANCE PROCEDURE

3.01 GRIEVANCE POLICY

A grievance procedure shall be available to all MBUs, and no reprisals of any kind shall be taken against any MBUs initiating or participating in the grievance procedure.

3.02 DEFINITIONS

- A. A "grievance" is an alleged violation, misinterpretation, or misapplication of the written provisions of this Agreement.
- B. The "grievant" is an MBU or the HEA when two (2) or more MBUs have a grievance.
- C. A "party in interest" is any person who may be required to take action, or against whom action may be taken, in order to resolve a grievance.
- D. "Days" shall be calendar days exclusive of Saturdays, Sundays and days within the contract year when school is not in session.

3.03 RIGHTS OF THE GRIEVANT AND THE HEA

- A. The HEA will designate one (1) or more representatives for processing grievances in each building. The name of the designated representative(s) shall be given to the Principal of the building concerned, and to the Superintendent, within one (1) week after such designation.

- B. An aggrieved MBU, at his/her choosing, may appear on his/her own behalf, or may be represented at any or all steps of the grievance procedure by the designated representative and/or the HEA.
- C. Decisions rendered at each formal level will be made in writing on the forms hereto attached, setting forth the decision and the reasons therefore, and will be transmitted promptly to both Parties and the aggrieved MBU.
- D. No records, documents, or communication concerning a grievance will be placed in the personnel file of the MBU. Records of the grievance will be kept confidential to the degree permitted by law.
- E. All grievances shall be filed at Level One with the Administrator who has the authority to make a decision.
- F. Hearings held under this procedure shall be conducted at a time and place which will afford a fair and reasonable opportunity for all persons, including witnesses, entitled to be present to attend.
- G. The HEA, as such, shall have the right to file a grievance, if the subject matter involved concerns:
 1. An alleged violation of the Negotiated Contract as respects rights or privileges granted to the HEA, its officers, or its representatives, as such;
 2. An alleged violation of the Negotiated Contract as respects a matter affecting two (2) or more MBUs.
- H. Nothing in this Contract shall bind the HEA from exercising discretion in resolving to pursue, or not to pursue, a grievance at any level. A grievance may be withdrawn at any level with prejudice (i.e., that the grievance cannot be refiled).
- I. The Parties agree that any dispute which is the subject of a grievance is to be resolved through the grievance procedure of this Agreement. A grievance may also be put in abeyance and taken out of abeyance by the mutual agreement of both parties.

3.04 TIME LIMITS

- A. The number of days indicated at each step is considered a maximum. The time limits specified, however, may be extended by written agreement of the Parties and the MBU.
- B. If any grievance is not initiated at Level One within thirty (30) days after the grievant knew or reasonably should have known of the event or condition upon which it is based, the grievance shall be considered waived, shall no longer be deemed a grievance, and may not be processed as such. However, if a condition is recurring, the thirty (30) day time limit will be applied to the most recent occurrence.

- C. All grievances must be appealed to the next formal level within ten (10) days following the rendering of the decision at the prior level. Failure to do so shall deem the grievance settled on the basis of the disposition at the previous level. Failure at any step of these procedures to communicate the decision on a grievance within the specified time limits shall automatically entitle the grievant to proceed to the next level.

3.05 PROCEDURE

A. Level One

An MBU with a grievance should first discuss a possible grievance with his/her Immediate Supervisor or Principal, either individually or with a representative, to try to resolve it. The MBU must complete the grievance form (Appendix A) within the thirty (30) day timeline prescribed in Section 3.04(B). Within ten (10) days, the Supervisor or Principal shall issue a written decision and shall give a copy to the HEA unless the timeline has been extended pursuant to Section 3.04(A).

B. Level Two

1. In the event that the grievant is not satisfied with the disposition of the grievance at Level One, he/she may, within ten (10) days, complete Grievance Form as found in Appendix A, and, file the grievance at Level Two with the Superintendent or designee.
2. The Superintendent or designee will, within ten (10) days, conduct a hearing concerning the grievance. Participants at the hearing shall include the Superintendent or designee, Principal/Administrator, grievant, HEA representative, and any other person who may be able to give information to help resolve the grievance. Within ten (10) days from the close of the hearing, the Superintendent shall issue a written decision to the grievant and shall give a copy to the HEA, unless this timeline has been extended pursuant to Section 3.04(A).

C. Level Three

1. In the event that the grievant is not satisfied with the disposition of the grievance at Level Two, he/she may, within ten (10) days, file the grievance at Level Three.
2. The BOE/designee will, within ten (10) days, conduct a hearing concerning the grievance. Participants at the hearing shall include the BOE, Superintendent or designee, Principal/Administrator, grievant, HEA representative, and any other person who may be able to give information to help resolve the grievance. Within ten (10) days from the close of the hearing, the BOE shall issue a written decision to the grievant and shall give a copy to the HEA, unless this timeline has been extended pursuant to Section 3.04(A).

D. Level Four

1. If the grievant is not satisfied with the disposition of the grievance at Level Three, the grievant (through the HEA) may request a hearing before an arbitrator.
2. The grievant's request for arbitration shall be made within ten (10) days following rendering of the disposition of the grievance in Level Three. The grievant's request for arbitration shall be made in writing to the Superintendent. Within ten (10) days following receipt by the Superintendent of the grievant's request for arbitration, the BOE or its designee and the grievant shall mutually petition the American Arbitration Association (AAA) to provide both Parties with a list of arbitrators. The arbitrators will be selected in accordance with the Voluntary Labor Arbitration Rules of the AAA.
3. Once the arbitrator has been selected, he/she shall proceed with the arbitration on the grievance in accordance with the Voluntary Labor Arbitration Rules of the AAA. The arbitrator shall have the authority to consider only a single grievance or several grievances involving a common question of interpretation or application.
4. The arbitrator shall hold the necessary hearing promptly and issue the decision within such time as may be agreed upon. The decision shall be in writing and a copy sent to both Parties and the grievant. The decision of the arbitrator shall be binding on the three (3) Parties: the BOE, the HEA, and the grievant.
5. The arbitrator shall not have the authority to add to, subtract from, modify, change or alter any of the provisions of this Collective Bargaining Agreement, nor add to, detract from, or modify the language therein in arriving at a determination of any issue presented that is proper within the limitations expressed herein. The arbitrator shall expressly confine himself/herself to the precise issues(s) submitted to him/her, or to submit observations or declarations of opinion which are directly essential in reaching the determination.
6. The arbitrator shall in no way interfere with management prerogative involving BOE discretion, nor limit or interfere in any way with the powers, duties, and responsibilities of the BOE under its policies, applicable law, and rules/regulations having the force and effect of law. The costs for arbitration shall be shared equally by the Parties.

3.06 MISCELLANEOUS

- A. If the HEA Executive Committee decides at any level of the grievance procedure that a grievance is without merit or that an equitable answer has been given, it may withdraw its support. The grievants may seek, individually, further satisfaction through other channels.

- B. Nothing contained herein will be construed as limiting the right of any MBU having a complaint or problem to discuss the matter informally with any appropriate Administrator and having the grievance adjusted without intervention of the HEA, provided the adjustment is not inconsistent with the terms of this Contract and the HEA has been given the opportunity to be present at such adjustment and to state its views.
- C. The HEA may have a witness present at all formal steps of the grievance to represent the interests of the HEA. (See Appendix A for the Grievance Form.)
- D. The President of the HEA or the Grievance Chairperson, or designee, and the grievant, shall be given released time to attend grievance hearings at each step of the grievance procedure, if hearings are held during business hours. This time shall include travel time to and from buildings.

ARTICLE IV. HEA RIGHTS

4.01 RIGHTS GRANTED TO THE HEA

- A. The use of building facilities for MBUs, without fee, upon the submission of a request for building use in accordance with normal BOE policy.
- B. The use of BOE-owned equipment, supplies or materials, as long as it does not interfere with the instructional program or operation of HCSD. The cost for any expendable supplies will be supplied by or paid for by the HEA.
- C. The use of the inter-school mail system, e-mail, and other electronic networks in accordance with BOE Policy in the school offices to distribute HEA bulletins, newsletters, or other communications as long as it does not interfere with the instructional program or operation of the HCSD.
- D. The use of designated bulletin boards in teacher lounges or workrooms to disseminate information to MBUs.
- E. The use of the District's communication network and related equipment as long as it does not interfere with the instructional program or operation of the HCSD. Any fees or toll charges associated with such calls shall be paid to the BOE by the HEA.
- F. The President of the HEA or designee may visit schools. Upon arrival, the HEA President or designee shall notify the Principal of his/her presence in the building and the purpose of his/her visit. Visits to schools must not interfere with teaching and other duties assigned by the BOE and the ADM or with other school needs.
- G. In accordance with ORC 121.22, the BOE will provide to the HEA President an electronic copy of all BOE meeting agendas. Upon request, all financial reports which may be made available to the public will be provided to the HEA President in a timely manner.

- H. HEA spokespersons as such may address the BOE at regular BOE meetings and participate in discussions at BOE meetings as may other interested citizens. Through the Superintendent and from the President of the BOE, HEA spokespersons may, in advance, request permission to make formal presentations at BOE meetings. HEA spokespersons will, in fact, be speaking for the HEA.
- I. There shall be a bank of twenty-four (24) days per school year, no more than nine (9) of which may be used by the president and no more than nine (9) of which may be used by the president-elect (vice president) for Association business or to attend OEA/NEA/NEOEA events. All other days shall be allocated to MBUs by the HEA president to attend OEA/NEA/NEOEA events. Additional days or events recommended by the HEA president may be approved by the Superintendent. No more than eight (8) MBUs may be on Association business on any given day.

4.02 RIGHT TO FAIR SHARE FEE

- A. Fair share fee applies to current members of HEA as of May 1, 2009 and to new hires for 2009-2010 school year and thereafter, but not to current bargaining unit members who were not members of HEA as of May 1, 2009.

- B. **Payroll Deduction of Fair Share Fee**

The employer shall deduct from the pay of members of the bargaining unit who elect not to become or to remain members of the Hudson Education Association, a fair share fee for the Union's representation of such non-members during the term of this contract.

- C. **Notification of the Amount of Fair Share Fee**

Notice of the amount of the annual fair share fee, which shall not be more than 100% of the unified dues of the Union, shall be transmitted by the Union to the Treasurer of the Board on or about September 30th 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.

- D. **Schedule of Fair Share Fee Deductions**

Payroll deduction of such annual fair share fees shall commence on the first pay date which occurs on or after January 15th 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 late of:

1. Sixty (60) days employment in a bargaining unit position or
2. January 15th

E. Transmittal of Deductions

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

F. Procedure for Rebate

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.

G. Entitlement to Rebate

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.

H. Indemnification of Employer

The HEA on behalf of itself and the OEA and NEA agrees to indemnify the employer for any cost of liability incurred as a result of the implementation an enforcement of this provision provided that:

1. The employer shall give a ten (10) day written notice of any claim made or action filed against the employer by a non-member for which indemnification may be claimed;
2. The HEA shall reserve the right to designate counsel to represent and defend the employer;
3. The employer agrees to (1) give full and complete cooperation and assistance to the HEA and its counsel at all levels of the proceeding, (2) permit the HEA or its affiliates to intervene as a party if it so desires, and/or (3) to not oppose the HEA or its affiliates' application to file briefs amicus curiae in the action;
4. The employer acted 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.

ARTICLE V. TEACHER RIGHTS

5.01 PERSONNEL RECORDS

- A.** The official personnel file of each MBU shall be maintained in the administrative office of the HCSD and in accordance with Chapter 1347 of the ORC. Any person (other than supervisory personnel as identified in accordance with Article 1.01(C), or their secretaries) who desires to review the personnel records of an MBU of the certificated or support staff shall submit a written request to schedule a time for the review. All reviews by individuals shall be conducted in the office where the records are maintained and the Superintendent or designee shall be present during the review to answer any questions that may be raised regarding the records. The MBU shall be notified if the request is from an individual other than supervisory personnel.
- B.** An MBU has the right, upon written request, to review the contents of his/her personnel file and to receive copies of any documents contained therein at a cost not to exceed the actual costs of reproduction. The first copy of any document shall be provided at no cost. The MBU is entitled to be accompanied by an individual of his/her choice during such review. Written request for review of any MBU's file shall be directed to the Superintendent or designee. This right to review contents does not apply to preemployment information which predates the Privacy Act of 1974 or to documents for which the MBU previously has signed a written waiver or right to access.
- C.** A copy of any document shall be provided to the MBU at the time of the inclusion of such document in his/her personnel file.
- D.** If the MBU disputes the accuracy, relevance, timeliness or completeness of information about himself/herself maintained in the file, he/she may request that the Superintendent or designee investigate the current status of the information. The ADM shall, within a reasonable time after receiving that request, make a reasonable investigation to determine if the disputed information complies with ORC 1347.05(F) and notify the MBU of the results of the investigation and the action to be taken with respect to the disputed information. If the MBU is not satisfied with that determination, the MBU is entitled to have included in his/her personnel file a brief statement of his/her position on the disputed information and/or to include in the file a notation that the MBU protested that the information is inaccurate, irrelevant, outdated, or incomplete.
- E.** Any such statements or notations incorporated in personnel files by MBUs shall be included in any subsequent transfer, report or dissemination of the disputed information. The Superintendent retains the right to include with the statement or notation of the MBU, a statement that he/she has reasonable grounds to believe the dispute is frivolous or irrelevant and to include the reasons for such belief.
- F.** In the event an MBU wishes to add/delete information in his/her personnel file, a written request shall be submitted to the Superintendent. Additions/deletions of information will be made in accordance with Ohio Revised Code.

5.02 PROTECTION OF MBUS

- A. The BOE shall make reasonable efforts to provide MBUs with a safe and healthy workplace and shall maintain its facilities in accordance with all Local, State, and Federal laws governing the health and safety of workers.
- B. As set forth in the Ohio Department of Education's Policy on Positive Behavior Interventions and Support, and Restraints and Seclusions which was adopted on January 15, 2013, every effort will be made to prevent the need for the use of restraint and seclusion of students. Restraint or seclusion shall not occur except when there is an immediate risk of physical harm to the student or others, and shall occur only in a manner that protects the safety of all children and adults at school.
 - 1. The District will provide all staff members with basic training about conflict de-escalation procedures, the dangers of restraint and seclusion, and procedures for contacting fully trained and certified staff when behavioral crises occur. This training will be recurrent and will be provided to new staff during orientation.
 - 2. An adequate number of personnel in each building will be trained in crisis management, including de-escalation techniques and the use of physical restraint and seclusion procedures and a list of the school's personnel who have been trained through the crisis intervention program will be circulated to the staff. Whenever possible, these trained staff members will be called upon to administer physical restraint in situations where a student's behavior poses a threat of immediate, serious, physical harm to self and/or others.
- C. Notwithstanding B, above, nothing precludes any teacher from using reasonable force to protect students, other persons, or themselves from assault or immediate risk of serious, physical harm. The MBU shall immediately report all such instances, as well as any cases of assault on himself/herself in connection with his/her employment, to his/her Principal or Immediate Supervisor, in writing, giving in detail the circumstances thereof.

5.03 PROFESSIONAL MEETINGS AND CONFERENCES

MBUs wishing to attend any professional conference, meeting, or convention shall file a written request to the Superintendent or designee through the Building Principal. After the Building Principal has reviewed and made a recommendation regarding the request, he/she will forward it to the Superintendent who, at his/her discretion, may grant such request with full deduction of pay or with no deduction. MBUs sent to such conferences as representatives of the BOE shall have no deductions in pay. The Superintendent or designee will evaluate requests for reimbursement, if any, for each approved trip.

5.04 ADMISSION TO SCHOOL ACTIVITIES

- A. Two (2) complimentary nontransferable admissions for dramas, musicals, and sporting events may be obtained from the appropriate director. These free passes are good for one date only, and a pass must be obtained for each event.
- B. Such passes are not available and will not be issued for benefit-type functions designed to raise funds for school-related and charitable activities.
- C. MBUs who accept such passes may be called upon to help maintain student discipline at the event.

5.05 RIGHT TO HEA REPRESENTATION

An MBU has the right to HEA representation at any meeting with an Administrator.

5.06 COMPLAINTS

- A. If an administrator receives a complaint about a teacher, the administrator shall advise the complainant to discuss the matter with the teacher and give the teacher the opportunity to correct any possible error or misunderstanding. Either the teacher or the complainant may request the administrator be present. If the complainant refuses to discuss the matter with the teacher, then the administrator may set up a meeting involving the complainant and/or the teacher as well as the administrator to attempt to resolve the issue. If the complainant refuses to give his/her name or refuses to attend the aforementioned meeting, then the complaint will not be placed in the bargaining unit member's official personnel file. Nor will disciplinary action be taken based on an anonymous complaint that has not been substantiated through an investigation.
- B. Any complaint shall be brought to the teacher's attention if it is of major importance, or which may become part of the personnel file. An anonymous complaint may lead to an investigation, but the anonymous complaint cannot become part of the official personnel file. If a complaint becomes a part of the official personnel file of the teacher, the teacher shall have the opportunity to rebut the complaint in writing.

5.07 PUBLIC RECORDS

MBUs will be notified when public records requests are made of e-mails, grade distribution or any other document created by the MBU or which the MBU has authored. The MBU has the right to receive the public record in the same manner that it is dispersed to the public. There will be no cost to the MBU for receiving such record.

5.08 FINGERPRINTING FOR LICENSE RENEWAL

Fingerprinting for renewal of license to be done on site and paid for by the Board.

ARTICLE VI. LEAVES

6.01 ASSAULT LEAVE

- A.** The BOE will provide up to a maximum of twenty (20) school days Assault Leave to an MBU who is absent due to a physical or mental disability resulting from an assault by a person(s) which occurs in the course of an MBU's BOE employment. The MBU will be maintained on full-pay status during the period of such absence (up to a maximum of twenty (20) school days) under the following provisions:
1. The MBU who has been assaulted must furnish a written, signed statement on forms provided by the BOE to justify use of Assault Leave. (See Appendix B).
 2. Should assault leave extend beyond three (3) days, medical attention is required, and a certificate from a licensed physician stating the nature of the disability and its duration, shall be provided before Assault Leave can be approved for payment.
- B.** Falsification of either a written, signed statement or a physician's certificate may be grounds for suspension or termination of employment under ORC 3319.16.
- C.** Assault Leaves granted under these regulations shall not be charged under Sick Leave earned or earnable under ORC 3319.141, or leave granted under regulations adopted by the BOE pursuant to ORC 3319.08.
- D.** If the MBU is physically disabled by the assault for longer than twenty (20) school days, the Superintendent may approve an extension of Assault Leave and require a second medical opinion to substantiate such leave extension, unless the BOE at its discretion wishes to extend such leave.
- E.** If an MBU's absence resulting from assault is covered by Workers' Compensation, the BOE shall provide the additional compensation that will provide said MBU with the same income he/she was receiving at the time of his/her assault. In the event a delayed award by Workers' Compensation results in a total combined payment to the MBU which results in an amount equal to or more than the MBU's normal per diem rate, the excess payment will be returned to the BOE. The MBU shall be required to file a police report, unless the parties mutually agree to waive this requirement.
- F.** Any exception beyond the above must be recommended by the Superintendent and approved by the BOE.

6.02 EXTENDED ILLNESS AND/OR DISABILITY LEAVE

- A.** An MBU who is granted a leave of absence for extended illness and/or disability shall receive any and all insurance fringe benefits to which he/she would otherwise be entitled as an employee of the BOE for a period of six (6) months

from the initial date of absence. This six (6) month period where fringe benefits are given shall run concurrently with FMLA leave and the first twelve (12) weeks of extended illness and/or disability leave shall also be considered leave under FMLA.

- B. It is recognized that an MBU has a right under Federal law to continue fringe benefit coverage at the MBU's expense for a time specified by law. This period shall run from the initial date of absence. After the FMLA period described above, the MBU shall be entitled to all rights under the law to continued coverage at his/her expense.
- C. Such coverage shall cease if and when the MBU receives disability retirement payments from the State Teachers' Retirement System (STRS).

6.03 **MILITARY LEAVE**

A. **Rights**

MBUs are entitled to all rights provided under the ORC and the Uniform Services Employment and Reemployment Rights Act.

B. **Compensation**

1. An MBU who is a member of the Ohio National Guard, Ohio Naval Militia, or Military Reserve shall be granted a paid leave of absence for up to thirty-one (31) days during each contract year. This leave will be granted only in the event that the MBU is called into active service.
2. An MBU called into active service for a period in excess of thirty-one (31) days shall be paid the difference between his or her military pay and regular salary that would have been earned for service in the HCSD. This pay will continue for a period of up to five (5) years.

C. **Reinstatement**

1. An MBU returning from military leave of three (3) years or less shall be reinstated to the same classification and position held prior to the leave.
2. An MBU returning from military leave greater than three (3) years shall be reinstated to the same classification, but may be assigned to a different position.
3. For purposes of seniority and placement on the salary schedule, up to five (5) years of absence due to military leave shall be counted as though the MBU's service had been performed at the HCSD.

6.04 PARENTAL LEAVE OF ABSENCE

A. CONDITIONS

An MBU who is about to become the parent of a newborn, or who is the parent of an infant under one (1) year of age, or who is an adoptive or foster care parent may request and be granted a Parental Leave of Absence without pay or benefits upon compliance with the conditions set forth below.

1. The Parental Leave of Absence shall be for up to the balance of the school year (in accordance with Section 4 below) in which delivery is expected or de facto custody of a child being adopted is received (or prior to receiving such custody if necessary to fulfill the requirements for adoption), except that an extension of one (1) school year shall be granted if delivery or custody is expected after March 1 and such extension is requested by the MBU no later than April 15 preceding the year for which such extended leave is requested.
2. Prior to the thirtieth (30th) day in advance of the beginning of the requested date of the Parental Leave, the MBU shall file a written leave of absence request with the Superintendent. This request shall include:
 - a. A statement regarding the expected date of delivery; or, in the case of adoption, the expected date of receipt of custody;
 - b. Date on which leave is requested to begin; and
 - c. Anticipated date of return to service.
3. Parental Leave may be extended by the BOE for one (1) additional school year, upon the request of the MBU to the Superintendent, made not later than the April 15 preceding the year for which such extended leave is requested.
4. Subsequent to receipt of custody of the infant or end of pregnancy, application for reinstatement may be made by the MBU at any time during the school year and the MBU may be reinstated no later than the beginning of the next succeeding school year or earlier by mutual agreement.
5. Upon return from an approved Parental Leave, the MBU shall be entitled to reinstatement in a similar position, if such position is available, with the same contractual status the MBU held prior to the leave. If, however, a similar position is not available, the MBU will be assigned to any other position for which the MBU is certified.
6. Parental Leave shall not interrupt the MBU's continuous employment status as it applies to seniority. Advancement on the salary schedule in the year following the Parental Leave shall occur if the MBU worked one hundred twenty (120) or more days during the year of the leave.
7. A Parental Leave shall not exempt an MBU from decisions regarding contractual renewals relating to MBU's appraisal and/or staff reduction.

8. Where the group insurance policy permits, an MBU on Parental Leave may continue to participate in such benefits by advance payment, on a monthly basis, of the total premiums for such benefits.
9. Because an MBU is on Parental Leave, he/she will not be denied the opportunity to be considered for substitute duty in the schools.

Note: See Section 6.10

6.05 PERSONAL LEAVE

- A. Personal Leave is designed to permit MBUs to be absent from duties to take care of personal matters that cannot be reasonably handled in any other way or at any other time.
- B. Personal Leave may not be used on the following days, except in unusual circumstances with prior approval of the Superintendent or designee:
 1. On the day before or the day after a holiday or vacation;
 2. To extend a trip;
 3. On the first or last day of school; or
 4. Parent/Teacher conference days.
- C. Personal leave may not be used for any leave purpose which is exclusively governed by another provision of this Agreement nor may it be used for leisure, recreational purposes, to interview for another job, or to work at another job, including self-employment.
- D. A two (2) day written notice shall be required prior to the use of any Personal Leave by any member of the bargaining unit except in emergency situations. A maximum of five percent (5%) of the bargaining unit may be on personal leave at the same time which shall be administered on a first-come, first-served basis.
- E. The following conditions govern the use of Personal Leave:
 1. Except as provided in E(3) below, Personal Leave shall not exceed two (2) days in any service year.
 2. Absence on approved Personal Leave shall not be charged against Sick Leave.
 3. A maximum of one (1) day of unused Personal Leave in a school year may be added to the immediate next school year. Any additional unused days in a school year shall be added to the MBU's accumulated sick leave.
- F. **Personal Leave Procedures**
 1. Certificated personnel requesting Personal Leave shall use the approved online process.

2. MBUs are not required to state a reason for the use of such leave. However, requests for Personal Leave may not be for a prohibited purpose as described in section C and may not be one of the days restricted in Section B (unless granted by the superintendent or designee as indicated in section G).
- G. The Superintendent or designee may grant additional personal leave either paid or unpaid to the MBU at his/her discretion.

6.06 SABBATICAL LEAVE

A. Definition

“Sabbatical Leave” is defined as a leave of absence granted by the BOE to an MBU for a period not to exceed one (1) school year to permit the MBU to engage in professional activities which will be mutually beneficial to the MBU and the HCSD. At the discretion of the BOE, Sabbatical Leave will be granted for the purpose of strengthening or improving the instructional program of the HCSD. If approved by the BOE, such leave shall be with partial pay equal to the difference between the salary he/she would have earned (exclusive of extracurricular, extended time or Department Head compensation) and the salary paid to the MBU employed as a replacement, plus insurance coverages in accordance with this Agreement. Retirement deductions will be computed on the full base salary, while other applicable deductions will be made in accordance with the normal procedure.

B. Eligibility

Eligibility for leave shall be considered in accordance with the following:

1. An MBU may be considered for leave after six (6) years of service in the HCSD.
2. The number of MBUs on Sabbatical Leave in any one (1) school year will be limited to one (1) from each building; however, that number may vary at the discretion of the BOE.
3. The MBU must have displayed superior instructional competence and a strong curriculum orientation. Additionally, he/she must have displayed recognized leadership in instructional and curriculum areas.
4. Not later than March 1, an MBU requesting such leave shall submit to the Superintendent a written request along with a plan for professional growth. The BOE will provide a written response to the MBU within sixty (60) calendar days of the date of submission.
5. The MBU must sign an agreement to return to service in the HCSD for two (2) consecutive years following his/her return from Sabbatical Leave, unless causes beyond the control of the MBU prevent such a return to service. At the conclusion of the leave, the MBU must present written evidence that the plan of professional growth previously submitted was followed and completed.

6. If service of the MBU returning from Sabbatical Leave is terminated by the MBU before the end of two (2) years following such return, a salary refund to the BOE must be made proportional to the amount of service not actually rendered. This refund will include amounts paid by the BOE for retirement, insurance, and other fringe benefits. Such refunds will be deducted from the MBU's pay in accordance with a schedule established by the Treasurer.
7. Sabbatical Leave for less than a full school year will be considered by the BOE only if a satisfactory replacement can be obtained.
8. An MBU returning from Sabbatical Leave will not forfeit retirement or experience credit. Upon return from Sabbatical Leave, he/she will assume his/her proper position on the current salary schedule, plus any additional hours earned, and will return to the same position or one similar to his/her prior assignment. If the same or similar position is not available, he/she will be assigned to another position for which he/she is certified.

6.07 SICK LEAVE

- A. All MBUs are, by law, granted fifteen (15) days Sick Leave per year, accumulated at a rate of one and one-fourth (1-1/4) days per month or proportional in accordance to the work assignment of the MBU. The accumulation of Sick Leave shall be unlimited. Deduction for sickness in excess of accumulated Sick Leave and deduction for unexcused absence will be made from the pay period following the absence. Sick leave accumulation for ISGITs shall be calculated on the basis of the ISGIT's daily assignment.
- B. Sick Leave may be used for any absence of the MBU due to personal illness, injury, exposure to contagious disease which could be communicated to others, disability due to pregnancy, and for absence due to illness, injury, or death in the MBU's immediate family. (ORC 3319.141)
- C. An MBU may use accrued sick leave immediately following childbirth. Absent medical verification of the need for a longer leave, the use of sick leave following childbirth will not exceed six weeks from the date of delivery for routine delivery and eight weeks from the date of delivery for a Cesarean delivery.
- D. For the care of a spouse/partner/baby following the birth of a baby, an MBU may use up to ten days of accrued sick leave within the two weeks following the date of delivery. If an MBU requires more than ten days, he/she must provide medical verification of the need for a longer leave.
- E. For purposes of this Agreement, "immediate family" includes parent, grandparent, son, daughter, brother, sister, or in-law bearing any of these relationships, spouse or any individual who is a member of the MBU's immediate household.
- F. Deductions from the Sick Leave credit of an MBU for applicable absences shall be in full days, half days, or a proportionate portion of a day, in accordance with the work assignment of the MBU.

- G. The BOE will advance Sick Leave to MBUs who have not yet earned or have exhausted Sick Leave. The amount of Sick Leave advanced shall be equal to, but shall not exceed the amount the MBU would earn during the remainder of the school year in which it is granted. This advance must be exhausted before an MBU can access the sick leave bank.

6.08 SICK LEAVE BANK

A. Statement of Purpose

The purpose of the Sick Leave Bank is to provide Sick Leave to contributors to the Sick Leave Bank in cases of incapacitating personal illness or in cases of illness of spouse or child after the MBU's accumulated Sick Leave has been exhausted.

- B. The Sick Leave Bank will be administered by the Sick Leave Bank Committee along with the Superintendent or designee. The Sick Leave Bank Committee shall be a committee of five (5) persons, two (2) appointed by the Superintendent and three (3) appointed by the HEA President.

C. Membership Eligibility

All MBUs are eligible to contribute to the Sick Leave Bank.

D. Eligibility for Drawing Leave

In order to use the Sick Leave Bank, an MBU must have used all of his/her accumulated sick days. Contributors will then be permitted to apply for Sick Leave from the Sick Leave Bank for reasons as stated in Section 6.07(B).

- E. MBUs may elect to contribute one-half ($\frac{1}{2}$) day from their accumulated Sick Leave to become eligible for benefits. The eligibility period will last for the duration of the Agreement or until all days have been depleted, whichever comes first.
- F. MBUs employed on or before the beginning of this Agreement may elect to enroll in the Sick Leave Bank within thirty (30) days of the ratification of this Agreement. For the duration of this Agreement, newly employed MBUs will contribute one-half ($\frac{1}{2}$) day to the Sick Leave Bank and will be automatically enrolled in the Sick Leave Bank by October 15 in the year in which they are employed for the duration of the term of this Negotiated Agreement, or until a re-enrollment period is required under 6.08(G).
- G. If the balance in the Sick Leave Bank reaches zero (0), a re-enrollment period of fifteen (15) calendar days will automatically occur.

H. Procedures to Draw Upon the Bank

An application obtained from the Sick Leave Bank Committee for an allotment from the Sick Leave Bank will be accepted. (See Appendix C for the Sick Leave

Bank Application Form.) A doctor's statement is required with the application in order for the request to be considered.

- I. Once qualified to receive an allotment from the Sick Leave Bank, the maximum number of days an MBU may receive from the Sick Leave Bank shall not exceed thirty (30) days during an eligibility period. Allotments from the Sick Leave Bank shall commence when all sick leave, including advanced sick leave, is exhausted.
- J. The Sick Leave Bank Committee shall review and approve or deny all applications to the Sick Leave Bank. Decisions of the Committee are final.
- K. The Chairperson of the Sick Leave Bank Committee shall be responsible for reporting data concerning the Sick Leave Bank to the Treasurer of the HCSD.
- L. The Sick Leave Bank Committee shall review the operation of the Sick Leave Bank annually, and make recommendations, if necessary, for modifications of the plan to the Parties.

6.09 JURY DUTY LEAVE

The MBU will be excused for jury duty. These days will not be charged to the MBU in any form.

6.10 FAMILY AND MEDICAL LEAVE

The Board shall comply with current law on Family and Medical Leave.

6.11 WITNESS LEAVE

The MBU will be excused when required to appear in court or official government hearing in response to a subpoena or direction of proper authority for HCSD-related business. Such time will not be charged to the MBU in any form.

6.12 BEREAVEMENT LEAVE

Accrued sick leave may be used for any absence of the MBU due to death in the MBU's immediate family (parent, grandparent, son, daughter, brother, sister, or in-law bearing any of these relationships, spouse or any individual who is a member of the MBU's immediate household). Accrued personal leave may be used due to death in the MBU's immediate family where the MBU does not have sick leave available, and for any deaths outside of the MBU's immediate family.

6.13 ADOPTION LEAVE

An MBU is eligible to use a maximum of thirty (30) work days of accrued sick leave and/or personal leave upon adoption of a non-school age child (or a maximum of ten (10) work days for a school age child). Up to ten (10) days of accrued leave may be used prior to the receipt of custody of the child for "process" related obligations; however, accrued personal leave must first be used for process related leave prior to use of accrued sick

leave. Adoption leave must be concluded no later than six weeks after the date custody is received. If both adoptive parents are Board employees, either or both may use accrued sick/personal leave under this provision with the understanding that the combined sick leave taken by both will not exceed thirty (30) days for non-school age children or ten (10) days for school age children.

ARTICLE VII. CONDITIONS OF EMPLOYMENT

7.01 MBUS' CONTRACT YEAR

- A. The MBUs' contract year shall be one hundred eighty-five (185) days which will consist of the following:
 - 1. 180.5 instructional days for students;
 - 2. Two (2) Records Days, one at the end of each semester;
 - 3. Two (2) days prior to the opening of school for students; one (1) preparation day and one (1) Inservice Day planned jointly by the HEA and the ADM; and
 - 4. One-half (1/2) records day at the end of the first grading period.
- B. MBUs will be provided up to five (5) hours for scheduled professional activities on North Eastern Ohio Education Association (NEOEA) Day and up to five (5) hours on President's Day. The professional activities may include professional development/training, record keeping, exploration of new programs, collaboration time with colleagues, data analysis, and technology training. The professional activities will be planned collaboratively with the administration and HEA. Attendance is voluntary and will be compensated at the summer school/curriculum development rate per Section 13.05.
- C. In addition to the above scheduled days, prior to the opening of school, newly employed MBUs shall attend orientation meetings or conferences developed by the ADM.
- D. The contract work year for ISGITs shall be one hundred eighty-five (185) days.

7.02 LENGTH OF MBUS' DAY

- A. MBUs shall arrive in sufficient time to perform their duties prior to the student day and remain after school to oversee the orderly dismissal of students, and conduct scheduled student or parent conferences.
- B. The MBUs' schedules and salaries anticipate that MBUs will arrive before or remain after the instructional day to attend faculty or other professional meetings that had been planned prior to that particular student day.
- C. Beginning with the 2010-2011 school year, the length of the elementary student day shall be increased from 6.50 hours to 6.75 hours. The additional fifteen (15) minutes will be used to extend student lunch times. The length of the middle school student day shall be 7.0 hours and the length of the high school student day shall be 7.0 hours.

- D. Every MBU shall be provided a thirty (30) minute, duty-free, uninterrupted lunch.
- E. Annually, no later than May 1, each ISGIT will be notified of his/her assignment and work schedule for the next school year. This written notification will contain the following data:
 - 1. Salary notice, including the number of workdays for the next school year and work assignment calendar, student contact days and hours per day, preparation time, parent/teacher conference days, records days, professional development/in-service days, and open house, if any is scheduled for the ISGIT.
 - 2. The assignment as prescribed above shall remain in place through October. During October, the daily work schedule of all ISGITs may be adjusted with more or less hours, based upon the needs of the District.

7.03 MEETINGS

- A. Administrators will endeavor to schedule only such items for inclusion in the Building Meeting Agenda as cannot be presented in another manner (memo, individual conference, etc.). Use of technology is encouraged to reduce the number of meetings with MBUs.
- B. Announcements concerning HEA activities may be made by HEA representatives at staff meetings.
- C. When a meeting/conference is scheduled, it is the expectation that a MBU will be provided oral or written notice of the date, location, purpose and estimated length of the meeting/conference.

7.04 CALENDAR

The responsibility for the construction of the school calendar rests with the BOE. Such calendar will be reviewed annually and input will be accepted from the HEA. Recommendations shall be made in writing to the Superintendent by January 15 of each school year for the following year calendar. Any changes which must be made to the school calendar after it has been established will be discussed with the President of the HEA prior to the BOE making said changes.

7.05 PREPARATION/CONFERENCE TIME

- A. MBUs assigned to Grades PreK through Grade 5 shall have an average minimum of two hundred (200) minutes per week of preparation and conference time during the student day. Reasonable effort will be made to equitably distribute assigned preparation and conference time throughout the week.
- B. MBUs assigned to Grades 6-8 will have a minimum of five (5) periods or two hundred (200) minutes per week preparation and conference time, whichever is greater. Should the Sixth Grade in the future become part of an elementary building, preparation time for the Sixth Grade will conform to the schedule established above for Grades PreK through Grade 5.

- C. MBUs assigned to Grades 9-12 shall have preparation and conference time as follows:
 1. On non-block days, the MBU will be assigned one full period for preparation and conference time.
 2. On block days, the MBU will be assigned a duty for the equivalent of a maximum of half of the duty period. The other half of the duty period will be used for preparation and conference. The MBU's duty period will occur on one block day and the preparation and conference period will occur on the other block day each week (unless the MBU approves of them both being on the same day).
- D. Preparation and conference time shall be scheduled in blocks of not less than twenty-five (25) minutes.
- E. Special subject MBUs PreK through Grade 5 shall have no more than one (1) twenty-five (25) minute block of preparation and conference time per week scheduled outside the student day.
- F. Conferences between the MBU and the Administrator will be scheduled cooperatively.
- G. All other conferences will be scheduled at the discretion of the MBU. MBUs will make every effort to cooperatively schedule conferences with parents.
- H. See Section 13.16 for preparation and conference time for ISGITs.

7.06 TRAVEL TIME/TRAVELING MBU

A traveling MBU shall have a minimum of twenty (20) minutes between ending a class at one school and beginning a class at another school. Exceptions to this provision shall occur only when both Parties agree. Every effort shall be made to insure adequate preparation and set-up time between classes.

7.07 CLASS SIZE

The Board of Education recognizes the importance of small classes and will make reasonable attempts to achieve class size of 1:24 teacher-pupil ratio at all levels if space and financial conditions permit. The Board recognizes the responsibilities associated with special needs students and will be sensitive in their placement of these students in regular classrooms based on an evaluation of the students' needs and corresponding instructional modifications and accommodations. The Board recognizes that when assigning special needs students there will be consideration given regarding enrollment numbers and student needs.

7.08 RELIEF HELP

- A. No teachers shall be assigned lunch time supervision or noon playground duty.

- B. Twenty (20) minutes after the final dismissal bell at each elementary building, all remaining bus riders will be gathered in one location. One (1) teacher will supervise these late riders, if needed, and see them safely on the bus. The Board will pay Fifteen Dollars (\$15.00) per duty and the staff in each building will develop the plan for implementation in the building during the third week of school. Accurate records will be maintained by the teacher in charge. To insure student safety, the Principal may direct additional staff members to assist if the Principal (ADM) or designee deems the situation to be unsafe.

7.09 ROOM EQUIPMENT

A desk, chair, and a filing cabinet will be provided for each MBU at a location that is readily accessible.

7.10 SUBSTITUTE TEACHERS

- A. Substitute teachers will be provided for all MBUs who are absent from school, including the special areas of Music, Art, Physical Education and Library, provided qualified substitute teachers are available. In cases mutually agreed upon by the Superintendent, Principal, and the MBU involved, other arrangements may be made to cover MBU absence.
- B. No MBU is obligated to substitute for another MBU and is not required to obtain a substitute.

7.11 CRIMINAL RECORDS CHECK LAW

The HCSD adheres to the Criminal Records Check Law as outlined in the ORC 3319.39. In the event that an MBU is tentatively approved by the BOE while the criminal records check is pending, and the results of the investigation are returned indicating a disqualifying crime, the Parties agree to terminate said MBU immediately.

7.12 PROFESSIONAL LEARNING COMMUNITIES

Time will be included in the MBU (teachers') work day that will provide for collaboration, monitoring of data and other activities focused on improvement in student performance. Professional Learning Community ("PLC") time may be used for professional development or training with approval of the Building Principal. One (1) PLC meeting per month will be dedicated to analysis of student data (individually or collectively in small group). The MBUs will share with the PLC a summary of the data analyzed, observations regarding the data, and impact on instruction.

ARTICLE VIII. CONTRACTS

MBUs will be given a contract executed by the Treasurer of the BOE, or a salary statement executed by the Treasurer. Such contract salary statement shall specify the job title, contract period, and the dollar amount to be paid.

8.01 LIMITED CONTRACTS

Each new full-time MBU will be issued a one-year contract. Subsequent one-year contracts may be issued to each reemployed MBU during a three-year probationary period. Following three (3) successive one-year contracts, a reemployed MBU may be issued a two-year contract which may be followed by successive three-year contracts until such time as that MBU becomes qualified for a continuing contract.

8.02 CONTINUING CONTRACTS

- A. The issuance of continuing contracts will be governed by the provisions of ORC 3319.11 except as modified by this section.
- B. An MBU who may become eligible for continuing contract status shall forward a letter to the Superintendent prior to September 30 of the school year in which continuing contract consideration is being requested before a continuing contract may be granted. Failure to comply with the September 30 requirement shall defer continuing contract status consideration until April of the school year in which the September 30 notice requirement has been met by the MBU. The MBU who has forwarded the letter can waive the right to be considered for a continuing contract by withdrawing the letter, deferring consideration for a subsequent year by resubmitting the letter in accordance with this paragraph.
- C. In the event the Superintendent believes an extended limited teaching contract [not to exceed two (2) years] is warranted for a bargaining unit member who is otherwise eligible for a continuing contract, the member will receive written notice at least five (5) working days prior to any Board action and an improvement plan will be developed in accordance with Article XI addressing the reasons for the recommendation. The Board must act on an extended limited contract with written notice given to the member on or before June 1. The parties agree the Board may bypass the procedures under Section 3319.11(I) of the Ohio Revised Code and issue an extended limited teaching contract upon the Superintendent's recommendation without first entertaining a recommendation for a continuing contract. Upon subsequent reemployment of the member after the expiration of the extended limited contract, only a continuing contract may be entered into. If the Board does not give the member written notice of its affirmative action on the extended limited contract on or before June 1, the member is deemed reemployed under a continuing contract at the same salary plus any increment provided by the salary schedule. The member is presumed to have accepted employment under the continuing contract unless the member notified the Board in writing to the contrary on or before June 1, and a continuing contract shall be executed accordingly.

8.03 SUPPLEMENTAL CONTRACTS

- A. Supplemental contracts shall be one (1) year contracts. Certified and qualified MBUs will be given first consideration to fill supplemental positions. First consideration shall be defined as the right to an interview but no applicant shall be entitled to a position merely due to his/her employment status.

- B. All supplemental limited contracts including regular supplemental and extended time contracts shall automatically expire at the end of the activity or by April 30 of each school year, whichever is later. The procedural due process and evaluations requirements contained in ORC 3319.11 shall not apply to supplemental or extended time contracts.

8.04 NONRENEWAL/TERMINATION

A. Nonrenewal

1. Nonrenewal of limited teaching contracts for all teachers in the HCSD shall be in accordance with ORC 3319.11 and as otherwise set forth in this Section 8.04 A.
2. In order to nonrenew a limited teaching contract for poor performance, the MBU must have been placed on a performance improvement plan (Appendix E) consistent with Article XI.
3. The MBU's procedural and appeal rights are governed by ORC 3319.11 and are not subject to the grievance process.

B. Termination

The contract of an MBU may not be terminated by the BOE except for good and just cause as prescribed by ORC 3319.16 and 3319.161. MBU's procedural and appeal rights are governed by the Ohio Revised Code and termination is not subject to the grievance process.

8.05 DISCIPLINARY ACTION

Discipline shall normally be progressive. At any stage in the procedure outlined herein, an MBU may request to have a representative of his/her own choosing at his/her own expense assist and/or represent the MBU.

- A. When an act of omission, or violation of BOE Policy, or violation of the law on the part of an MBU which could result in disciplinary action is thought to have occurred, the building principal shall investigate the facts and circumstances informally and discuss the incident(s) with the MBU. Minor first time infractions should normally be resolved through informal discussions, which may include an oral or written warning or reprimand by the Building Principal.
- B. More serious infractions or repetitious incidents shall be reported to the Superintendent or designee through the MBU's supervisory channel. The Superintendent or designee shall investigate the facts and circumstances informally and may refer the matter back to the Building Principal for resolution, impose discipline as outlined below or refer the matter to the Superintendent or designee or BOE for resolution.
- C. If, in the judgment of the Superintendent or designee, the matter is referred to him/her, an act of omission or violation of BOE Policy or violation of the law has

occurred which warrants disciplinary action, he/she may discipline the MBU by oral or written reprimand and/or suspension without pay for a period not to exceed three (3) working days. Suspension for any period may only be imposed after an informal hearing at which the MBU and/or his/her representative shall have been afforded the opportunity to be heard, to call witnesses, or to question witnesses concerning the incident or matter being investigated. The MBU shall be notified of the time and place of any such informal hearing three (3) calendar days in advance.

- D. Any suspension imposed shall be referred automatically to the BOE at its next regular or a special meeting for review and confirmation. The BOE may confirm, reduce, or vacate the suspension.
- E. During any hearing conducted before the BOE, the MBU shall have the right to be represented by an individual of his/her choice at no cost to the BOE, to present evidence and/or witnesses, to question witnesses, and to make a sworn or unsworn statement to the BOE. The BOE shall cause a transcript of the hearing to be made at BOE expense if demotion or discharge has been recommended. An MBU may request a copy of the transcript at a cost not to exceed the cost of reproduction.
- F. Final action on any discipline, suspension or dismissal by the BOE shall be taken by BOE resolution in open session. A copy of the resolution shall be provided to the MBU by certified mail.

8.06 EXTRACURRICULAR ADVISORY COMMITTEE (EAC)

- A. The EAC shall meet when new positions are created to establish the specific percentage of BA-0 base salary for the position.
- B. The Extracurricular Advisory Committee (EAC) shall consist of four (4) members, two (2) of whom shall be HEA members appointed by the HEA, and two (2) appointed by the BOE. The Athletic Director shall serve as an ex officio member and participate in discussions relating to Athletic Coaches.

8.07 SUPPLEMENTALS REVIEW COMMITTEE

- A. Supplemental programs and compensation as defined in 13.08 and 13.13 will be reviewed according to the schedule below:
 - 1. Academics (during bargaining for the Negotiated Agreement beginning July 1, 2014)
 - 2. Athletics (during 2014-2015 school year)
 - 3. Fine Arts (during 2015-2016 school year)
 - 4. Clubs/Activities (during 2016-2017 school year)
- B. The following parameters will be in place for each review:
 - 1. Academics will be reviewed during bargaining and the results will be included in this Negotiated Agreement.

2. The Athletics, Fine Arts and Clubs/Activities review committees will be created by the Superintendent/Designee and HEA President and approved by the Leadership Team.
3. The Athletic, Fine Arts and Clubs/Activities review committee will receive a charge, timeline and parameters as recommended by the Superintendent/Designee and approved by the Leadership Team.
4. The recommendations of each review committee will be forwarded to the bargaining teams to finalize a Memorandum of Understanding (MOU).
5. The HEA and BOE must ratify each MOU.
6. Upon ratification, each MOU becomes part of this Negotiated Agreement.

ARTICLE IX. VACANCIES AND TRANSFERS

9.01 POSTING OF VACANCIES

- A. Notice of any instructional (including summer school) or administrative vacancies within the certificated staff of the HCSD shall be posted by the Superintendent's office on all faculty bulletin boards and on the network for five (5) days prior to the completion of interviews for such positions. A copy of these notices shall also be sent to the HEA President. All qualified MBUs who apply in writing for an MBU-posted position will be interviewed.
- B. For vacancies which arise during the summer months, notices will be posted on the school district website and e-mailed to all MBUs at their school district e-mail address at least five (5) days prior to the completion of interviews.

9.02 VOLUNTARY TRANSFER

- A. An MBU wishing to transfer from one building to another within the HCSD or from one subject area to another, may make a request to this effect as follows:
 1. The MBU wishing to transfer shall file a request, in writing, with the Building Principal not later than April 1. The Building Principal shall forward this request to the Superintendent or designee.
 2. As soon as practicable, but not later than July 10, the Superintendent or designee shall notify the MBU requesting the transfer and the Principal of the building where the MBU is currently assigned as to the disposition of the request. In acting on requests for transfer, the following criteria will be considered:
 - a. Individual qualifications;
 - b. Instructional requirements;
 - c. Staff availability and experience mix.

3. In cases where more than one (1) MBU has requested transfer to the same position and the criteria indicated in a, b, and c, above, are considered by the Superintendent/Designee to be equal, the preference in assignment or transfer shall be given to the MBU with the greatest number of years of service in the HCSD.

9.03 INVOLUNTARY TRANSFER

- A. Notice of an involuntary transfer or reassignment will be given to MBUs as soon as practicable and, except in cases of emergency, not later than July 10.
- B. Upon notification of an involuntary transfer of an MBU, a meeting will be held with the MBU and the ADM regarding the transfer. The MBU reserves the right to waive the meeting.

9.04 ASSIGNMENT

The Superintendent reserves the right to make all assignments, including transfers, whether initiated by the MBU or the ADM, with the best interests of the students as the prime criterion.

ARTICLE X – INSURANCE PROVISIONS

10.01 FULL-TIME/PART-TIME STATUS DEFINED

For purposes of this Article only, the term “full-time” shall mean MBUs on full salary for the MBU’s class and step. “Part-time” MBUs are those whose assignment is expressed as a percentage of full-time. Those MBUs whose assignment is less than .5 time do not receive the insurance benefits outlined in this Article. Those whose part-time assignment is .5 time or greater receive benefits as outlined below.

10.02 LIFE INSURANCE

All full-time MBUs will be provided with a minimum of Twenty Thousand Dollars (\$20,000) of Convertible Term Life Insurance with Accidental Death and Dismemberment benefits, or an amount equal to each full-time MBU’s annual base salary expressed to the nearest One Thousand Dollars (\$1,000), whichever is greater. Part-time MBUs will be provided with either a minimum of Ten Thousand Dollars (\$10,000) of Convertible Term Life Insurance, including Accidental Death and Dismemberment benefits, or an amount equal to each part-time MBU’s annual base salary expressed to the nearest One Thousand Dollars (\$1,000), whichever is greater. Premiums for such life insurance coverages will be paid by the BOE. The BOE shall allow individual MBUs to purchase additional amounts of coverage through payroll deduction, provided the number of MBUs electing to take advantage of this opportunity is adequate to meet the requirements of the insuring company and such coverage is available through the insurance carrier providing the foregoing coverage.

10.03 HOSPITALIZATION INSURANCE

- A.** The BOE agrees to provide Hospitalization Insurance essentially equal to the coverage currently in effect in the HCSD. The HEA shall be provided a certified copy of the insurance contract specifically outlining detailed coverage provisions and any changes or revisions thereof.
- B.** The PPO Plan shall contain an annual deductible amount of Two Hundred Dollars (\$200.00) per individual and/or Four Hundred Dollars (\$400.00) maximum per family. After payment of the annual deductible, the benefits under the Medical Insurance Plan shall be paid on an eighty percent/twenty percent (80%/20%) coinsurance basis of the reasonable and customary charges for all Hospitalization and Major Medical covered expenses for in-network charges. Out-of-network charges shall be paid seventy percent/thirty percent (70%/30%). In a calendar year, the coinsurance will change to one hundred percent (100%) whenever an MBU's deductible is met and copayment(s) exceed Five Hundred Dollars (\$500.00) for single coverage or One Thousand Dollars (\$1,000.00) for family coverage in expenses for either the MBU, covered dependents, or both in combination. Coverages are offered as follows, with the MBU paying fifteen percent (15%) of the annual premium for each coverage through December 31, 2015, and then seventeen percent (17%) effective January 1, 2016, and eighteen percent (18%) effective January 1, 2017 for: single; MBU and spouse; MBU and dependent children; and family (MBU, spouse and dependent children). Part time MBUs will pay the same annual premium as full time MBUs, in addition to paying a prorated portion of the remainder of the premium based upon the percentage assignment of the MBU (i.e. a 50% MBU member will pay the applicable premium plus 50% of the remainder of the premium).
- C.** Any MBU or covered dependent who reaches age sixty-five (65) during the life of this Contract shall have the option to continue the medical coverage then in effect or to select medical coverage under Medicare. If the BOE-provided coverage is continued, it shall be the primary payer of medical benefits and Medicare shall be secondary. If Medicare is selected as primary, there shall be no secondary coverage paid by the BOE. In most cases, it is to the MBU's advantage to continue BOE-provided coverage. This provision constitutes the notification to members required by the Equal Employment Opportunity Commission rules, and no further notification shall be made by or required of the BOE.
- D.** The Board will provide access to flu shots on-site at no cost to the MBU.
- E.** Coverage will also include one (1) hearing aid per ear, capped at \$2,000 every two (2) years.
- F.** An MBU who elects to have no medical coverage for a year shall receive an annual payment of Four Hundred Fifty Dollars (\$450.00) in April. Selection of the Plan in Paragraph B, above, or the alternative in Paragraph D, above, shall be made prior to the beginning of each school year in June. Once a Plan has been selected, that Plan shall remain in effect until the next school year. However, an MBU who elects no coverage may subsequently elect one of the Plans during the

year if he/she has a change in marital status through death, dissolution, divorce or marriage, or if a spouse becomes unemployed.

G. A husband and wife, both working for the BOE, may not both elect family coverage. One will receive coverage as the MBU and the other shall be covered as a dependent. The MBU's spouse covered as a dependent shall be eligible for reimbursement to opt out of the medical insurance Plan. Nothing in this Section shall be construed to prevent a MBU or spouse from maintaining an independent, personal, private health or accident insurance plan.

H. Elective surgery will be covered at fifty percent/fifty percent (50%/50%) coinsurance unless the following conditions are met:

1. The member or covered dependent must obtain a second medical opinion from a licensed practitioner of his/her choice. The opinion does not need to confirm the need for the elective surgery but must be available for evaluation by BOE.
2. The practitioner performing the surgery must submit in advance to the carrier, on a form provided by the carrier, a request for predetermination of the length of the hospital stay. Upon receipt of this determination, the plan will cover only those days unless there are unforeseen complications certified by the practitioner.
3. Hospitalization coverage shall not provide any benefits for Friday or Saturday prior to surgery unless the surgery is scheduled on Monday.
4. Nothing in this provision shall apply to emergency surgery recommended by a licensed practitioner.

I. Prescription Drug Insurance

1. **Pharmacy**

The BOE agrees to provide for the MBU or covered dependent(s) prescription drug insurance, with co-pays as prescribed below. In a calendar year, the coinsurance will change to one hundred percent (100%) whenever the prescription drug co-pays, as prescribed below, exceed Five Hundred Dollars (\$500.00) for single coverage and One Thousand Dollars (\$1,000.00) for family coverage.

Generic	\$15.00
Preferred	\$20.00
Non-Preferred	\$30.00

2. **Mail Order Maintenance Drugs**

The BOE agrees to provide for the MBU or covered dependent for maintenance drugs through a Mail Order Maintenance Drug Service provider, with co-pays as prescribed below. In a calendar year, the co-insurance will

change to one hundred percent (100%) whenever the prescription drug co-pays, as prescribed below, exceed Five Hundred Dollars (\$500.00) for single coverage and One Thousand Dollars (\$1,000.00) for family coverage

Generic	\$30.00
Preferred	\$40.00
Non-Preferred	\$60.00

- J. Well child care shall be provided and shall include scheduled immunizations and office visits for eligible dependent children from birth to age 18. This benefit will be provided consistent with other medical benefits.

K. Preventive Care

The health care shall provide for the following preventive services at the payment percentage listed in the Schedule of Coverage after satisfaction of the calendar year deductible.

1. One (1) routine papanicolaou (PAP) smear per calendar year for women over the age of 18.
2. One (1) routine mammogram for women age 35-39, every two (2) years for women age 40-50, and every year for women over 50 years of age.
3. Charges incurred once every three (3) years for pathology, X-ray or radiology services rendered to detect prostate cancer for men over the age of 40.
4. Charges incurred once every three (3) years for the pathology, X-ray or radiology services rendered to detect colon or rectum cancer for men or women over the age of 40.
5. The Board shall pay the reasonable and customary cost, not to exceed \$250.00 per occasion, of a periodic physical examination to be performed by a practitioner of the MBU's choice with the following frequency: Employees under 40 years old, once between the 33rd and 37th birthday; employees between 40 and 50, once every three years; employees over 50, once every two years or annually if recommended by MBU's doctor.

L. Employee Assistance Program (EAP)

1. The HCSD will provide an Employee Assistance Program (EAP) for MBUs who are experiencing personal difficulties. The purpose of the program is to assist MBUs in obtaining help to resolve such problems in an effective and confidential manner. This program recognizes that the primary obligation is to seek assistance and to resolve the problem rests with the MBU.
2. All MBUs of the HCSD whose assignment is .5 time or more are eligible for this benefit. Those MBUs whose assignment is less than .5 time are not eligible for the Employee Assistance Program.

10.04 DENTAL INSURANCE

A. Dental Insurance Option 1—Delta Dental “High” Plan

1. The BOE will provide Dental Insurance coverage equal to the Delta Dental Plan High Plan [100/80/60/60% co-insurance; Twenty-Five Dollar (\$25.00) deductible single, Fifty Dollar (\$50.00) deductible family; Two Thousand Five Hundred Dollar (\$2,500) calendar year maximum; Two Thousand Five Hundred Dollars (\$2,500.00) Orthodontia lifetime maximum].
2. MBUs shall pay fifteen percent (15%) of the premium cost for any coverage chosen. For part-time MBUs, the BOE will pay the full cost of single coverage up to One Hundred and Forty (\$140.00) and family coverage (single/dependent) up to Two Hundred Thirty-Two Dollars and Fifty Cents (\$232.50).

B. Dental Insurance Option 2—Delta Dental “Low” Plan

1. The BOE will provide dental insurance coverage equal to the Delta Dental Low Plan [Class “A” procedure deductibles none, payment percentages are 100%; Class “B” procedure deductibles are Twenty-Five Dollars (\$25.00) per individual and Fifty Dollars (\$50.00) per family, payment percentages are 100% of “Dental Schedule Amount;” Class “C” procedure deductibles are Twenty-Five Dollars (\$25.00) per individual and Fifty Dollars (\$50.00) per family, payment percentages are 100% of “Dental Schedule Amount;” One Thousand Five Hundred Dollar (\$1,500) calendar year maximum for Class “A,” Class “B,” and Class “C” procedures combined; One Thousand Dollar (\$1,000) Orthodontia lifetime maximum.]
2. MBUs shall pay fifteen percent (15%) of the premium cost for any coverage chosen. For part-time MBUs, the BOE will pay a pro-rata amount for coverage equal to the percentage assignment of the part-time MBU.
3. MBUs will have an opportunity to open enroll in the Delta Dental plans to take effect January, 2015.

C. ISGIT eligibility for insurance shall be prorated for medical/dental insurance as per other part-time MBUs.

D. If, during the life of this Contract, a Preferred Provider Organization (PPO) becomes available for the delivery of dental services, an MBU may elect this coverage as an alternative at a cost to the BOE not to exceed the cost for the regular Plan above. Any additional cost shall be paid by the MBU through payroll deduction.

10.05 VISION INSURANCE

A. The BOE shall offer a plan of vision insurance.

B. A summary of vision insurance benefits, together with co-pays and premium costs, is contained at Appendix F.

10.06 SPECIAL PROVISIONS

- A. All insurance coverages except life insurance, here listed, shall be provided single or family coverage at the option of the MBU.
- B. All insurance provisions extend year-round for all MBUs. Full BOE-paid insurance provisions will extend to the end of the month in which the employee either retires, or voluntarily resigns, with the exception of MBUs who are rehired retirees. Pursuant to Article 17.05, insurance provisions shall extend year-round, so as to include insurance coverage for rehired retirees during the summer months when school is not in session. The BOE shall cease to offer insurance coverage through the summer months to retirees if a retiree is not rehired for the succeeding school year.
- C. Those MBUs who retire or voluntarily resign shall have the right to receive their total payment of salary in the month in which they retire or voluntarily resign.
- D. The BOE will offer a Flex 125 plan to all employees. The BOE agrees to pay all costs for MBUs who enroll in the plan.
- E. Claims for mental/substance abuse conditions are processed on the same basis as any other illness.
- F. There is no coverage for fertility but the Board will attempt to negotiate discounts on a case by case basis.
- G. **ISGIT Insurance Eligibility**

The Spring notification of the next year's assignment shall be used as the basis for determining eligibility for medical and dental insurance for the entire next school year, notwithstanding any changes to an ISGIT's work assignment made in October, pursuant to Section 7.02(E)(2) above. An increase in the hours as a result of the October adjustment, if sufficient enough in accordance with the Negotiated Agreement, shall deem an ISGIT eligible for medical and dental insurance coverage.

10.07 WELLNESS INITIATIVE

MBUs who participate in each of the following aspects of the wellness program -- (1) an annual Body Mass Index (BMI); (2) an annual physical examination, and (3) an annual health risk assessment, will not be subject to the increase in premium share for the subsequent calendar year. For example, if an MBU participates in the wellness program in the 2015 calendar year, the premium share will remain at fifteen (15%) instead of seventeen (17%). If that MBU chooses not to participate in the wellness program in the 2016 calendar year, the MBU will pay the eighteen (18%) premium. Newly hired MBUs will be subject to the premium in effect at time of hire and will have the same opportunity to remain at that premium if the MBU participates in the wellness program. Should an MBU choose not to participate in each aspect of the wellness program, the premium share will be that in effect for the calendar year following the year in which the MBU did not participate. The Board will provide opportunities for MBUs to participate in the

wellness program on site at no charge and will consider documentation of participation from January 1 to December 31 to satisfy the wellness components.

ARTICLE XI. TEACHER APPRAISAL/EVALUATION

11.01 GUIDING STATEMENTS OF THE TEACHER EVALUATION PROCESS

- A. The most important elements of the educational program are the professional educators and the students they instruct.
- B. The evaluation process shall look at the whole teacher and shall be conducted openly, consistently, and with full knowledge of the employee. This process considers the evidence in each standard area across the arc of the entire year, taking into account observations, all conferences, and daily interactions. It is particularly important to consider trends in the teacher's performance over time.
- C. The evaluation process promotes reflection, using multiple measures to guide professional development, to inform instruction, and to assist teachers and administrators in identifying and developing best educational practices.
- D. It is the responsibility of the evaluator to make recommendations and to assist the evaluatee in the implementation of these recommendations.
- E. The educational attainments and successes of students are the shared responsibility of students, parents, teachers, administrators, and the Board of Education. In this context, teachers recognize their shared responsibility for students accomplishing grade level subject objectives contained in the courses of study.
- F. Accomplished practitioners should have the opportunity to assume greater influence over the evaluation process as it relates to their continued professional growth.

11.02 DEFINITION OF TEACHER

- A. The Ohio Teacher Evaluation System (OTES) applies to any person employed under a teacher's license or a professional teacher's certificate in accordance with law and who spends at least 50% of his or her time providing student instruction.
- B. MBUs who are employed as a Library/Media Specialist, School Counselor, School Psychologist, Therapeutic Specialist, Curriculum Coordinator, Long-term Substitute, and other identified personnel who have contact with students but do not fall under the definition of teacher under ORC shall be evaluated using the same procedures for classroom teachers using agreed upon forms found in Appendix D of the negotiated contract.

11.03 DEFINITION OF CREDENTIALLED EVALUATOR

Observations and appraisals may be conducted by the MBU's principal, assistant principal, or by the appropriate certificated and credentialed administrators who are employees of the Hudson City Schools. In the event of exigent circumstances (which preclude the assigned evaluator from completing the evaluation), the Superintendent will consult with the HEA president prior to making a reassignment.

11.04 EVALUATION PROCEDURE AND TIMELINE

- A.** Assignment of Evaluator: By September 15th of each year, each teacher shall be notified, in writing, of the name of his/her evaluator. In the case of a new MBU employed after this date, the notification shall be within thirty (30) calendar days of the effective hire date.
- B.** Observations: The first observation shall be completed no later than the week prior to the end of the first semester per the District calendar and subsequent observations by May 1st.
- C.** New MBUs: The district shall inform each new MBU of the evaluation procedures by September 15th or within thirty (30) calendar days of their effective hire date. Each new MBU shall be evaluated every year for the first three (3) years of employment in the district regardless of rating.
- D.** All MBUs: One evaluation cycle shall be conducted and completed by May 1st and the MBU being evaluated shall receive a written report of the results of this evaluation by May 10th.
- E.** "Accomplished" MBUs with student academic growth measures of average or higher with three (3) years or more in the District : Following an Accomplished rating and a student growth measure of average or higher, the MBU shall be exempt from the evaluation cycle the subsequent two years.
- F.** "Skilled" MBUs with student academic growth measures of average or higher with three (3) years or more in the District : Following a skilled rating and a student growth measure of average or higher, the MBU shall be exempt from the evaluation cycle the subsequent year.
- G.** Any teacher who was on an approved leave for 50% or more of the school year will not be subject to the evaluation process and any portion of the evaluation process that may have been completed prior to accumulation of the leave will not be reported.
- H.** Any teacher who has submitted a notice on or before December 1 of the intent to

retire will not be subject to the evaluation process and any portion of the evaluation process that may have been completed prior to submission of the notice will not be reported.

- I. Any teacher who will skip an evaluation cycle per paragraphs E or F above may request to be placed on the normal evaluation cycle. Such requests must be submitted to the Superintendent/designee by September 15.
- J. Any teacher who skips a normal evaluation cycle per paragraphs E or F above will receive one formal observation and post-observation conference during the off-cycle year.
- K. Final Summative Rating Report: No later than ten (10) work days following the final observation or Student Growth Measure review, whichever comes later in the year, and before the final summative rating is submitted, a conference shall be held between the MBU and the evaluator. A draft copy of the Final Summative Rating Report for the MBU's annual evaluation shall be given to the MBU at least twenty-four (24) hours prior to the meeting. Within five days after the conference, the appraisal shall be finalized, and a written copy of the results shall be provided to the MBU. The MBU's signature shall not indicate agreement or disagreement, but only that the MBU has received a copy of the report.
- L. eTPES: Teachers shall verify accuracy of information in eTPES. Notification to teachers will be provided if the Superintendent changes any information in eTPES.

11.05 EVALUATION CYCLE

To assess Teacher Performance on Standards, credentialed evaluators shall use evidence gathered by completing, at a minimum, the evaluation cycle: two pre-observation meetings; two formal, scheduled observations of at least 30 minutes each; multiple walkthroughs; two post-observation meetings; and other informal observations. Teachers who are being considered for non-renewal will have at least three (3) formal observations. Data gathered throughout the evaluation cycle shall be used to determine a holistic rating of Accomplished, Skilled, Developing, or Ineffective using the Performance Rubric. This rating shall account for 50% of an MBU's overall effectiveness rating, except for those MBUs who are excluded from Student Growth Measures. The District shall use the OTES tools created by the Ohio Department of Education.

A. Observation Requirements

1. Pre-Observation Conferences

A pre-observation conference shall be scheduled with the MBU prior to each formal observation. This pre-observation conference shall allow the MBU to present and discuss with the evaluator evidence of Instructional Planning, Instruction and Assessment, and Professionalism as identified in the Teacher Performance Evaluation Rubric. The pre-observation conference shall provide the MBU an opportunity to identify areas in which he/she would like focused feedback from the evaluator (Pre-Observation Form – Appendix D).

2. Observation

- a. At least two (2) formal, scheduled observations shall be conducted to support the evaluation cycle. A formal observation shall last a minimum of thirty (30) consecutive minutes.
- b. If the evaluator feels additional observation(s) are required to answer performance questions, additional observation(s) may be conducted.
- c. Recommendation for nonrenewal of a contract shall be made with no less than three (3) formal observations conducted within the current school year.
- d. An MBU may request an informal observation at any time in addition to those required by the evaluation cycle.
- e. For the 2014-15 school year, at least one walkthrough per observation; during the 2015-16 school year and subsequent school years, at least two walkthroughs per observation.
- f. Any MBU who has received a final summative rating of “Accomplished” on his/her most recent evaluation and has been an MBU for three (3) years or more shall be exempt from the evaluation cycle the following year. In the subsequent evaluation year, after the exempt year, all standard evaluation timelines shall apply. There will be two observations of which the MBU can decide if s/he will have two (2) formal observations or one (1) formal observation and one (1) alternative project using District-created criteria and collaboratively agreed upon between MBU and evaluator (Observation Form – Appendix D).

3. Post-Observation

- a. A post-observation conference shall be held within ten (10) work days of the formal observation unless either the MBU or the evaluator is absent or unavoidably detained by an emergency situation. The MBU shall receive a copy of the completed rubric at least one (1) work day prior to the meeting with the evaluator. The MBU will have the opportunity to provide evidence to support individual criteria ratings or overall performance rating scores. Such evidence shall be noted and shall be documented on the MBU's formal written evaluation. Submission may or may not change rating.
- b. Statements of reinforcement and refinement shall be provided in written form.
- c. If the deficiency(ies) lead toward a rating of "developing" or "ineffective", the evaluator and the MBU shall collaboratively develop a written improvement plan (Performance Improvement Plan Form – Appendix E).

4. Walkthroughs

- a. A walkthrough is a short, informal visit to a classroom lasting a minimum of three (3) minutes and a maximum of twenty (20) minutes.
- b. Documentation from walkthroughs will be used to provide evidence to support an MBU's performance rating.
- c. MBUs will be provided written feedback after walkthroughs within five (5) work days.

5. Electronic Equipment

Electronic devices shall not be used to video/audio record in gathering evidence for evaluation. Video recording for the Resident Educator Program, Master Teacher, National Board, etc., will not be used for evaluation purposes.

11.06 STUDENT GROWTH MEASURES

- A. To assess Student Growth, teachers will use value-added data, vendor assessments approved by ODE and/or Student Learning Objectives to calculate an overall student growth score. These scores will fall into one of three (3) categories: Above Average Growth, Expected Growth or Below Average Growth. The

percentage that Student Growth Measures will account for an MBU's overall effectiveness rating will be as prescribed in Ohio Revised Code.

- B.** In determining student growth measures, the Board adopts the Ohio Department of Education's Ohio Teacher Evaluation System (OTES), which calculates student growth by assessing achievement for an individual student occurring between two (2) points in time. A student who has forty-five (45) or more excused and/or unexcused absences for the school year (or 25% of the total instructional days) will not be included in the student growth measure calculation.
- C.** In general, the Board will utilize the following categories to determine this aspect of an MBU's evaluation, depending upon the MBU involved. An MBU will be assigned to one of these four categories:

 - 1. A1=Teachers instructing in value-added subjects exclusively;
 - 2. A2=Teachers instructing in value-added courses, but not exclusively; For these teachers, value added will be used for the student academic growth factor in proportion to the part of a teacher's schedule of courses or subjects for which the value-added progress dimension is applicable. Teachers with multiple subjects that have value-added data will be issued reports for a composite of reading and math; for other assessments (approved vendor and local measures), the assessment data measures should be representative of the teacher's schedule.
 - 3. B=Teachers instructing in areas with Ohio Department of Education approved vendor assessments with teacher-level data available;
 - 4. C=Teachers instructing in areas where no teacher-level value-added or approved vendor assessment available. The District shall use locally-determined Student Growth Measures for C teachers. Student Growth Measures may be comprised of Student Learning Objectives (SLOs) and/or non-Value-Added vendor data.
- D.** An SLO must be based upon the following criteria: Baseline and Trend Data, Student Population, Interval of Instruction, Standards and Content, Assessment(s), Growth Targets, and Rationale for Growth Targets. Teacher or teacher teams will develop SLOs in collaboration with evaluator. Teachers will administer pretests for the SLO by September 30th. The SLO form, including student data and growth targets, shall be submitted to the evaluator no later than October 15th.
- E.** Data from these approved measures of student growth will be scored on five (5) levels in accordance with the Ohio Department of Education/OTES guidance and converted to a score in one of three (3) levels of student growth:

1. Above (90% of students meeting or exceeding growth),
2. Expected (60-89% of students meeting or exceeding growth), or
3. Below (59% or less of students meeting or exceeding growth).

F. The annual *Final Summative Rating of Educator Effectiveness* rating will utilize a rolling three (3) year average when available of SGM data with the educator performance rating from the current year. An educator evidencing approved leave (e.g. FMLA, Maternity, Parental, or other Board approved leave) in consultation with the evaluator may defer consideration of student growth measures to a subsequent year or modify the SGM's expectations.

11.07 STUDENT GROWTH MEASURES CALCULATOR

Educator Category	Value-Added %	Vendor Assessment %	LEA Measures: SLOs	Total = 50%
A1: Value Added Subjects Exclusively	50%		0%	50%
A2: Value Added Subjects but Not Exclusively	proportional to schedule		proportional to schedule	50%
B: No Value Added Subjects but ODE Approved Vendor Assessments		10%	40%	50%
C: No Value Added or ODE Approved Vendor Assessments			50%	50%
D: Exceptions (course length too short, too few students, only use ODE Approved Vendor Assessments, etc.)		case-by-case according to ODE's Business Rules for Student Growth Measures	case-by-case according to ODE's Business Rules for Student Growth Measures	50%

11.08 PROFESSIONAL GROWTH PLAN

A. Using three years of rolling data, when available, MBUs whose performance rating indicates above-expected levels of student growth must develop a professional growth plan and choose their credentialed evaluator from the Board-approved building evaluator list.

- B. Using three years of rolling data, when available, MBUs whose performance rating indicates expected levels of student growth must develop a professional growth plan collaboratively with their credentialed evaluator from the Board-approved evaluator list.
- C. Professional Growth Plans shall include the following components:
 - 1. Identification of area(s) for future professional growth
 - 2. Specific resources and opportunities to assist the teacher in enhancing skills, knowledge and practice
 - 3. Growth plans are due by October 15th
 - 4. Any self-evaluation tool is reflective and shall not be shared

11.09 CORRECTION OF DEFICIENCIES/IMPROVEMENT PLAN

- A. Improvement Plans are developed in response to ineffective and/or developing ratings in performance and/or below expected levels of student growth, using three years of rolling data, when available. The Improvement Plan is intended to identify specific areas for improvement of performance and for identifying guidance and support needed to help the educator improve. In addition, a plan of improvement may be initiated at any time during the evaluation cycle by the evaluator based on deficiencies in performance as documented by evidence collected by the evaluator. When an improvement plan is initiated, the administrator identifies no more than two areas of concern to be addressed at one time.
- B. The evaluator will:
 - 1. Develop a written plan within a reasonable amount of time after deficiencies are noted in the evaluation that shall address correction of the documented deficiencies and shall include a reasonable time period for correction, and the means to gather evidence of progress or lack of progress.
 - 2. Determine strategies, additional education and/or professional development needed to improve in the identified area(s). District resources and assistance will be made available and may include but are not limited to peer observations, professional development, and the assignment of a mentor. If used, a mentor shall not be required, directed, or expected to make any recommendation regarding the continued employment of the teacher or be required, directed, or expected to divulge information from the written documentation or confidential instructional mentor/teacher discussions. A mentor shall not be required to assist in writing or implementing the Improvement Plan.

11.10 RETENTION/PROMOTION/REDUCTION/RECALL PROCESS

Retention, promotion, reduction, or recall shall be based in part on the teacher's final summative rating. However, for the 2014-15, 2015-16, 2016-17 school years decisions will be based on the teacher evaluation side of the OTES model and not based on student growth data. Seniority will be used only when evaluations are comparable. The three comparable categories are: 1. Accomplished and Skilled; 2. Developing; 3. Ineffective. Notwithstanding the above, retention and promotion decisions may be based on information other than that provided through the OTES model consistent with Ohio Revised Code 3319.11, 3319.16, 3319.161.

11.11 REMOVAL OF POORLY PERFORMING TEACHERS

Removal of poorly performing teachers through non-renewal and/or termination will be in accordance with section 8.04 of this Agreement, notwithstanding the MBU's summative rating.

ARTICLE XII. REDUCTION IN FORCE

12.01 PROCEDURES FOR IMPLEMENTATION

When the BOE determines it necessary to reduce the number of certified teaching staff positions due to, for example, declining enrollment or budgetary considerations, the following procedure shall apply:

- A. The number of MBUs affected by a Reduction in Force (RIF) will be kept to a minimum, whenever possible, by not employing replacements for MBUs who retire or resign, or whose limited contracts are not renewed.
- B. At least fifteen (15) calendar days before implementing a Reduction In Force through this procedure, the BOE shall give written notice to the HEA, through its President, of its intent to effect a Reduction In Force not to begin sooner than the first day of work of the next school year. At the next BOE meeting following such notice, the HEA shall be given the opportunity to address the BOE in executive session to present, both orally and in writing, its views on the proposed Reduction In Force.
- C. "RIF" shall mean that an MBU will be placed in an inactive state of employment from an active state of employment through suspension of contract.
- D. RIF shall be accomplished in each certification/licensure area, first among MBUs working under limited contract status and then among MBUs working under continuing contracts. Seniority shall not be a basis for determining the order of a Reduction in Force except when deciding between MBUs who have comparable evaluations. The three comparable Categories are (1) Accomplished/Skilled, (2) Developing, and (3) Ineffective. Reductions in the affected area of licensure shall

be made starting with the most junior limited contract MBU in Category 3, and shall proceed sequentially, moving to limited contract MBUs in Categories 2 then 1, based on seniority within each group, before proceeding to MBUs with continuing contracts in the affected area of licensure. The same sequence will then apply to continuing contract MBUs, beginning with the most junior continuing contract MBU in Category 3 and proceeding sequentially through Categories 2 then 1. Seniority shall be accumulated from the first day worked during the MBU contract year as a regular full time or part time MBU employed under a regular teaching contract, excluding New Teacher Orientation. Work under a supplemental contract, extended time, or hourly work assigned to the MBU before the first day of regular work in the MBU contract year will not be used to establish the first day worked. In the event of a tie, seniority shall be established by the earliest BOE hire date. If there is still a tie, it shall be broken by coin toss or equivalent random process.

- E. The names of MBUs and their contract status shall appear in order of seniority on a list in their areas of certification. Continuing contract teachers shall be more senior than limited contract teachers.
- F. MBUs whose contracts are suspended as part of a Reduction In Force shall have the right of restoration to service with the HCSD in reverse order of layoff in keeping with contract status and area of certification/licensure if and when teaching positions become vacant or are created for which any such MBUs are or become qualified.
- G. MBUs whose contracts are suspended as part of a Reduction In Force shall be notified in writing not later than July 15th by the Superintendent within fifteen (15) calendar days preceding the date of BOE action. Such notice shall specify the reasons for the anticipated RIF. An MBU who receives this notice may elect to be released from his or her contract, effective immediately, by giving written notice to the Superintendent. This supercedes ORC 3319.15. Those MBUs affected by a Reduction In Force shall be placed on a recall list compiled from the seniority list described above.
- H. MBUs with continuing contracts shall remain on the recall list indefinitely or until they resign, retire, or refuse the teaching position for which they are qualified. Limited contract teachers shall remain on the recall list for twenty-seven (27) calendar months after the last day of regular teaching in the HCSD or until they resign, retire, refuse the teaching position for which they are qualified.
- I. On or about January 1 of each school year, the Superintendent will provide the HEA with the list showing the seniority of each MBU employed by the BOE and will, thereafter, promptly notify the HEA of any changes in the list.
- J. Notice of recall to an MBU affected by a Reduction In Force will be given by certified mail to the last address given to the BOE by the MBU. A copy of the notice of recall will be given to the HEA. If the MBU fails to respond within ten (10) calendar days after the date the notice was sent, he/she will be deemed to have refused the position offered and, thereby, forfeits all rights contained in this

provision. MBUs may reject substitute, part time or a lesser paying position and retain all rights to be recalled to a full time, equal pay position.

- K.** All benefits to which an MBU was entitled at the time of his/her RIF, including unused accumulated Sick Leave and credits toward sabbatical eligibility, will be restored to him/her upon return to active employment; and he/she will be placed upon the proper step of the salary schedule for his/her experience and education. An MBU will not receive increment credits for time spent on RIF, nor will such time count toward the fulfillment of time requirements for acquiring continuing contract status.
- L.** Regular MBUs and ISGITs shall be treated as separate and distinct classifications of teachers and none shall have the right to displace a person from the other classifications in the event of RIF. ISGITs shall, however, have seniority within their classification and will follow the same order of Reduction in Force and Recall as regular MBUs.
- M.** Authorized leaves of absence whether paid or unpaid, shall not be considered as a break in continuous service, and shall count as service time in the accumulation of seniority. This change as of September 1, 2009, shall not have retroactive effect.

ARTICLE XIII. COMPENSATION

13.01 SALARY SCHEDULES

- A.** The BA-0 base will increase as follows: 2.25% 2014-2015; 2.0% 2015-2016; 1.75% 2016-2017.
- B.** For the 2014-2015 school year MBUs shall advance a longevity step on the salary schedule. For the 2015-16 and 2016-17 school years, MBUs who receive a Skilled or Accomplished summative performance rating on the teacher evaluation side of OTEs for the applicable school year based on the most current evaluation shall advance a longevity step on the salary schedule for that year. MBUs who receive a Developing or Ineffective summative performance rating on the teacher evaluation side of OTEs for the applicable school year based on the most current evaluation shall not advance a longevity step on the salary schedule for that year.
- C.** MBUs are eligible to advance in column placement based upon additional training for the duration of the current contract period.
- D.** The negotiating teams will establish a committee to study and make recommendations for a performance based salary structure for consideration and ratification by the HEA and the Board. It is the goal of the HEA and Board to restructure the current compensation system and develop a performance based salary structure that will take effect with the successor agreement on July 1, 2017. In the event a successor agreement is not ratified and approved by July 1, 2017 and there is a need to roll over the current agreement beyond June 30, 2017, any index movement will be held in abeyance with the understanding the new performance based salary structure will be retroactive to July 1, 2017. No MBU will receive less compensation in the 2017-18 school year than the MBU received

in the 2016-17 school year as a result of the new performance based salary structure. All MBUs, regardless of eligibility for performance based compensation, will receive any across the board base salary increases that may be negotiated in the successor agreement.

- E. MBUs employed in the vocational program will be given credit on the salary schedule, according to State regulations, which will equate seven (7) years of professional trade experience with Step A, Class IV, on the salary schedule. Each two (2) years of professional experience will be considered comparable to one (1) year of teaching experience on the B.A. schedule. Each year, thereafter, vocational teachers employed on this basis will progress on the salary schedule as other MBUs (see 13.01, B). Advancement on the longevity steps for the 2015-16 and 2016-17 school years will be subject to the same criteria as in paragraph B, above.

HUDSON CITY SCHOOL DISTRICT TEACHER SALARY INDEX SCHEDULE

STEP	IV BACH	IVA BA+15	IVB BA+30	V MAST	VA MA+15	VB MA+30	VC MA+45	VI PhD/EdD
A/0	1.0000	1.0363	1.0727	1.0909	1.1272	1.1636	1.1936	1.2363
B/1	1.0363	1.0727	1.1090	1.1386	1.1757	1.2156	1.2456	1.2926
C/2	1.0727	1.1090	1.1454	1.1864	1.2242	1.2676	1.2976	1.3489
D/3	1.1454	1.1818	1.2181	1.2818	1.3212	1.3717	1.4117	1.4616
E/4	1.1818	1.2181	1.2545	1.3295	1.3696	1.4237	1.4637	1.5179
F/5	1.2181	1.2545	1.2909	1.3773	1.4181	1.4757	1.5157	1.5742
G/6	1.2909	1.3272	1.3636	1.4727	1.5151	1.5798	1.6298	1.6868
H/7	1.3272	1.3636	1.4000	1.5205	1.5636	1.6318	1.6818	1.7432
I/8	1.3636	1.4000	1.4363	1.5682	1.6121	1.6838	1.7338	1.7995
J/9	1.4000	1.4363	1.4727	1.6159	1.6606	1.7358	1.7858	1.8558
K/10	1.4727	1.5090	1.5454	1.7114	1.7576	1.8399	1.8899	1.9684
L/11	1.5090	1.5454	1.5818	1.7591	1.8060	1.8919	1.9419	2.0247
M/12	1.5454	1.5818	1.6181	1.8068	1.8545	1.9439	1.9939	2.0811
N/13	1.5818	1.6181	1.6545	1.8545	1.9030	1.9960	2.0460	2.1374
O/14	1.6545	1.6909	1.7272	1.9500	2.0000	2.1000	2.1500	2.2500
P/15	1.6545	1.6909	1.7272	2.0000	2.0500	2.1500	2.2000	2.3000
Q/18	1.7045	1.7409	1.7772	2.0500	2.1000	2.2000	2.2500	2.3500
R/21	1.7545	1.7909	1.8272	2.1000	2.1500	2.2500	2.3000	2.4000
S/24	1.8045	1.8409	1.8772	2.1500	2.2000	2.3000	2.3500	2.4500
T/27	1.8545	1.8909	1.9272	2.2000	2.2500	2.3500	2.4000	2.5000

HUDSON CITY SCHOOL DISTRICT TEACHER SALARY SCHEDULE
2014-2015 SCHOOL YEAR

Step	IV	IVA	IVB	V	VA	VB	VC	VI PHD
A/0	40,003	41,455	42,912	43,640	45,092	46,548	47,748	49,456
B/1	41,455	42,912	44,364	45,548	47,032	48,628	49,828	51,708
C/2	42,912	44,364	45,820	47,460	48,972	50,708	51,908	53,960
D/3	45,820	47,276	48,728	51,276	52,852	54,872	56,473	58,469
E/4	47,276	48,728	50,184	53,184	54,788	56,953	58,553	60,721
F/5	48,728	50,184	51,640	55,097	56,729	59,033	60,633	62,973
G/6	51,640	53,092	54,548	58,913	60,609	63,197	65,197	67,478
H/7	53,092	54,548	56,005	60,825	62,549	65,277	67,277	69,734
I/8	54,548	56,005	57,457	62,733	64,489	67,358	69,358	71,986
J/9	56,005	57,457	58,913	64,641	66,429	69,438	71,438	74,238
K/10	58,913	60,365	61,821	68,462	70,310	73,602	75,602	78,742
L/11	60,365	61,821	63,277	70,370	72,246	75,682	77,682	80,995
M/12	61,821	63,277	64,729	72,278	74,186	77,762	79,763	83,251
N/13	63,277	64,729	66,185	74,186	76,126	79,847	81,847	85,503
O/14	66,185	67,642	69,094	78,006	80,007	84,007	86,007	90,007
P/15	66,185	67,642	69,094	80,007	82,007	86,007	88,007	92,008
Q/18	68,186	69,642	71,094	82,007	84,007	88,007	90,007	94,008
R/21	70,186	71,642	73,094	84,007	86,007	90,007	92,008	96,008
S/24	72,186	73,642	75,094	86,007	88,007	92,008	94,008	98,008
T/27	74,186	75,642	77,094	88,007	90,007	94,008	96,008	100,008

HUDSON CITY SCHOOL DISTRICT TEACHER SALARY SCHEDULE
2015-2016 SCHOOL YEAR

Step	IV	IVA	IVB	V	VA	VB	VC	VI PHD
A/0	40,803	42,284	43,769	44,512	45,993	47,478	48,703	50,445
B/1	42,284	43,769	45,251	46,458	47,972	49,600	50,824	52,742
C/2	43,769	45,251	46,736	48,409	49,951	51,722	52,946	55,039
D/3	46,736	48,221	49,702	52,301	53,909	55,970	57,602	59,638
E/4	48,221	49,702	51,187	54,248	55,884	58,091	59,723	61,935
F/5	49,702	51,187	52,673	56,198	57,863	60,213	61,845	64,232
G/6	52,673	54,154	55,639	60,091	61,821	64,461	66,501	68,827
H/7	54,154	55,639	57,124	62,041	63,800	66,582	68,623	71,128
I/8	55,639	57,124	58,605	63,987	65,779	68,704	70,744	73,425
J/9	57,124	58,605	60,091	65,934	67,758	70,826	72,866	75,722
K/10	60,091	61,572	63,057	69,830	71,715	75,074	77,114	80,317
L/11	61,572	63,057	64,542	71,777	73,690	77,195	79,235	82,614
M/12	63,057	64,542	66,023	73,723	75,669	79,317	81,357	84,915
N/13	64,542	66,023	67,509	75,669	77,648	81,443	83,483	87,212
O/14	67,509	68,994	70,475	79,566	81,606	85,686	87,727	91,807
P/15	67,509	68,994	70,475	81,606	83,646	87,727	89,767	93,847
Q/18	69,549	71,034	72,515	83,646	85,686	89,767	91,807	95,887
R/21	71,589	73,074	74,555	85,686	87,727	91,807	93,847	97,927
S/24	73,629	75,114	76,596	87,727	89,767	93,847	95,887	99,967
T/27	75,669	77,155	78,636	89,767	91,807	95,887	97,927	102,008

HUDSON CITY SCHOOL DISTRICT TEACHER SALARY SCHEDULE
2016-2017 SCHOOL YEAR

Step	IV	IVA	IVB	V	VA	VB	VC	VI PHD
A/0	41,517	43,024	44,535	45,291	46,798	48,309	49,555	51,328
B/1	43,024	44,535	46,042	47,271	48,812	50,468	51,714	53,665
C/2	44,535	46,042	47,554	49,256	50,825	52,627	53,873	56,002
D/3	47,554	49,065	50,572	53,217	54,852	56,949	58,610	60,681
E/4	49,065	50,572	52,083	55,197	56,862	59,108	60,769	63,019
F/5	50,572	52,083	53,594	57,181	58,875	61,267	62,927	65,356
G/6	53,594	55,101	56,613	61,142	62,902	65,589	67,664	70,031
H/7	55,101	56,613	58,124	63,127	64,916	67,748	69,823	72,373
I/8	56,613	58,124	59,631	65,107	66,930	69,906	71,982	74,710
J/9	58,124	59,631	61,142	67,087	68,943	72,065	74,141	77,047
K/10	61,142	62,649	64,160	71,052	72,970	76,387	78,463	81,722
L/11	62,649	64,160	65,672	73,033	74,980	78,546	80,622	84,060
M/12	64,160	65,672	67,179	75,013	76,993	80,705	82,781	86,401
N/13	65,672	67,179	68,690	76,993	79,007	82,868	84,944	88,739
O/14	68,690	70,201	71,708	80,958	83,034	87,186	89,262	93,413
P/15	68,690	70,201	71,708	83,034	85,110	89,262	91,338	95,489
Q/18	70,766	72,277	73,784	85,110	87,186	91,338	93,413	97,565
R/21	72,842	74,353	75,860	87,186	89,262	93,413	95,489	99,641
S/24	74,918	76,429	77,936	89,262	91,338	95,489	97,565	101,717
T/27	76,993	78,505	80,012	91,338	93,413	97,565	99,641	103,793

13.02 SALARY SCHEDULE ADVANCEMENT

A. Annual Increment

1. Salary increases as indicated on the salary schedule are contingent exclusively upon the re-employment of the teacher for an additional year or years and subject to the contingencies reflected in Section 13.01 above.
2. To be credited with a year's experience on the salary schedule, a teacher must have served at least 120 days in a given year. Anything less than 120 days will not be considered in calculating service credit. [Note: change references in the salary schedules from "Step Years" to "Steps"].
3. Service credit for part-time or half time teaching which involves 120 or more days will be evaluated by the Superintendent for purposes of placement on the salary schedule at the time of employment or advancement to a full-time position.
4. The Superintendent has the discretion to place newly hired teachers on the salary schedule at a step that will enable the district to compete with other districts for top candidates.

B. Changes in Salary Classification as a Result of Advanced Training

1. For the purpose of this section, advanced training is defined as graduate level course credit confirmed by the college or department of education of an accredited college or university.
2. It is the sole responsibility of the MBU to submit evidence of the successful completion of additional training to the Superintendent's office. Evidence will be accepted until October 31 for adjustment retroactive to the beginning of the first semester. The only form of evidence acceptable will be the official transcript prepared by the college or university awarding the course credit.
3. Advanced training beyond the Bachelor's level shall be earned subsequent to receiving the Bachelor's Degree and a teaching certificate/license from the State of Ohio. Advanced training beyond the Master's level shall be earned subsequent to receiving the Master's degree, and teaching certification/licensure.
4. Graduate level course credit earned from a department or college other than the education department will be evaluated by the Superintendent or designee as to its application based upon the teacher's specific assignment. It is advisable that this review take place in advance of enrollment in the course or class in question.
5. Graduate hours applicable toward advancement on the salary schedule will be accepted and applied toward appropriate increments once each year at the beginning of the first semester. The MBU is responsible for providing official transcripts of completion of additional training from an accredited institution. Evidence will be accepted until October 31 for adjustment retroactive to the

first semester. No changes in salary shall be made until notification is received by the Treasurer and accepted by the BOE. Evidence received after October 31 will be effective for salary purposes at the beginning of the next school year.

13.03 MASTERS DEGREE + 45 SEMESTER HOURS BONUS

The Masters Degree + 45 Semester Hours annual bonus (\$500.00) of the preceding Negotiated Agreement [Section 13.02(A)] is discontinued, except that it shall continue to be paid to any ISGIT MBU or MBU who is placed on the Phd. salary column who received the bonus in the 2008-2009 school year. The bonus is superceded by the Masters Degree + 45 Semester Hours column which now appears on the salary schedule. Any hours earned after September 1, 2009, toward any column must comply with the language in Article 13.02; however prior to September 1, 2009, college courses sponsored by the HCSD in cooperation with a college or university shall apply to the MA+45 bonus regardless of whether the MBU took the course for credit; this is assuming that the HCSD-sponsored college course is in the MBU's assigned teaching field or in a directly related field.

13.04 EXTENDED SERVICE

- A. Extended service is considered to be additional time worked before or following the regular school year which demands the same type of professional training and education required to perform the MBU's duties during the school year. Examples: library work, counseling, band, etc.
- B. All extended service must have the prior approval of the Superintendent or be clearly indicated in the MBU's contract.
- C. MBUs employed beyond the regular school year on extended service will have their salaries prorated on a daily basis for the additional time worked. Extended service salary will be calculated on the basis of one hundred eighty-five (185) days which is the number of days in the MBUs' contract year.
- D. This Agreement does not apply to newly employed MBUs who are required to attend meetings or conferences developed by the ADM for orientation prior to the opening of school.

13.05 SUMMER SCHOOL AND CURRICULUM DEVELOPMENT

MBUs employed beyond the regular school year for summer school or curriculum development will be paid at the rate of 0.000651 of the Base Salary (BA-0), if they are below Step 7 on the salary schedule; and at the rate of 0.000814 of the Base Salary (BA-0,) if they are at Step 7 or above on the salary schedule or will be at Step 7 for the following school year. These amounts shall be increased the same percentage and at the same time as increases to the BA-0 Base Salary.

13.06 MILEAGE

Mileage reimbursement will be allowed MBUs assigned to more than one building for interbuilding travel, for approved BOE business including approved attendance at professional meetings, and for travel required to purchase necessary classroom supplies not available from regular BOE supply sources, e.g., Family and Consumer Science materials. Such reimbursement will be at the rate established by the Internal Revenue Service (IRS). Should the IRS rate change, such change will become effective on January 1 of the year following the change in rate.

13.07 SEVERANCE PAY

A. MBUs under contract with the BOE for a minimum of one hundred twenty (120) days per year shall, upon death or retirement from active service under the provisions of the State Teachers Retirement System (STRS), be paid one-fourth (1/4) of their accrued but unused Sick Leave for the first one hundred forty-four (144), days up to a maximum of thirty-six (36) days severance allowance, plus one (1) day of severance pay for every eight (8) accumulated Sick Leave days in excess of one hundred forty-four (144), to a maximum of thirty-six (36) additional days severance allowance. Severance pay shall not exceed a total of seventy (72) days.

B. The rate for severance compensation will be equal to the per diem rate, exclusive of extended service and supplemental contracts, at the time of death or retirement from active duty. In the case of retirement, this payment shall be made upon certification of approval of retirement benefits by STRS provided, however, that the retirement be effective within three (3) years of the last day of service. Such payment shall be made only once to any MBU.

C. Accumulated Leave Plan

Severance pay will be made through payroll to all members of the bargaining unit under the age of 55 within thirty (30) days following the submission of proof of their first retirement payment from STRS. (These employees are not eligible to participate in the Accumulated Leave Plan.)

All MBUs turning 55 or older in the calendar year in which they retire, shall take part in the Accumulated Leave Plan for Public Employees. It is understood that the vendor used by the Treasurer's office for this retirement plan does not charge a fee for the transmittal.

1. If a retiring member is a participant in the Accumulated Leave Plan, the employer contribution shall be made in a lump sum to the company on his/her behalf under the Accumulated Leave Plan in an amount equal to the lesser of:
 - a. The total amount of the participant's severance pay, or
 - b. The maximum contribution amount allowable under the terms of the Accumulated Leave Plan.

2. To the extent that an Accumulated Leave Plan participant's pay exceeds the maximum amount allowable under the Accumulated Leave Plan for a calendar year, the excess amount shall be payable to the retired employee in a lump sum within 30 days following the payment made to the Accumulated Leave Plan.
3. If a member is entitled to have a contribution paid to an Accumulated Leave Plan and dies prior to such contribution being paid to the Plan, the contribution shall be paid to the estate of the deceased member.

13.08 DEPARTMENT CHAIRS AND BUILDING-LEVEL CONTENT FACILITATORS

- A. Department Chairs in grades 9-12 shall be compensated on an annual rate based on the size of the department as follows:

Department Size by

<u>Full-time Equivalency</u>	<u>% of Base Salary</u>
3	7%
5	8%
7	9%
9	10%
11 or More	11%

Department Chairs shall include Mathematics and Computer Science, English, Science, Social Studies, Fine and Applied Arts (Art, Music, Industrial Technology, Photography, Career Education and Business), Foreign Language, Physical Education/Health, Special Education and Guidance.

B. BUILDING LEVEL CONTENT FACILITATOR (K-8)

Building Level Content Facilitator shall be compensated on an annual rate based on the number of grade levels and the number of teachers as follows:

1. Grades K-8: one (1) Mathematics Content Facilitator and one (1) Language Arts Content Facilitator per grade level at 4.5% of the BA-0.
2. Grades K-1: one (1) Science Content Facilitator and one (1) Social Studies Content Facilitator at 3.5% of the BA-0.
3. Grade 2: one (1) Science/Social Studies Content Facilitator at 3.5% of the BA-0.
4. Grade 3: one (1) Science/Social Studies Content Facilitator at 3.5% of the BA-0.
5. Grades 4-5: one (1) Science Content Facilitator and one (1) Social Studies Content Facilitator at 3.5% of the BA-0.
6. Grades 6-8: one (1) Science Content Facilitator and one (1) Social Studies Content Facilitator at 5.25% of the BA-0.

7. Technology Content Facilitators: one (1) per building, K-8. Grades K-1 at 3.5% of BA-0; Grades 2, 1.75% of BA-0; Grade 3, 1.75% of BA-0; Grades 4-5, 3.5% of BA-0; Grades 6-8, 5.25% of BA-0.
8. Special Education Content Facilitators: one (1) per building, K-8. Grades K-1 at 3.5% of BA-0; Grades 2, 1.75% of BA-0; Grade 3, 1.75% of BA-0; Grades 4-5, 3.5% of BA-0; Grades 6-8, 5.25% of BA-0.
9. Unified Arts Content Facilitators: one (1) for Grades K-5* at 9.50% of BA-0; one (1) for Grades 6-8 at 5.25% of BA-0.

*Unified Arts Content Facilitator calculation: Grades K-1 at 2.50% of BA-0; Grade 2, 1.75% of BA-0; Grade 3, 1.75% of BA-0; Grades 4-5, 3.5% of BA-0.

BLCFs shall include Mathematics, Language Arts, Social Studies, Science, Unified Arts (Physical Education/Health, Art, Music, Industrial Technology, Computers, Family and Consumer Science, Foreign Language) and Special Education.

13.09 NUMBER OF PAY PERIODS

- A. Normally, MBUs shall be paid in twenty-six (26) bi-weekly payments.
- B. An MBU planning extensive travel or advanced schooling during the summer months may request through the Superintendent, by May 1, to receive his/her remaining school year salary in one (1) payment following the last regular pay during the instructional year. Normal deductions as outlined in 13.10(A) will be made from this one (1) payment for the remaining pay days of the school year.

B. Supplemental Compensation Payment Procedure

1. If a supplemental contract season begins before September 1, then the payments will be paid in two lump sums unless the employee returns an election form indicating they preferred to be paid over twenty-six (26) pays.
2. If a supplemental contract season begins after September 1, but before November 15, then the payments will be paid in two lump sums unless the employee returns an election form indicating they prefer to be paid over twenty (20) pays.
3. If a supplemental contract season begins after November 15, but before February 14, then the payments will be paid in two lump sums unless the employee returns an election form indicating they prefer to be paid over 14 pays.
4. Seasonal supplemental contract employees not employed elsewhere in the District will be paid in one (1) lump sum payment upon completion unless we receive written notification of a preference for two payments.

5. Where supplemental pay is paid in two (2) equal installments, one payment shall be made approximately half way through the term of duties, with the second payment after the completion of duties as defined in the supplemental contract.
6. Mentor, Intervention Team and National Board Certification payments will be paid in a single lump sum payment at the end of the school year and shall be paid on or before June 30.

13.10 PAYCHECKS

All MBUs will be paid by electronic bank deposit.

13.11 PAYROLL DEDUCTIONS

- A. MBUs may authorize payroll deductions to be made by the Treasurer for payment of yearly dues and/or fees to the following:
 1. Hudson Education Association
 2. Ohio Education Association
 3. National Education Association
 4. North Eastern Ohio Education Association
 5. Departments of the Ohio Education Association as found on the yearly enrollment form.

Five percent (5%) of the total amount shall be deducted in each of twenty (20) pays (two per month) commencing with the first pay in October. An MBU whose payroll deductions commence after the first pay in October will have his or her total dues/fees prorated through the remaining pays from which deductions will be made. An MBU whose employment with the HCSO is terminated before the end of Payroll deductions will have the balance of the Association dues/Service Fee deducted from his or her last paycheck.

- B. Other deductions in each pay period include:
 1. Health Insurance
 2. Savings Bonds
 3. Annuities
 4. Credit Union
 5. EPAC
 6. Flexible Spending Plan 125
 7. STRS Service Credit Purchase

Credit Union and/or Annuities shall be forwarded to the MBU's individual account no later than three (3) working days after the scheduled payday.

- C. The Association agrees that all MBUs will contribute one dollar (\$1.00) per pay, through payroll deduction, to support the Hudson School Levy campaign. This shall automatically expire on August 31, 2012.

13.12 ANNUITIES

- A. Any MBU wishing to purchase a tax sheltered annuity may have the payments deducted from his/her salary by authorizing the Treasurer of the BOE to make payments to the annuity plan. Authorization for such payment should be given to the Treasurer no later than ten (10) days before such payment is to begin.
- B. A minimum of five (5) MBUs must enroll with a specific tax sheltered annuity plan in order to qualify for this payroll deduction.
- C. Any MBU who, at the time of employment, is enrolled in a tax sheltered annuity plan shall be eligible for payroll deduction for the purpose of making payments to that annuity plan.
- D. Each MBU is responsible for determining the amount of payroll deduction for tax sheltered annuities, and shall hold the Board harmless from any taxes, penalties or interest resulting from any deductions exceeding limits established by the Internal Revenue Code and regulations.

13.13 EXTRACURRICULAR COMPENSATION

- A. Coaches, Assistant Coaches, and other Extracurricular Advisors will be compensated at a percentage of the Class IV (B.A. Degree) minimum salary in accordance with the accompanying Extracurricular Schedule of Compensation. Years of service in the HCSD in a coaching or advisory position will be recognized on the following basis:

<u>Years of Service (in position)</u>	<u>% of Extracurricular Stipend</u>
0 - 4 years	100%
5 - 8 years	110%
9 - 11 years	120%
12 - 14 years	130%
15 & Over Years	140%

- B. Assistant Coaches, if advanced to Head Coach, shall receive credit for fifty percent (50%) of their years of service as an Assistant for computation of years of service as Head Coach. The Superintendent may grant partial or full credit for years of service if an Advisor transfers from one activity to another clearly related activity. The Superintendent will evaluate and may grant partial or full credit to a Coach or Advisor for years of service in a similar position performed in another school district.

EXTRACURRICULAR SCHEDULE OF COMPENSATION

Academic Decathlon	High School	5.00%
Academic Decathlon, Ast	High School	3.00%
Annual Advisor (Yearbook)	High School	6.00%
Annual Business Manager	High School	2.00%
Band Director, Concert (3)	High School	8.00%
Band Director, Marching	High School	17.50%
Band Director, Marching, Ast (2)	High School	11.00%
Baseball Coach Boys'	High School	11.00%
Baseball Coach Boys' Ast (3)	High School	8.00%
Basketball Coach Boys'	High School	16.00%
Basketball Coach Boys' Ast (3)	High School	10.00%
Basketball Coach Girls'	High School	16.00%
Basketball Coach Girls' Ast (3)	High School	10.00%
Bowling Coach	High School	10.00%
Business Club	High School	7.00%
Bowling Coach Ast	High School	8.00%
Cheerleaders, Co-advisor - Var	High School	8.00%
Cheerleaders, Co-advisor - JV	High School	8.00%
Cheerleaders, Co-advisor - Fresh	High School	8.00%
Chess Club	High School	3.00%
Cross Country Coach Boys	High School	9.00%
Cross Country Coach Boys Ast	High School	7.00%
Cross Country Coach Girls	High School	9.00%
Cross Country Coach Girls Ast	High School	7.00%
Debate/Speech Coach	High School	11.00%
Debate/Speech Coach, Ast (2)	High School	10.00%
Digital Video Production Club	High School	16.00%
Drama Coach	High School	14.00%
Drama Coach, Ast	High School	8.00%
Field Hockey Coach, Girls'	High School	11.00%
Field Hockey Coach Girls' Ast (3)	High School	8.00%
Football Coach	High School	17.50%
Football Coach, Ast. (9)	High School	11.00%
Golf Coach Boys'	High School	9.00%
Golf Coach Boys' Ast	High School	7.00%
Golf Coach Girls'	High School	9.00%
Golf Coach Girls' Ast	High School	7.00%
Gymnastic Coach Girls'	High School	13.00%
Gymnastic Coach Girls' Ast	High School	8.00%
HUDDLE	High School	6.00%
Ice Hockey Coach	High School	11.00%

EXTRACURRICULAR SCHEDULE OF COMPENSATION

Ice Hockey Coach, Ast (2)	High School	9.00%
Jazz Ensemble I	High School	3.00%
Jazz Ensemble II	High School	2.00%
Jazz Lab	High School	1.00%
Key Club Advisor	High School	7.00%
Lacrosse Coach, Boys'	High School	11.00%
Lacrosse Coach Boys' Ast (3)	High School	8.00%
Lacrosse Coach Girls'	High School	11.00%
Lacrosse Coach Girls' Ast (3)	High School	8.00%
Leadership Co-advisor (3)	High School	4.00%
Model UN Advisor	High School	6.00%
Model UN Advisor Ast	High School	3.00%
Music Director, Vocal	High School	10.00%
National Honor Soc Co-advisor (2)	High School	3.00%
Orchestra (Strings)	High School	9.00%
Soccer Coach Boys'	High School	13.00%
Soccer Coach Boys' Ast (3)	High School	8.00%
Soccer Coach Girls'	High School	13.00%
Soccer Coach Girls' Ast (3)	High School	8.00%
Softball Coach Girls'	High School	11.00%
Softball Coach Girls' Ast (3)	High School	8.00%
Student Environmental Activities	High School	3.00%
Student Gov, Co-adv/Graduation	High School	6.50%
Student Government, Co-advisor (5)	High School	5.10%
Student Newspaper Advisor	High School	6.00%
Student Newspaper Assistant	High School	4.00%
Swim Team Coach	High School	13.00%
Swim Team Coach Ast (3)	High School	8.00%
Swim Team Coach Ast (Diving)	High School	8.00%
Tennis Coach, Boys'	High School	11.00%
Tennis Coach Boys' Ast	High School	8.00%
Tennis Coach, Girls'	High School	11.00%
Tennis Coach Girls' Ast	High School	8.00%
Track Coach Boys'	High School	11.00%
Track Coach Boys' Ast (3)	High School	8.00%
Track Coach Girls'	High School	11.00%
Track Coach Girls' Ast (3)	High School	8.00%
Volleyball Coach Girls'	High School	11.00%
Volleyball Coach, Ast. Girls' (3)	High School	8.00%
Weight Trng Sprvsr, Fall	High School	4.50%
Weight Trng Sprvsr, Winter	High School	4.50%

EXTRACURRICULAR SCHEDULE OF COMPENSATION

Weight Trng Sprvsr, Spring	High School	4.50%
Weight Trng Sprvsr, Summer	High School	4.50%
Wrestling Coach	High School	16.00%
Wrestling Coach Ast (3)	High School	9.00%
Athletic Supervisor Fall	Middle School	17.50%
Athletic Supervisor Winter	Middle School	15.00%
Athletic Supervisor Spring	Middle School	15.00%
Basketball Coach Boys' 7th	Middle School	8.00%
Basketball Coach Boys' 8th	Middle School	8.00%
Basketball Coach, Girls' 7th	Middle School	8.00%
Basketball Coach, Boys' 8th	Middle School	8.00%
Cheerleaders, (Co-Advisor- Fall)	Middle School	3.00%
Cheerleaders, (Co-Advisor-Winter)	Middle School	3.00%
Cross Country Coach	Middle School	8.00%
Cross Country Coach Ast	Middle School	6.00%
Drama Coach	Middle School	2.00%
Field Hockey Coach	Middle School	8.00%
Field Hockey Coach Ast	Middle School	6.00%
Football Coach 7th	Middle School	8.00%
Football Coach 7th Ast (3)	Middle School	6.00%
Football Coach 8th	Middle School	8.00%
Football Coach 8th Ast (2)	Middle School	6.00%
Jazz Lab MS	Middle School	1.00%
Lacrosse Coach Girls'	Middle School	8.00%
Lacrosse Coach Girls' Ast	Middle School	6.00%
Music Director Instrumental	Middle School	4.00%
Music Director Instrumental Ast (2)	Middle School	3.00%
Music Director, Vocal	Middle School	6.00%
Power of the Pen	Middle School	3.00%
Soccer Coach Boys'	Middle School	8.00%
Soccer Coach Boys' Ast (2)	Middle School	6.00%
Soccer Coach Girls'	Middle School	8.00%
Soccer Coach Girls' Ast	Middle School	6.00%
Student Council, Advisor (1)	Middle School	5.00%
Track Coach Boys'	Middle School	8.00%
Track Coach Boys' Ast (2)	Middle School	6.00%
Track Coach Girls'	Middle School	8.00%
Track Coach Girls' Ast (3)	Middle School	6.00%
Volleyball Coach Girls' 7th	Middle School	8.00%
Volleyball Coach Girls' 8th	Middle School	8.00%
Wrestling Coach	Middle School	9.00%

EXTRACURRICULAR SCHEDULE OF COMPENSATION

Wrestling Coach Ast (2)	Middle School	7.00%
Yearbook, Co-advisor (2)	Middle School	2.50%
Choir, 5th grade	East Woods	2.00%
Instrumental Music	East Woods	2.00%
Music Concerts, 4th grade (2)	East Woods	2.00%
New Generation Singers	East Woods	2.00%
Orchestra	East Woods	1.00%
Senior Lead Mentor		9.0%
Other Lead Mentors		7.0%
Resident Educator Mentors	Year 1 & 2	6.0%
Resident Educator Mentors	Year 3 & 4	3.0%
Mentors/New to District		3.0%
Mentors/New to Building		1.5%

13.14 RETIREMENT

- A. As an employee of the BOE, a percentage of the MBU's gross pay will be deducted from the MBU's check and deposited in the MBU's account with the State Teachers Retirement System (STRS). The BOE then matches this amount with a percentage of the MBU's gross pay, which is also deposited in the MBU's account with the STRS. All percentage deductions shall be in accordance with STRS regulations.

- B. For purposes of the schedule of salaries (relating to payment of MBU's salary) of this Agreement, total annual salary or salary per pay period for each MBU shall be the salary otherwise payable under this Agreement. The total annual salary or salary per pay period of each MBU shall be payable by the BOE in two (2) parts: (1) deferred salary and (2) cash salary. An MBU's deferred salary shall be equal to that percentage of said MBU's total annual salary or salary per pay period which is required from time to time by the STRS to be paid as an employee contribution by the BOE to STRS on behalf of said MBU as a pick-up of the STRS employee contribution otherwise payable by said MBU. An MBU's cash salary shall be equal to said MBU's total annual salary or salary per pay period less the amount of the pick-up for said MBU, and shall be payable, subject to applicable payroll deductions, to said MBU. The BOE's total combined expenditures for the MBUs' total annual salaries or salaries per pay period otherwise payable under this Agreement, as amended (including pick-up amounts), and its BOE contributions to STRS shall not be greater than the amount it would have paid for those items had this provision not been in effect.

- C. The BOE shall compute and remit its BOE contributions to STRS based upon total annual salary per pay period, including the pick-up. The BOE shall report for Federal and Ohio Income Tax purposes as an MBU's gross income, said MBU's total annual salary or salary per pay period less the amount of the pick-up.

The BOE shall compute income tax withholding based upon gross income as reported to the respective taxing authorities.

- D. The pick-up shall be included in the MBU's total annual salary or salary per pay period for the purpose of computing daily rate of pay, for determining paid salary adjustments to be made due to absence, or for any other similar purpose.
- E. The pick-up shall apply to all payroll payments made after the adoption of this Agreement.

13.15 INTERVENTION TEAM COMPENSATION (Grades K-8)

In the event a building utilizes an Intervention Team outside of the work day, the core Intervention Team may be comprised of up to five (5) positions as designated by the building principal. The first three (3) positions to be filled will be the psychologist, guidance counselor, and the intervention coach. Each core team member shall receive an annual supplemental salary as follows: Grades kindergarten through five, Nine Hundred Dollars (\$900.00); and grades six through eight, Six Hundred Dollars (\$600.00).

13.16 ISGIT COMPENSATION SCHEDULE

- A. A full-time ISGIT shall follow the same work day as a full-time teacher at the assigned building, including all responsibilities and will be paid based upon the ISGIT salary schedule. For part-time ISGITs, the Board agrees to pay a percentage of the salary that the ISGIT would earn under a full-time contract as set forth below.
- B. For ISGITs assigned to the high school, the percentage will be calculated using the daily instructional assignments¹ of a full-time teacher at that building (e.g. six periods), and will be assigned a proportionate amount of non-classroom duties, lunch, and planning time. For example: The salary of a high school ISGIT who is assigned 3 periods will be calculated as follows:

Instructional time: 3 of 6 periods = .50, which means the ISGIT will be considered .50 of full-time. The ISGIT will be given prorated planning time of ½ period and a prorated lunch of ½ period.

- C. For ISGITs assigned to a K-5 building, the percentage will be calculated using a daily average of 335 instructional minutes (405 minute student day, less 40 planning minutes, and 30 minutes for lunch) and will be assigned a proportionate amount of lunch and planning time. For example: The salary of a K-5 ISGIT who is assigned 150 minutes of instructional time will be calculated as follows:

Instructional time: $150/335 = .447$ or .45, which means the ISGIT will be considered .45 of full-time. The ISGIT will be given prorated planning time of 18 minutes (.45 x 40) and a prorated lunch of 14 minutes (.45 x 30).

- D. For ISGITs assigned to the middle school, the percentage will be calculated using a daily average of 350 instructional minutes (420 minute student day, less 40 planning minutes, and 30 minutes for lunch) and will be assigned a proportionate amount of lunch and planning time. For example: The salary of a middle school ISGIT who is assigned 150 minutes of instructional time will be calculated as follows:

Instructional time: $150/350 = .429$ or $.43$, which means the ISGIT will be considered $.43$ of full-time. The ISGIT will be given prorated planning time of 17 minutes ($.43 \times 40$) and a prorated lunch of 13 minutes ($.43 \times 30$).

- E. The planning and lunch for an ISGIT that is scheduled at the beginning or end of their workday may be taken offsite. Also, any planning time given to an ISGIT during the day will be scheduled in blocks of not less than 15 minutes.

¹ For purposes of 13.16, "instructional assignments" includes all assigned responsibilities during the student day, excluding planning time and lunch.

F. **ISGIT Service Credit**

1. ISGITs shall receive years of service credit on the compensation schedule for up to five (5) years of full-time service in accredited Ohio schools, based upon a minimum of one hundred twenty (120) days working at five (5) hours per day.
2. If an ISGIT is subsequently hired as a teacher by the Board, he/she shall be granted up to five (5) years of full-time (120 days/6 hours per day) for placement on the regular teachers' salary schedule.
3. Advancement on the longevity steps for the 2015-16 and 2016-17 school years will be subject to the same criteria as in paragraph 13.01 B, above. [Note: change references in the salary schedules from "Step Years" to "Steps"].

**SEE FOLLOWING PAGE FOR ISGIT SALARY SCHEDULES FOR
2014-2015, 2015-2016 & 2016-2017**

HUDSON CITY SCHOOL DISTRICT ISGIT SALARY SCHEDULE 2014-2015 SCHOOL YEAR

Step	TB	TB +30	TM	TM +30
0	32,693	33,921	35,758	37,395
1	33,921	35,318	37,366	39,019
2	35,166	36,699	38,944	40,660
3	36,410	35,091	40,476	42,312
4	37,610	39,564	42,068	43,920
5	38,882	40,934	43,646	45,558
6	40,126	42,326	45,179	47,195
7	41,324	43,751	46,757	48,443
8	42,629	45,148	48,351	50,458
9	43,842	46,574	49,913	52,110
10	45,102	47,940	51,549	53,740
11	46,316	49,379	53,023	55,372

HUDSON CITY SCHOOL DISTRICT ISGIT SALARY SCHEDULE 2015-2016 SCHOOL YEAR

Step	TB	TB +30	TM	TM +30
0	33,429	34,684	36,563	38,236
1	34,684	36,113	38,207	39,897
2	35,957	37,525	39,820	41,575
3	37,229	35,881	41,387	43,264
4	38,456	40,454	43,015	44,908
5	39,757	41,855	44,628	46,583
6	41,029	43,278	46,196	48,257
7	42,254	44,735	47,809	49,533
8	43,588	46,164	49,439	51,593
9	44,828	47,622	51,036	53,282
10	46,117	49,019	52,709	54,949
11	47,358	50,490	54,216	56,618

HUDSON CITY SCHOOL DISTRICT ISGIT SALARY SCHEDULE 2016-2017 SCHOOL YEAR

Step	TB	TB +30	TM	TM +30
0	34,097	35,378	37,294	39,001
1	35,378	36,835	38,971	40,695
2	36,676	38,275	40,617	42,406
3	37,974	36,598	42,214	44,129
4	39,225	41,263	43,875	45,806
5	40,552	42,692	45,521	47,515
6	41,849	44,144	47,119	49,222
7	43,099	45,630	48,765	50,524
9	45,725	48,574	52,057	54,348
10	47,039	49,999	53,763	56,048
11	48,305	51,500	55,300	57,750

Note: TB denotes Bachelor's Degree; TM denotes Master's Degree

13.17 ADDITIONAL COMPENSATION FOR NATIONAL BOARD CERTIFICATION AND MASTER TEACHER

1. MBUs who have been designated as having National Board Certification shall receive a lump sum additional annual compensation of four percent (4%) of the BA-0 salary, so long as they remain employed as a classroom teacher in the District and maintain the National Board Certification. In addition, any MBU successfully earning National Board Certification and/or successfully renewing National Board Certification will be reimbursed for the application and/or renewal fees, via the tuition assistance fund in Article XV.
2. An MBU who acquires Master Teacher status before attaining National Board Certification shall receive a one-time lump sum compensation equivalent to 3.0% of the BA-0 in effect at the time of acquiring Master Teacher Status. MBUs who are successful in renewing the Master Teacher Status will receive a \$250 stipend.

ARTICLE XIV. OTHER PROGRAMS AND PROVISIONS

14.01 MENTOR PROGRAMS

The Mentor Program is for first-year entry level teachers and teachers new to the Hudson Schools. A Mentor may also be provided to teachers new to a building, if appropriate.

A. Definitions

For purposes of this Agreement, the pertinent terms shall be defined as follows:

1. **Mentor Teacher**: A teacher who will provide formative assistance.
2. **Entry-Year Teacher**: A teacher in the first year of employment in the district under a teaching or educational personnel certificate who will be provided formative assistance by a Mentor Teacher.
3. **Resident Educator Program**: A program for beginning teachers which will provide Ohio's newest educators with coaching, mentoring, and guidance that are critical to improving their skills, knowledge and student achievement. The program is designed to assist educators in achieving a 5-year professional educator license. The Program is exclusively for licensure determination and shall not replace the negotiated Teacher Appraisal/Evaluation system. The Resident Educator Program will be evaluated annually.
4. **Resident Educator**: A resident educator is a teacher employed under a resident educator license.
5. **Resident Educator Mentor**: A resident educator mentor is a teacher trained and assigned to provide professional support to a resident educator following the guidelines and protocols of the Resident Educator Program.
6. **Formative Assistance**: Assistance which is diagnostic and designed to yield information that will help Entry-Year Teachers and Resident Educators identify specific areas for skill enrichment. Formative assistance consists

of collaboration among professionals to provide adequate diagnosis and assistance to support individual professional achievement. Mentor Teachers will not be a part of the evaluation process of the Entry-Year Teacher or Resident Educator.

B. Lead Mentor Committee

The Committee will include lead mentors representing elementary, middle, high school, and administrators, with a majority of Committee members being MBUs. The Committee chairperson shall be the Senior Lead Mentor.

1. Committee members shall be provided release time to attend Committee meetings, training or professional development.
2. The Committee and Building Principal shall select teachers who will act as Resident Educator Mentors.
3. The Committee shall retain records of its meetings, decisions, actions and recommendations to the extent permitted by law.

C. Lead Mentors

1. All Lead Mentor openings will be posted.
2. Lead Mentors shall provide an orientation for all Mentors regarding mentoring responsibilities.

D. Resident Educator Mentor

1. The Resident Educator Mentor shall carry out the Resident Educator Program in conjunction with the Resident Educator as developed by the Ohio Department of Education.
2. The Resident Educator Mentor does not have a formal evaluative role. The mentor's role is to support the growth of the Resident Educator as an instructional mentor through formative assessment tools.
3. The Resident Educator Mentor and Resident Educator's professional relationship shall be regarded as highly confidential. No Mentor Teacher shall be requested or directed to divulge information from the written documentation, or confidential Mentor/Resident Educator discussions nor be involved in the writing of an action plan if there are performance deficiencies.
4. Each Resident Educator shall be granted release time for direct mentoring activities and shall be coordinated by the Building Principal.

E. Mentor Selection Criteria And Process

The following criteria will be used in selecting Mentors:

1. Respected for educational leadership skills;
2. Continued involvement in professional growth opportunities;
3. Well organized;
4. Strong interpersonal relationship skills;
5. Demonstrated knowledge and use of effective teaching techniques;
6. Similar or same subject area/grade level as the Mentee.

14.02 SPECIAL NEEDS: IEP/504 PLAN PROVISIONS

A. Each MBU with responsibility for the education of a student on an IEP/504 Plan shall:

1. Have the opportunity to provide input into the development of the IEP/504 Plan.
2. Have access to each respective student's safe and secure file which are housed in each building's safe and secure files.
3. Have the right to request a meeting at any time to review and consider IEP/504 services and accommodations.

B. Training

The Board shall strive to make available the opportunity for inservice training to MBUs during the regular school year and day to assist in addressing the legal and education needs of disabled students in a general education classroom environment.

C. Specialized Health Care Provisions

MBUs other than nurses shall not be requested or required to provide custodial care services to any student. Custodial care services are defined as long-term health needs and not emergency assistance required by a student.

D. Support Services

The Board shall provide individualized supplementary aids and services and the personnel necessary to provide or perform any supportive services which may be required by any student's IEP/504 Plan.

E. IEP/504 Plan Development And Meetings

1. Any MBU needing to attend to an IEP/504 Plan meeting held during the MBU's day shall be released from other responsibilities.
2. Each MBU, including ISGITs, responsible for the development of IEPs can use three (3) days of consultation/collaboration time to develop IEPs and/or

hold IEP meetings. Each qualifying MBU may choose to use contract days for this purpose. MBUs must receive prior administrative approval for this time. The provisions of Article VI, Section 6.05(B) on personal leave shall apply to the scheduling of the days. The work need not be done at school buildings.

3. In lieu of the foregoing, MBUs may elect to be paid for two (2) hours for each IEP written to a maximum of thirty-six (36) hours, paid at the hourly rate established by Section 13.05. MBUs must make an election to use either the three days consultation/collaboration time, or be paid for IEP writing as set forth herein. The election must be made not later than October 30 each school year.
4. Any MBU who is required to attend an IEP that extends more than 1.25 hours outside of the student day shall be compensated at the summer school/curriculum development rate per section 13.05, calculated in fifteen (15) minute increments. Alternatively, by mutual agreement of the teacher and Building Principal, the teacher may receive compensatory time in lieu of the extra pay, also calculated in fifteen (15) minute increments for time that extends more than 1.25 hours outside of the student day. Any compensatory time not used by the end of the school year will be paid out in the first pay in July. Documentation must be submitted by June 15.
5. The Leadership Team will investigate the feasibility of centralizing the scheduling of IEP meetings.

F. Special Education Committee

1. A Special Education Committee is established consisting of (a) the Director of Pupil Personnel Services, (b) an administrative representative from each building appointed by the Superintendent/Designee, (c) an MBU representative from each building appointed by the HEA, and (d) one at-large MBU appointed by the HEA. The Special Education Committee shall establish by-laws.
2. The Superintendent/Designee may release other MBUs to attend all or part of committee meetings.
3. The purpose of the committee shall be to aid in collaborative problem solving and communication on special education issues for the benefit of the District. The discussions held by this Committee shall not be construed as negotiations.
4. Meeting minutes will be distributed.
5. The Committee will meet at least three (3) times a year with release time scheduled for up to one-half (1/2) day but subject to extension to a full day if deemed necessary by the Superintendent/Designee. Additional meetings may be scheduled at the request of one of the parties. Arrangements are to be made in advance and an agenda shall be submitted with the request. Matters considered taken up at the meeting shall be limited to those included in the

agenda. The agenda shall be jointly prepared by Director of Pupil Services or designee and HEA appointed at-large representative. By mutual agreement, items may be added to the agenda.

6. All special education documents will be made available electronically to all MBUs.

G. Consistency With Law

Any provision in the Article that is inconsistent with federal and state laws or regulations governing the education of disabled students shall be null and void.

14.03 LEADERSHIP TEAM

- A. A Leadership Team is established, composed of an equal number of members appointed by the HEA and members appointed by the BOE.
- B. The purpose of the committee shall be to aid in problem solving and communication on issues for the benefit of the district. Its procedures shall be created and maintained in bylaws. The discussions held by this committee shall not be construed as negotiations.
- C. The parties shall meet regularly or at the request of one of the parties. Arrangements are to be made in advance and an agenda shall be submitted with the request. Matters considered taken up at the meeting shall be limited to those included in the agenda. By mutual agreement, items may be added to the agenda.

14.04 LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE (LPDC)

- A. The purpose of the Hudson City School District's LPDC is to review coursework and other professional development activities completed by certified/licensed staff within the district for renewal of certificates or licenses.
- B. The LPDC shall consist of a maximum of eleven (11) members. A majority of the members shall be teachers who shall be selected from each school by the Association. The remaining members may be a combination of administrators from the district office and/or from the building level who shall be selected or appointed by the Superintendent/Designee.
- C. The number of meetings in any one year will meet the needs of licensure renewal. MBUs will be provided either release time or compensation at the summer school and curriculum development rate per section 13.05.
- D. Comprehensive by-laws of the LPDC are maintained and reviewed annually by the LPDC and are made available electronically to MBUs. Any proposed changes to the by-laws must be approved by a majority of the LPDC members.

14.05 MASTER TEACHER CERTIFICATION

A Master Teacher demonstrates excellence inside and outside of the classroom through consistent leadership and focused collaboration to maximize student learning. A Master Teacher strives for distinguished teaching and continued professional growth as specified by *The Ohio Standards for the Teaching Profession*.

A. The Purpose of the Master Teacher Committee is to:

1. Facilitate the Master Teacher application process
2. Confirm candidates' eligibility
3. Review applications
4. Determine the District's Master Teachers

B. Membership, Qualifications, Compensation

1. The Master Teacher Committee will consist of at least five (5) members. The committee will consist of a majority of Master Teachers and may include building and central office administrators and board members as appropriate. Committee members will be compensated through release time or at the summer school and curriculum development rate per section 13.05.
2. The teacher members of the committee will be selected by the application process with the final approval of the HEA President. The Superintendent/Designee will appoint the administrative seats. The committee will attempt to maintain a balance in building representation, years of service, and teaching disciplines. Committee members who discover they are unable to fulfill their role as an active committee member may withdraw by notifying the chair(s) in writing.
3. Teacher members of the committee will be comprised of current Master Teachers (which includes current National Board Certified Teachers).
4. Comprehensive by-laws of the Master Teacher Committee are maintained and reviewed annually by the Master Teacher Committee and are made available electronically to MBUs. Any proposed changes to the by-laws must be approved by a majority of the Master Teacher Committee.

ARTICLE XV. TUITION ASSISTANCE

The Board will appropriate the amount of \$50,000 annually for the term of this contract for the purpose of assisting teachers to earn approved college credit in connection with their professional responsibilities with the District. A maximum of \$10,000.00 of any unused funds may be carried over from one year to the next.

15.01 COURSE WORK CRITERIA

- A. Course work must be pre-approved by the Superintendent and must be graduate level in college or university approved for teacher training by the Ohio Department of Education. Correspondence courses, workshops not for graduate credit, and/or CEUs will not be considered for approval, nor will any course for which a teacher is receiving any kind of financial aid or other consideration.
- B. Course work must be in the area of a teacher's present certification/license unless such course work is in a certification/licensure area designated as one of need for the District and approved by the Superintendent. The decision of the Superintendent shall be final and not subject to challenge through the grievance procedure or otherwise.

15.02 ELIGIBILITY

- A. Eligible applicants must have been an employee of the Board for one (1) school year unless waived for specific educational reasons at the discretion of the Superintendent. The decision of the Superintendent shall be final and not subject to challenge through the grievance procedure or otherwise.
- B. Teachers obtaining tuition assistance shall be obligated to remain with the District for a minimum of one (1) school year following the completion of the course work. Any voluntary separation by the teacher prior to this time will result in the obligation of the teacher to repay the full amount of the tuition assistance, within thirty (30) days of the separation from employment.

15.03 PROCEDURE

Interested applicants must submit a Tuition Assistance Request Form for approval prior to the beginning of the course work for which the teacher is requesting reimbursement. The maximum reimbursement per year will be for twelve (12) quarter hours or eight (8) semester hours. Once tuition assistance is approved, reimbursement will be processed by the Treasurer prior to the end of the fiscal year and only upon receipt on or before June 1 of the fiscal year of an official transcript indicating that the teacher obtained a minimum grade of "B" in the course(s) or "Pass" in the case of a Pass/Fail course and paid receipt showing actual costs incurred.

15.04 REIMBURSEMENT

- A. Reimbursement for approved tuition reimbursement hours will take place once per year between June 1 and June 30. There will be no carryover of any unused portion of the appropriated amounts for tuition assistance.
- B. The rate of reimbursement shall be the lesser of the actual tuition cost or \$200.00 per quarter hour/\$300.00 per semester hour. The \$50,000 appropriated annually will be divided by the total number of approved prorated hours for the fiscal year, in years when the amount requested for reimbursement exceeds the amount appropriated. (It is possible that reimbursement may be less than \$200.00 per

quarter hour/\$300.00 per semester hour depending on how many total classes are taken by teachers in a fiscal year.)

ARTICLE XVI TECHNOLOGY USE

- 16.01** MBUs will make reasonable efforts to monitor student internet usage in class to assure students are adhering to the usage agreement signed by students and parents and where such efforts are made, MBUs shall not suffer disciplinary action.
- 16.02** The Administration will not regularly monitor email/use of internet unless the District has a business purpose for doing so.
- 16.03** The HEA shall select teachers to serve on the Technology Committee, including the Technology Coordinator. The Board technology policy will be reviewed annually by the committee and recommendations for changes will be presented to the Superintendent.
- 16.04** The BOE shall train all MBUs on the District's technology/acceptable use policy. In addition, the Technology Committee will determine on an annual basis the updates and training for MBUs regarding technology.

ARTICLE XVII HIRING OF RETIREES

- 17.01** Where a teaching vacancy exists which the Board may fill by hiring a properly certified teacher, the Board may consider and employ a Retiree for any such vacancy upon the recommendation of the Superintendent. For purposes of this Article, a Retiree is an individual who has retired as an MBU employed by the Board and has attained service retirement status with the State Teachers Retirement System and is otherwise qualified by certification and background for public school teaching in Ohio.
- 17.02** A Retiree shall be paid at step 5 of the appropriate training column, regardless of years of service in any Ohio public or private school, and so long as employed by the Board shall not advance on the salary schedule based on years of service. This section shall expressly supersede Chapter 3317 of the Ohio Revised Code.
- 17.03** A Retiree shall receive a one-year limited teaching contract which shall expire automatically at the end of the stated term provided that the Retiree has received a written notice of nonrenewal not later than April 30. Continuation of the employment of a Retiree through offering a new one-year limited contract shall be at the election of the Board and upon recommendation of the Superintendent, provided that timely notice of nonrenewal has been given. The requirements of Article XI of the Negotiated Agreement shall not apply to Retiree limited contracts. A Retiree is not eligible for a continuing teaching contract regardless of years of employment as a Retiree with the Board. The parties specifically waive all rights for such employees pursuant to ORC 3319.11 and 3319.111.
- 17.04** A Retiree shall accumulate and may use sick leave in accordance with Article VI of the Negotiated Agreement, but shall not be entitled to severance pay under Article XIII of the Negotiated Agreement or under law upon conclusion of employment as a Retiree.

- 17.05 A Retiree shall be entitled to participate in insurances provided to bargaining unit members under Article X of the Negotiated Agreement.
- 17.06 A Retiree shall not accumulate seniority in the bargaining unit, but has the right of recall in the event of a suspension of the retiree's contract under Article XII of the Negotiated Agreement, or under ORC 3319.17.
- 17.07 A Retiree is eligible for a supplemental contract only on recommendation of the Superintendent. This supercedes ORC 3313.53.
- 17.08 The Board and the HEA expressly intend that this Article supercede any differing or inconsistent terms of the Negotiated Agreement or provisions of the Ohio Revised Code which pertain to teacher employment, including but not limited to terms, provisions and statutes pertaining to teacher salary and salary schedule advancement, contract status, duration of contract, procedural requirements for contract non-renewal, evaluation requirements related to teacher contract non-renewal, reduction in force, seniority and severance pay.

ARTICLE XVIII GENERAL

18.01 COMPLETE AGREEMENT

This Agreement, including Appendices, supercedes and cancels all previous Agreements, verbal or written or based upon alleged past practices, between the Parties, and constitutes the entire Agreement between the Parties. Any amendment or Agreement supplemental hereto shall not be binding upon either Party unless executed in writing by the Parties to this Agreement.

18.02 MANAGEMENT RIGHTS

- A. Subject to the provisions of this Agreement, the BOE retains the rights, powers, duties, and obligations of management conferred upon and vested in it by law and specifically ORC 4117.08(C), including the management and operation of the HCSD, the selection of personnel, the establishment of courses of instruction and student programs, and the delegation of authority.
- B. The BOE has the final authority and responsibility for the implementation of the instructional program. MBUs, individually and collectively, are under the direction and supervision of the BOE and its administrative staff.

18.03 CONTRACT SUPREMACY/CONTRARY TO LAW

- A. This Agreement supercedes and prevails over all statutes of the State of Ohio [except as specifically set forth in ORC 4117.10 (A)], and all policies, rules, and regulations of the BOE with respect to the specific matters set forth herein, unless otherwise specified herein.
- B. If the State Employment Relations Board or any Court of competent jurisdiction determines, after all appeals or time for appeals have been exhausted, that any provision in this Agreement is unlawful, such provision will be automatically

terminated but all other provisions of the Agreement will remain in full force and effect.

- C. The parties shall meet within ten (10) days after the final determination to bring the Agreement into compliance with respect to the provision which has been held unlawful.

18.04 INDIVIDUAL RIGHTS

Nothing included in this Agreement shall restrict or deny to any MBU rights provided by law or statutes, rulings, and regulations of the State or Federal government.

18.05 AVAILABILITY OF AGREEMENT

An electronic copy will be made available to all MBUs. Upon request, a printed copy will be made available at no cost to the MBU.

18.06 DURATION OF AGREEMENT

The Agreement shall be in effect on July 1, 2014 and shall continue in full force and effect until midnight, June 30, 2017.

18.07 NO REPRISAL CLAUSE

- A. There shall be no reprisals of any kind against any student, parent, community member, the HEA, or MBUs by the BOE or ADM because of support for or participation prior to or during the strike which occurred from February 5, 1998 through its conclusion.
- B. There shall be no reprisals by the HEA, its members or MBUs against the BOE, BOE members, ADM, students, teachers, parents or community members who attended school, worked and/or supported the BOE prior to or during said strike.

ARTICLE XIX SIGNATURES

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed on the day and year first mentioned above.

HUDSON EDUCATION ASSOCIATION

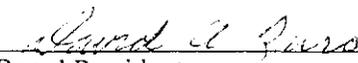
HUDSON CITY SCHOOL DISTRICT
BOARD OF EDUCATION



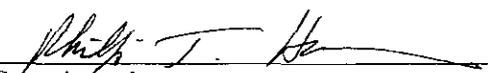
HEA President



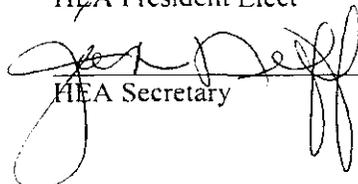
HEA President Elect



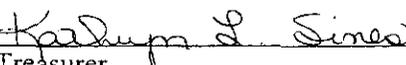
Board President



Superintendent



HEA Secretary



Treasurer

HUDSON CITY SCHOOL DISTRICT
ASSAULT LEAVE FORM

Employee's Name _____ Date _____

Employee Number _____ School _____

Date of Assault _____ Accident Report completed

Written Statement _____

Medical Attention was _____ was not _____ required.

If medical attention was necessary, complete the following:

Name of Physician (Print) _____
(Attach any necessary certifications from physician stating nature of the disability and duration)

Office Address _____

Assault leave was taken - Date/s _____

of Work Day/s _____ and/or # of Hours _____

Assault Leave is being requested in accordance with ORC 3319.143 and/or the Negotiated Agreement -

Date/s _____

of Work Day/s _____ and/or # of Hours _____

Employee's Signature _____

Supervisor's Signature _____

Superintendent or designee _____

cc: Pupil Services
Business Office
Human Resources

**HUDSON CITY SCHOOL DISTRICT
Sick Leave Bank Application**

Name _____ School _____

Home Address _____

City _____ Zip _____

Home Phone _____

Employment Status:

Part-time _____ Full-time _____

Before applying for the Sick Leave Bank, you must meet the following criteria:

Used or will have used all sick days _____ yes _____ no

Last paid sick day _____ (check with payroll)

Supplied a Physician's Statement. _____ yes _____ no

Understand and agree to how the school district will use and disclose medical information
_____ yes _____ no

Current member of Sick Leave Bank. _____ yes _____ no

After completing the above qualifications:

First day to miss work for this absence _____

Number of days requesting _____ (not to exceed thirty (30) days)

Sick Leave Bank days should begin _____ / _____ / _____
month day year

The above requested days are needed for the following reason:

A statement from my physician is also attached.

Applicant Signature _____ Date _____

Return this form to Sick Leave Bank Committee Chairperson

Approved _____ Disapproved _____ Effective Date _____

Sick Leave Bank Committee Chairperson

Administrative Representative

HUDSON CITY SCHOOL DISTRICT
Sick Leave Bank Application
Attending Physician's Statement

Patient's Name (please print) _____

Nature of sickness or injury: _____

Dates of treatment: _____

Give dates hospitalized, if any, and name and address of hospital:

Date admitted _____ Date discharged _____

Hospital Name _____ Address _____

To your knowledge, what is the earliest date this patient was treated for this condition?

How long was or will the patient be unable to work? _____

Date the patient able to return to work _____

Is the patient still under your care? _____ yes _____ no

Physician Signature _____ Date _____

Print Physician Name _____

Address _____ City _____

Phone _____

Return to Sick Leave Bank Committee
c/o Office of Human Resources
2400 Hudson-Aurora Road
Hudson, Ohio 44236
330-653-1369
330-653-1474 (FAX)

**HUDSON CITY SCHOOL DISTRICT
Sick Leave Bank Application**

This form must be completed after using Sick Leave Bank Days

(Appropriate form/s, including Family Medical Leave Form and absence forms must also be completed for entire period of absence)

Complete the personal information and forward this form to Payroll. Payroll will complete the Usage of Sick Leave Bank Days and return the form to you. Sign the form and send it to the Sick Leave Bank Committee Chairperson via Human Resources.

Name _____ Employee # _____

School: _____

Home Address _____
City _____ Zip _____

Home Phone _____

Usage of Sick Leave Bank Days:

First day to miss work for this absence _____

Sick Leave Bank days began _____
date

Last Sick Leave Bank day used _____
date

Total number of days used _____

Payroll Designee Signature _____ Date _____

Employee Signature _____ Date _____

APPENDIX D

Self-Assessment Summary Tool

Name _____

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

Date _____

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

PROFESSIONAL GROWTH PLAN



As a result of the evaluation process, teachers and evaluators should focus on accelerating and continuing teacher growth through professional development. Professional development should be individualized to the needs of the teacher, and specifically relate to his/her areas of refinement as identified in the teachers' evaluation. The evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time, financial). Goals for the year will be reviewed during the Summative Evaluation Conference. *Submit no later than October 15th. Approval by administrator no later than November 1st.*

- Self-Directed** – Using three years of rolling data, when available, MBUs whose performance rating indicates above-expected levels of student growth must develop a professional growth plan and choose their credentialed evaluator from the Board approved building evaluator list.
- Collaborative** – Using three years of rolling data, when available, MBUs whose performance rating indicates expected levels of student growth must develop a professional growth plan collaboratively with their credentialed evaluator from the Board approved building evaluator list.

Teacher _____

Evaluator _____

<u>Annual Focus</u>	<u>Date Record dates when discussed</u>	<u>Areas for Professional Growth supports needed, resources, professional development</u>	<u>Professional Growth Plan Results goal statement reflection and results</u>
These are addressed by the evaluator as appropriate for this teacher.		Comments during conference with teacher and evaluator are made appropriate to the needs of the teacher.	
Goal 1: Student Achievement/Outcomes for Students Goal Statement: Evidence Indicators:			<input type="checkbox"/> Growth is demonstrated and performance standards are being met <input type="checkbox"/> Growth Plan is continued for the following specified timeline: <input type="checkbox"/> A new Goal has been generated
Goal 2 : Teacher Performance on the Ohio Standards for the Teaching Profession Goal Statement: Evidence Indicators: Areas of Refinement as Indicated in previous summative evaluation (as applicable)			<input type="checkbox"/> Growth is demonstrated and performance standards are being met <input type="checkbox"/> Growth Plan is continued for the following specified timeline: <input type="checkbox"/> A new Goal has been generated

Evaluator Signature	Date	Teacher Signature	Date
Evaluator Signature	Date	Teacher Signature	Date

The signatures above verify that the teacher and evaluator have discussed this Professional Growth Plan. Goals will be reviewed at the beginning of the year and during the Final Summative meeting.



Student Learning Objective (SLO) Template

This template should be completed while referring to the SLO Template Checklist.

Submit no later than October 15. Approval by administrator no later than November 1.

Teacher Name:

Content Area and Course(s):

Grade Level(s):

Academic year:

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

Assessment(s)

What assessment(s) will be used to measure student growth for this SLO?

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

Student Name	Student Number	Baseline Score	Growth Target	Final Score	Exceeds/ Meets Target? (yes/no)

% of students that exceeded/ met growth target	Descriptive Rating	Numerical Rating
90 - 100	Most Effective	5
80 - 89	Above Average	4
70 - 79	Average	3
60 - 69	Approaching Avg.	2
59 or less	Least Effective	1

Final SLO Percentage	
% Exceeding/Meeting Target:	%
% Below Target:	%

NUMERICAL RATING OF SLO:

Submit no later than October 15th. Approval by administrator no later than November 1st.

Submit no later than October 15th. Approval by administrator no later than November 1st.



SLO Approval Form

Name:

SLO Team (Teachers' Names):

Subject:

Grade:

SLO Focus Area:

Based on the administrator's review, the SLO approval status is one of the following:

Approved

- The SLO has met the criteria and the expectations outlined in the SLO guidance checklist.
- The teacher(s) have focused on the "right" goals.
- The SLO covers the course content and identifies the students who truly need to improve.
- The SLO logically related to improved student learning.
- The SLO leads to more equality of educational opportunities for all students.
- The SLO does not lead to unintended consequences, such as the curriculum becoming unacceptably narrowed.

Not Approved

- The SLO does not meet the criteria and the expectations outlined in the SLO guidance checklist. The SLO requires further development in the areas identified here. After these areas have been sufficiently addressed, the SLO will be approved. The areas requiring further development are as follows:

Baseline and Trend Data
Student Population
Interval of Instruction
Standards and Content

Assessment(s)
Growth Target(s)
Rationale for Growth Target(s)

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____



Pre-Observation Planning and Lesson Reflection Resource Questions

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

<p style="text-align: center;"><u>INSTRUCTIONAL PLANNING</u></p> <p><u>FOCUS</u> (Standard 4: Instruction)</p> <ul style="list-style-type: none"> • What is the focus for the lesson? • What content will students know/understand? What skills will they demonstrate? • What standards are addressed in the planned instruction? • Why is this learning important? <p><u>ASSESSMENT DATA</u> (Standard 3: Assessment)</p> <ul style="list-style-type: none"> • What assessment data was examined to inform this lesson planning? • What does pre-assessment data indicate about student learning needs? <p><u>PRIOR CONTENT KNOWLEDGE/SEQUENCE/CONNECTIONS</u> (Standard 1: Students / Standard 2: Content / Standard 4: Instruction)</p> <ul style="list-style-type: none"> • What prior knowledge do students need? • What are the connections to previous and future learning? • How does this lesson connect to students' real-life experiences and/or possible careers? • How does it connect to other disciplines? <p><u>KNOWLEDGE OF STUDENTS</u> (Standard 1: Students)</p> <ul style="list-style-type: none"> • What should the evaluator know about the student population? (See <i>Data Measures Inventory for the Classroom</i>) • How is this a developmentally appropriate Learning activity? <p style="text-align: center;"><u>INSTRUCTION & ASSESSMENT</u></p> <p><u>LESSON DELIVERY</u> (Standard 2: Content / Standard 4: Instruction)</p> <ul style="list-style-type: none"> • How will the goals for learning be communicated to students? • What instructional strategies and methods will be used to engage students and promote independent learning and problem solving? • What strategies will be used to make sure all students achieve lesson goals? • How will content-specific concepts, assumptions, and skills be taught? <p><u>DIFFERENTIATION</u> (Standard 1: Students / Standard 4: Instruction)</p> <ul style="list-style-type: none"> • How will the instructional strategies address all students' learning needs? • How will the lesson engage and challenge students of all levels? • How will the developmental gaps be addressed? 	<p><u>RESOURCES</u> (Standard 2: Content / Standard 4: Instruction)</p> <ul style="list-style-type: none"> • What resources/materials will be used in instruction? • How will technology be integrated into lesson delivery? <p><u>CLASSROOM ENVIRONMENT</u> (Standard 1: Students / Standard 5: Learning Environment)</p> <ul style="list-style-type: none"> • How will the environment support all students? • How will different grouping strategies be used? • How will safety in the classroom be ensured? • How will respect for all be modeled and taught? <p><u>ASSESSMENT OF STUDENT LEARNING</u> (Standard 3: Assessment)</p> <ul style="list-style-type: none"> • How will you check for understanding during the lesson? • What specific products or demonstrations will assess student learning / achievement of goals for instruction? • How will you ensure that students understand how they are doing and support students' self-assessment? • How will you use assessment data to inform your next steps? <p style="text-align: center;"><u>PROFESSIONAL RESPONSIBILITIES</u></p> <p><u>COLLABORATION AND COMMUNICATION</u> (Standard 6)</p> <ul style="list-style-type: none"> • How do you collaborate with colleagues? • How do you work with others when there is a problem? • What is your communication style with students? With families? With colleagues? • In what ways do you seek the perspectives of others? Give an example. <p><u>PROFESSIONAL RESPONSIBILITY AND GROWTH</u> (Standard 7)</p> <ul style="list-style-type: none"> • How do you apply knowledge gained from other experiences in your teaching? • Discuss ways you reflect and analyze your teaching. • What are some proactive ways you further your own professional growth?
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Classroom Walkthrough and Informal Observation Form

Walkthroughs are 3 to 20 minutes in length; at least one walkthrough per observation should be conducted during the 2014-2015 school year and at least two walk-throughs per observations thereafter until the expiration of the contract.

Teacher Name:

Evaluator Name:

Date:

Grade(s)/Subject Area(s):

Time Walkthrough Begins:

Time Walkthrough Ends:

Mode of Instruction (e.g. whole class, lecture, small group):

Where is Teacher in the Room:

Classroom Culture:

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

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

EVALUATOR'S SUMMARY COMMENTS OR REFLECTIVE QUESTION(S)

Evaluator's signature:

 Photocopy to the teacher provided to teacher

OTES TEACHER PERFORMANCE EVALUATION RUBRIC EVALUATION OBSERVATION



Teacher:	Evaluator:	Date:	Time:	Subject:
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INSTRUCTIONAL PLANNING

Focus For Learning

(Standard 4: Instruction) Sources of Evidence: Pre-Conference

<input type="checkbox"/> Ineffective	<input type="checkbox"/> Developing	<input type="checkbox"/> Skilled	<input type="checkbox"/> Accomplished
The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.

Evidence:

INSTRUCTIONAL PLANNING

Assessment Data

(Standard 3: Assessment) Sources of Evidence: Pre-Conference

<input type="checkbox"/> Ineffective	<input type="checkbox"/> Developing	<input type="checkbox"/> Skilled	<input type="checkbox"/> Accomplished
The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning.	The teacher 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.
The teacher does not use or only uses one measure of student performance.	The teacher uses more than one measure of student performance, but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.	The teacher 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.	Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.

Evidence:

INSTRUCTIONAL PLANNING

Prior Content Knowledge/ Sequence/Connection

[Standard 1: Students; Standard 2: Content; Standard 4: Instruction] Sources of Evidence: Pre-Conference

<input type="checkbox"/> Ineffective	<input type="checkbox"/> Developing	<input type="checkbox"/> Skilled	<input type="checkbox"/> Accomplished
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.	The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.	The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson.	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.
		The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.	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.

Evidence:

INSTRUCTIONAL PLANNING

Knowledge of Students

(Standard 1: Students) Sources of Evidence: Analysis of Student Data, Pre-Conference

<input type="checkbox"/> Ineffective	<input type="checkbox"/> Developing	<input type="checkbox"/> Skilled	<input type="checkbox"/> Accomplished
<p>The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information.</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 demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.</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 plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.</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'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'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

Lesson Delivery

(Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication) Sources of Evidence: Formal Observation, Classroom Walkthroughs/Informal Observations

<input type="checkbox"/> Ineffective	<input type="checkbox"/> Developing	<input type="checkbox"/> Skilled	<input type="checkbox"/> Accomplished
The 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.	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.	Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.	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.
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.	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.	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.	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.

Evidence:

INSTRUCTION AND ASSESSMENT

Differentiation

(Standard 1: Students; Standard 4: Instruction) Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs/Informal Observations

<input type="checkbox"/> Ineffective	<input type="checkbox"/> Developing	<input type="checkbox"/> Skilled	<input type="checkbox"/> Accomplished
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 the learning needs of students 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

Resources

(Standard 2: Content; Standard 4: Instruction) Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs/Informal Observations

<input type="checkbox"/> Ineffective	<input type="checkbox"/> Developing	<input type="checkbox"/> Skilled	<input type="checkbox"/> Accomplished
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

Classroom Environment

[Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication] Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs/Informal Observations

<input type="checkbox"/> Ineffective	<input type="checkbox"/> Developing	<input type="checkbox"/> Skilled	<input type="checkbox"/> Accomplished
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.	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.	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.	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.
There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.	Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.	Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.	Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.
Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.	The teacher transitions between learning activities, but occasionally loses some instructional time in the process.	Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).	Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.
The teacher creates a learning environment that allows for little or no communication or engagement with families.	The teacher welcomes communication from families and replies in a timely manner.	The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.	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.
Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.	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.	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.	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.

Evidence:

INSTRUCTION AND ASSESSMENT

Assessment of Student Learning

(Standard 3: Assessment) Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs/Informal Observations, Post-Conference

<input type="checkbox"/> Ineffective	<input type="checkbox"/> Developing	<input type="checkbox"/> Skilled	<input type="checkbox"/> Accomplished
The teacher does not routinely use assessments to measure student mastery.	Teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.	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.	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.
The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion.	The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion.	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.	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.
The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.	The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.	The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.	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.
Teacher does not provide students with feedback about their learning.	Students receive occasional or limited feedback about their performance from the teacher.	The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.	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.

Evidence:

PROFESSIONALISM

Professional Responsibilities

[Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth]

Sources of Evidence: Professional Development Plan or Improvement Plan; Pre-Conference, Post-Conference, Daily Interaction with Others

<input type="checkbox"/> Ineffective	<input type="checkbox"/> Developing	<input type="checkbox"/> Skilled	<input type="checkbox"/> Accomplished
The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.	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.	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.	The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practice by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.
The teacher fails to understand and follow regulations, policies, and agreements.	The teacher understands and follows district policies and state and federal regulations at a minimal level.	The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.	The teacher meets ethical professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.
The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas of professional development.	The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.	The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.	The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.

Evidence:

Statement of Reinforcement:

Statement of Refinement:

Teacher Signature:

Date:

Signature means that I have seen this report but not that I necessarily agree with it.

Evaluator Signature:

Date:



Teachers Name:

School

School Year

Final Summative Rating of Teacher Effectiveness

Proficiency on Standards 50%	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Cumulative Performance Rating (Holistic Rating using Performance Rubric)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas of reinforcement/refinement:

Student Growth Data 50%	BELOW EXPECTED GROWTH	EXPECTED GROWTH	ABOVE EXPECTED GROWTH
Student Growth Measure of Effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas of reinforcement/refinement:

Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check here if Improvement Plan has been recommended.

Teacher Signature

Date

Evaluator Signature

Date

The signatures above indicate the teacher and evaluator have discussed the Summative Rating.

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

HUDSON CITY SCHOOL DISTRICT: TEACHER: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Grade Level/Subject: _____ School Year: _____

Starting Time: _____ Ending Time: _____ Check one Evaluation Observation

Present Contract Status
Check one: One Year Limited Contract Two Year Limited Contract Three Year Limited Contract Continuing Contract

Domain A: Planning and Preparation

		Rating	Evidence*
A1	Demonstrating knowledge of students		
A2	Selecting instructional goals, benchmarks and indicators		
A3	Demonstrating knowledge of content		
A4	Designing coherent instruction and pedagogy		
A5	Assessing student learning		

* Please attach additional pages if more space is necessary.

Ratings: A = Accomplished S = Skilled D = Developing I = Ineffective N/O = Not Observed
Ratings of Accomplished or Skilled need not be supported by a narrative of evidence.

HUDSON CITY SCHOOL DISTRICT: TEACHER: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Domain B: Classroom Environment

		Rating	Evidence*
B1	Creating an environment of respect and rapport		
B2	Establishing a culture for learning and achievement		
B3	Managing classroom procedures		
B4	Managing student behavior		
B5	Organizing physical space		

* Please attach additional pages if more space is necessary.

Ratings:	A = Accomplished	S = Skilled	D = Developing	I = Ineffective	N/O = Not Observed
Ratings of Accomplished or Skilled need not be supported by a narrative of evidence.					

HUDSON CITY SCHOOL DISTRICT: TEACHER: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Domain C: Instruction

		Rating	Evidence*
C1	Communicating clearly and accurately		
C2	Demonstrating effective instructional strategies and lesson design		
C3	Providing techniques to extend student thinking		
C4	Monitoring student understanding and providing effective feedback		
C5	Engaging students in learning		

* Please attach additional pages if more space is necessary.

<p>Ratings: A = Accomplished S = Skilled D = Developing I = Ineffective N/O = Not Observed</p> <p>Ratings of Accomplished or Skilled need not be supported by a narrative of evidence.</p>

DOMAIN A – TEACHER: PLANNING AND PREPARATION

	Accomplished	Skilled	Developing	Ineffective
A1: Demonstrating knowledge of students	Teacher demonstrates thorough knowledge of students' backgrounds, skills, interests; exhibits multiple ways of acquiring this knowledge; uses this knowledge to plan for individual student learning.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, interests; uses this knowledge to plan for groups of students.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests; attempts to use this knowledge in planning for the class as a whole.	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interest and does not use such information in planning.
A2: Selecting instructional goals, benchmarks and indicators	Teacher's instructional goals reflect high-level learning relating to curriculum framework/ standards; and demonstrate efficacy in multiple disciplines; they are adapted, where necessary, to the needs of groups or individual students.	Teacher's instructional goals meet adopted benchmarks and indicators; they reflect opportunities for integration and demonstrate differentiation for groups or individual students.	Teacher's instructional goals are of moderate value or suitability for students in the class, consisting of a combination of goals and activities, with some differentiation for groups or individual students.	Teacher does not identify significant instructional goals that are unsuitable for students, or are stated only as instructional activities.
A3: Demonstrating knowledge of content	Teacher's knowledge of the content is extensive, demonstrating seamless connections with other disciplines; showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and addresses misconceptions when describing instruction or seeking causes for student misunderstanding.	Teacher demonstrates solid understanding of the content, its prerequisite relationships, and connections with other disciplines; student misconceptions are addressed.	Teacher's content knowledge represents developing understanding but does not extend to connection with other disciplines or to correct possible student misconceptions.	Teacher displays little understanding of the subject or structure of the discipline.
A4: Designing coherent instruction and pedagogy	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent, has a clear structure, and reflects extensive pedagogical knowledge.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning; the lesson or unit has clearly defined structure and reflects extensive pedagogical knowledge.	Some elements of the instructional design support the stated instructional goals and engage students in meaningful learning while others do not. Teacher's lesson or unit has a recognizable structure demonstrating developing understanding of pedagogical knowledge.	The various elements of the instructional design do not support the stated instructional goals of engaging students in meaningful learning, and the lesson or unit has no defined structure or content related pedagogy.
A5: Assessing student learning	Teacher's plan for student assessment is fully aligned with the instructional goals, contains clear assessment criteria/ standards that are for students but also show evidence of student participation in their development. Students monitor their own progress in achieving the goals.	Teacher's plan for student assessment is significantly aligned with the instructional goals, with clear differentiated assessment criteria and standards for students. Teacher uses assessment to plan for groups of students or individuals.	Teacher's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear for individual or groups of students. Teacher uses the assessment to plan for future instruction for the class as a whole.	Teacher's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, and is inappropriate for students. Teacher has no plans to use assessment results in designing future instruction.

DOMAIN B – TEACHER: CLASSROOM ENVIRONMENT

	Accomplished	Skilled	Developing	Ineffective
B1: Creating an environment of respect and rapport	Classroom interactions are highly respectful, reflecting genuine worth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions, both between teacher and student and among students, are appropriate and free from conflict but may be characterized by occasional inconsistencies.	Classroom interactions, both between teacher and students, and among students, are generally negative or inappropriate and characterized by put-downs or conflict.
B2: Establishing a culture for learning and achievement	Teacher creates an environment in which students feel empowered to take responsibility for their learning in the classroom by being committed to their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.	The classroom environment represents a genuine culture for learning, with clear commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student commitment to work.	The classroom environment reflects a developing culture for learning, with modest expectations for student achievement, adequate teacher commitment to the student, and some commitment to the subject.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student commitment to the work.
B3: Managing classroom procedures	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.	Classroom routines and procedures have been established and function smoothly.	Classroom routine and procedures have been established but function unevenly or inconsistently, with some loss of instructional time.	Classroom routines and procedures are either nonexistent or inefficient, resulting in significant loss of instructional time.
B4: Managing student behavior	Student behavior is entirely appropriate, regardless of instructional format, with evidence of student participation in setting expectations and monitoring behavior. Behavior expectations are well-established and monitoring is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student's needs.	Teacher is aware of student behavior, has established clear standards of conduct for different instructional formats, and responds to student misbehavior in ways that are appropriate and respectful of the students. These efforts are usually successful.	Teacher makes an effort to establish standards of conduct for students in different instructional formats, monitors students' behavior, and responds to student misbehavior, but these efforts are not always successful.	Student behavior is disruptive; there are no clear expectations in any instructional format, no monitoring of student behavior, and inappropriate response to student misbehavior.
B5: Organizing physical space	Teacher's classroom is safe, and the teacher uses the physical environment to facilitate learning for all students.	Teacher's classroom is safe, and learning is accessible to all students, the physical resources support educational activities and student learning.	Teacher's classroom is safe, and essential learning is accessible to all students. Physical resources do not interfere with educational activities and student learning.	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students that interferes with lesson activities and/or student learning.

DOMAIN C – TEACHER: INSTRUCTION

	Accomplished	Skilled	Developing	Ineffective
C1: Communicating clearly and accurately	The teacher makes the learning goals and instructional procedures clear for the students. Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.	The teacher makes the learning goals and instructional procedures clear for the students. Teacher communicates clearly and accurately to students, both orally and in writing.	The teacher makes vague references to learning goals and instructional procedures are clear to some students. Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	The teacher makes no reference to learning goals and instructional procedures are unclear. Teacher's oral and written communication contains errors or is unclear or inappropriate to students.
C2: Demonstrating effective instructional strategies and lesson design	Teacher employs an extensive repertoire of instructional strategies to accurately present content, exhibits knowledge of curricular resources to provide a logical lesson structure allowing for student reflection and closure ensuring comprehension.	Teacher employs an expanded repertoire of instructional strategies to accurately present content, exhibits knowledge of curricular resources to provide a logical lesson structure allowing for student closure ensuring comprehension.	Teacher employs a limited repertoire of instructional strategies, exhibits limited knowledge of curricular resources to provide an uneven lesson structure. Teacher accepts some responsibility for student's failure to understand.	Teacher exhibits no knowledge of appropriate instructional strategies and assumes no responsibility for students' failure to understand. Teacher exhibits no knowledge of curricular resources and provides an illogical lesson structure.
C3: Providing techniques to extend student thinking	Teacher uses activities or strategies that are specifically designed to actively engage students to think independently, creatively, or critically about content being taught. To ensure understanding, this knowledge is applied to problems never before encountered.	Teacher uses activities or strategies that consistently reflect high-level questions, true discussion, and participation by most students.	Teacher uses activities or strategies that reflect an attempt at some high-level questions, true discussion, and evokes moderate student participation.	Teacher makes inadequate use of activities or strategies which reflect low-level questions, little true discussion and limited student participation.
C4: Monitoring student understanding and providing effective feedback	Teacher demonstrates a variety of effective monitoring techniques and offers timely, high-quality feedback, which students use in their learning. The teacher is highly responsive to students' interests and questions, making lesson adjustments, if necessary, to ensure student success.	Teacher effectively monitors student understanding, offering timely, high-quality feedback, which students use in their learning. Teacher is highly responsive to students' interests and questions, making lesson adjustments, if necessary, to ensure student success.	Teacher makes attempts to monitor student understanding with only occasional feedback provided to students. Teacher demonstrates some flexibility and responsiveness to students' needs and interests during a lesson.	Teacher makes no attempts to monitor student understanding nor to provide feedback to students. Teacher adheres to the instruction plan and shows little flexibility in spite of evidence of poor student understanding or students' lack of interest.
C5: Engaging students in learning	Students are highly engaged (motivated) in critical thinking throughout the lesson making material contributions to the representation of content, the activities, and the materials. The pacing of the lesson allows for student reflection and closure.	Students are actively engaged throughout the lesson, with appropriate activities, materials, and instructive representations of content and suitable pacing of the lesson.	Some students are actively engaged. Teacher provides some activities or materials of uneven quality, inconsistent representations of content, or inconsistent pacing.	Few students are engaged in active learning, as a result of inappropriate activities or materials, poor representation of content, and pacing.

DOMAIN D – TEACHER: PROFESSIONAL RESPONSIBILITIES

	Accomplished	Skilled	Developing	Ineffective
D1: Reflecting on teaching	Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples of strengths and areas for improvement; teacher draws on an extensive repertoire to suggest alternative strategies.	Teacher reflects accurately on the lesson, citing general characteristics, and makes some specific suggestions about the strengths of the lesson and how it might be improved.	Teacher's reflection on the lesson is generally accurate, and teacher makes global observations as to how it might be improved.	Teacher does not reflect accurately on the lesson or propose ideas as to how it might be improved.
D2: Maintaining accurate records	Teacher's system for maintaining accurate instructional and/or non-instructional records is efficient; the teacher can readily access said records, and utilizes these records to provide frequent formal and informal student progress reports.	Teacher's system for maintaining accurate instructional and/or non-instructional records is efficient, and teacher can readily access said records providing required student progress reports.	Teacher's system for maintaining instructional and/or non-instructional records is accurate but not consistently efficient.	Teacher has no system, or an inadequate system, for maintaining accurate instructional and/or non-instructional records, resulting in errors and confusion.
D3: Growing and developing professionalism	Teacher seeks opportunities for professional development to enhance content knowledge and pedagogical skill, and shares this knowledge in an attempt to benefit the over-all learning environment.	Teacher meets the IPDP goals and positively participates in district required professional development.	Teacher's participation in professional development activities is limited to those that are required and/or convenient.	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills and provided by the district.
D4: Showing professionalism	Teacher assumes a leadership position in ensuring that school practices and procedures (based on current research) ensure that all students are honored in the school. Teacher assumes additional personal responsibility for non-assigned tasks that extend beyond building and/or district guidelines.	Teacher makes genuine/successful efforts to ensure that all students are well served based on current research. Teacher adheres to building and/or district expectations and guidelines.	Teacher's attempts to serve students based on current research are genuine but inconsistent.	Teacher's sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students. Teacher fails to consistently adhere to building and/or district expectations and guidelines.
D5: Communicating with families	Teacher uses multiple methods to communicate frequently and sensitively with families; successfully engages them in the instructional program.	Teacher complies with school procedures for communicating with families, uses multiple methods to communicate, initiates family contacts, and makes a significant effort to engage families in the instructional program.	Teacher complies with school procedures for communicating with families, responds to family-initiated contacts, and makes an effort to engage families in the instructional program.	Teacher does not comply with school procedures for communicating with families, provides little or no information to families and makes no attempt to engage them in the instructional program.
D6: Contributing to the school and district	Teacher makes a substantial contribution to school and district events and projects assuming leadership with colleagues and takes advantage of community resources.	Teacher maintains positive relationships with colleagues; takes initiative to participate in school and district events/projects.	Teacher's relationships with colleagues are cordial. Teacher occasionally participates in school events/projects as defined in job description.	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids being involved in district events/projects as defined in job description.

HUDSON CITY SCHOOL DISTRICT: COORDINATORS: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Grade Level/Subject: _____ School Year: _____

Starting Time: _____ Ending Time: _____ Check one Evaluation Observation

Present Contract Status
 Check one: One Year Limited Contract Two Year Limited Contract Three Year Limited Contract Continuing Contract

Domain A: Planning and Preparation

		Rating	Evidence*
A1	Demonstrating knowledge of current trends in specialty area and professional development		
A2	Demonstrating knowledge of the school's program and levels of teacher's skill in delivering that program		
A3	Maintain knowledge of current laws related to assigned areas and supports Board of Education policies		
A4	Establishing goals for the instructional support program appropriate to the setting and the teachers served		
A5	Demonstrating knowledge of resources, both within and beyond the school & district		
A6	Planning the instructional support program, integrated with the overall school program		
A7	Developing a plan to evaluate the instructional support program		

* Please attach additional pages if more space is necessary.

Ratings: A = Accomplished S = Skilled D = Developing I = Ineffective N/O = Not Observed
 Ratings of Accomplished or Skilled need not be supported by a narrative of evidence.

HUDSON CITY SCHOOL DISTRICT: COORDINATORS: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Domain B: Classroom Environment

		Rating	Evidence*
B1	Creating an environment of trust and rapport		
B2	Establishing a culture for ongoing instructional improvement		
B3	Establishing clear procedures for teachers to gain access to instructional support		
B4	Establishing and maintaining norms of behavior for professional interactions		
B5	Organizing physical space for workshops or training		

* Please attach additional pages if more space is necessary.

Ratings:	A = Accomplished	S = Skilled	D = Developing	I = Ineffective	N/O = Not Observed
Ratings of Accomplished or Skilled need not be supported by a narrative of evidence.					

HUDSON CITY SCHOOL DISTRICT: COORDINATORS: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Domain C: Instruction

		Rating	Evidence*
C1	Collaborating with teachers in the design of instructional units and lessons		
C2	Engaging teachers in learning new instructional skills		
C3	Sharing expertise with staff		
C4	Locating resources for teachers to support instructional improvement		
C5	Demonstrating flexibility and responsiveness		

* Please attach additional pages if more space is necessary.

Ratings:	A = Accomplished	S = Skilled	D = Developing	I = Ineffective	N/O = Not Observed
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Ratings of Accomplished or Skilled need not be supported by a narrative of evidence.

DOMAIN A – COORDINATORS: PLANNING AND PREPARATION

	Accomplished	Skilled	Developing	Ineffective
A1: Demonstrating knowledge of current trends in specialty area and professional development	Coordinator's knowledge of specialty area and trends in professional development is wide and deep; coordinator is regarded as an expert/knowledgeable resource by colleagues.	Coordinator demonstrates thorough knowledge of specialty area and trends in professional development.	Coordinator demonstrates basic familiarity with specialty area and trends in professional development.	Coordinator demonstrates little or no familiarity with specialty area or trends in professional development.
A2: Demonstrating knowledge of the school's program and levels of teacher's skill in delivering that program	Coordinator is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.	Coordinator demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Coordinator demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Coordinator demonstrates little or no knowledge of the school's program and of teacher skill in delivering that program.
A3: Maintain knowledge of current laws related to assigned areas and supports Board of Education policies	Coordinator's knowledge of government regulations and Board of Education policies is extensive.	Coordinator possesses knowledge of and follows government regulations and Board of Education policies.	Coordinator displays awareness of governmental regulations and Board of Education policies.	Coordinator demonstrates little or no knowledge of government regulations and ignores Board of Education policies.
A4: Establishing goals for the instructional support program appropriate to the setting and the teachers served	Coordinator's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.	Coordinator's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Coordinator's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Coordinator has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.
A5: Demonstrating knowledge of resources, both within and beyond the school and district	Coordinator actively seeks out new resources from a wide range of sources to enrich teacher's skills in implementing the school's program.	Coordinator is fully aware of knowledge of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Coordinator demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Coordinator demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.
A6: Planning the instructional support program, integrated with the overall school program	Coordinator's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.	Coordinator's plan is well designed to support teachers in the development of their instructional skills.	Coordinator's plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with the broader goals.	Coordinator's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.
A7: Developing a plan to evaluate the instructional support program	Coordinator's evaluation plan is highly sophisticated, with extensive data to provide evidence and a clear path toward improving the program on an ongoing basis.	Coordinator's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Coordinator has a rudimentary plan to evaluate the instructional support program.	Coordinator has no plan to evaluate the program or resists suggestions that such an evaluation is important.

DOMAIN B – COORDINATORS: THE ENVIRONMENT

	Accomplished	Skilled	Developing	Ineffective
B1: Creating an environment of trust and respect	Relationships with the coordinator are highly respectful and trusting, with many contacts initiated by both teachers and administrators.	Relationships with the coordinator are respectful, with some contacts initiated by teachers.	Relationships with the coordinator are cordial; teachers do not resist initiatives established by the coordinator.	Teachers are reluctant to request assistance from the coordinator, fearing that such a request will be treated as a sign of deficiency.
B2: Establishing a culture for ongoing instructional improvement	Coordinator has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the coordinator.	Coordinator promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Teachers do not resist the offerings of support from the coordinator.	Coordinator conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.
B3: Establishing clear procedures for teachers to gain access to instructional support	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.	Coordinator has established clear procedures for teachers to use in gaining access to support.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	When teachers want to access assistance from the coordinator, they are not sure how to go about it.
B4: Establishing and maintaining norms of behavior for professional interactions	Coordinator has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.	Coordinator has established clear norms of mutual respect for professional interaction.	Coordinator's efforts to establish norms of professional conduct are partially successful.	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.
B5: Organizing physical space for workshops or training	Coordinator makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.	Coordinator makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	The physical environment does not impede workshop activities.	Coordinator makes inadequate use of the physical environment, resulting in insignificant access by some participants, time lost due to substandard use of training equipment, or little alignment between the physical arrangement and the workshop activities.

HUDSON CITY SCHOOL DISTRICT: LIBRARY/MEDIA SPECIALIST: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Grade Level/Subject: _____ School Year: _____

Starting Time: _____ Ending Time: _____ Check one Evaluation Observation

Present Contract Status
Check one: One Year Limited Contract Two Year Limited Contract Three Year Limited Contract Continuing Contract

Domain A: Planning and Preparation

		Rating	Evidence*
A1	Demonstrating knowledge of literature and current trends in library/media practice and information technology		
A2	Demonstrating knowledge of the school's program and student information needs within that program		
A3	Establishing goals for the library/media program appropriate to the setting and the students served		
A4	Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan		
A5	Planning the library/media program integrated with the overall school program		
A6	Developing a plan to evaluate the library/media program		

* Please attach additional pages if more space is necessary.

Ratings: A = Accomplished S = Skilled D = Developing I = Ineffective N/O = Not Observed
Ratings of Accomplished or Skilled need not be supported by a narrative of evidence.

HUDSON CITY SCHOOL DISTRICT: LIBRARY/MEDIA SPECIALIST: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Domain B: Classroom Environment

		Rating	Evidence*
B1	Creating an environment of respect and rapport		
B2	Establishing a culture for investigation and love of literature		
B3	Establishing and maintaining library procedures		
B4	Managing student behavior		
B5	Organizing physical space to enable smooth flow		

* Please attach additional pages if more space is necessary.

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 Ratings of Accomplished or Skilled need not be supported by a narrative of evidence.

DOMAIN A – LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION

	Accomplished	Skilled	Developing	Ineffective
A1: Demonstrating knowledge of literature and current trends in library/media practice and information technology	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.
A2: Demonstrating knowledge of the school's program and student needs within that program	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program based on content standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates little of no knowledge of the school's content standards and of students' needs for information skills within those standards.
A3: Establishing goals for the library/media program appropriate to the setting and the students served	Library/media specialist's goals for the media program are highly appropriate to the situation in the school, to the age of the students, and to diverse learning abilities, and have been developed following consultations with students and colleagues.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist has no clear goals for the media program, or they are inappropriate to the situation in the school or the age of the students.
A4: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources and of varying types to enrich the school's program for the diverse needs of students.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.
A5: Planning the library/media program integrated with the overall school program	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers supporting academic content standards and the diverse needs of students.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.
A6 Developing a plan to evaluate the library/media program	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.

DOMAIN B – LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT

	Accomplished	Skilled	Developing	Ineffective
B1: Creating an environment of respect and rapport	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural and developmental differences among groups of students.	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.
B2: Establishing a culture for investigation and love of literature	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information in all curricular areas and reading literature. Students appear to have internalized these values and make these skills an integral part of their work.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.
B3: Establishing and maintaining library procedures	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.
B4: Managing student behavior	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student behavior is repressive or disrespectful of student dignity.
B5: Organizing physical space to enable smooth flow	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.

DOMAIN C – LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE

	Accomplished	Skilled	Developing	Ineffective
C1: Integration of information across curricular areas	Library/media specialist acquires extensive and detailed information about the Academic Content Standards for each curricular area and grade level and regularly and consistently incorporates the principles of the Ohio Dept. of Education - GESL into every curricular area in an ongoing manner.	Library/media specialist acquires detailed information about the Academic Content Standards for each curricular area and grade level and regularly incorporates the principles of the Ohio Dept. of Education – GESL into each of these areas.	Library/media specialist acquires sufficient but limited information about the Academic Content Standards for each curricular area and grade level and sufficiently incorporates the principles of the Ohio Dept. of Education - GESL into each of these areas.	Library/media specialist does not acquire sufficient information about the Academic Content Standards for each curricular area and grade level and does not regularly incorporate the principles of the Ohio Dept. of Education - GESL into the curricular areas.
C2: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas and types of resources.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas and types of resources.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas and types of resources.
C3: Collaborating with teachers in the design of instructional units and lessons	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.
C4: Engaging students in enjoying literature and in learning information skills	Students are highly engaged in enjoying literature and in learning information skills in authentic learning tasks based on diverse abilities and take initiative in ensuring the engagement of their peers.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.
C5: Assisting students and teachers in the use of technology in the library/media center	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center using current technology tools including the use of "searching skills" and helping with other technology related instruction to enhance student learning.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center including the use of "searching skills" and helping with other technology related instruction.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center
C6 Demonstrating flexibility and responsiveness	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.

DOMAIN D – LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

	Accomplished	Skilled	Developing	Ineffective
D1: Reflecting on practice	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.
D2: Preparing and submitting reports and budgets	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.
D3: Communicating with the larger community	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents and the larger community.	Library/media specialist makes no effort to engage in outreach efforts to parents and the larger community.
D4: Participating in a professional community	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.
D5: Engaging in professional development	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.
D6: Showing professionalism	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.
D7: Policies and Procedures	Library/media specialist regularly reviews all board-adopted policies regarding materials selection, challenges, acceptable use, including of controversial materials. Specialist actively solicits staff input in development and revision of such policies. Specialist is aware of and closely follows and interprets legal guidelines regarding such issues.	Library/media specialist is familiar with all board adopted policies regarding materials selection, challenge, acceptable use, inclusion of controversial materials. Specialist follows legal guidelines in regard to these policies.	Library/media specialist has basic understanding of board adopted policies regarding materials selection, challenge, acceptable use, including of controversial materials. Specialist attempts to follow legal guidelines in regard to these policies.	Library/media specialist is not completely familiar with board adopted policies regarding materials selection, challenge, acceptable use, including of controversial materials. Specialist has insufficient knowledge of legal guidelines in regard to these policies.

HUDSON CITY SCHOOL DISTRICT: RELATED SERVICES STAFF: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Grade Level/Subject: _____ School Year: _____

Starting Time: _____ Ending Time: _____ Check one Evaluation Observation

Present Contract Status
 Check one: One Year Limited Contract Two Year Limited Contract Three Year Limited Contract Continuing Contract

Domain A: Planning and Preparation

		Rating	Evidence*
A1	Demonstrating knowledge & skill in the specialist therapy area		
A2	Acquiring of information about individual learners		
A3	Establishing individual goals for the therapy program appropriate to the setting and the students served		
A4	Demonstrating knowledge of district, state, & federal regulations and guidelines		
A5	Demonstrating knowledge of resources, both within and beyond the school and district		
A6	Using variety of diagnostic assessments		
A7	Planning the therapy program, integrated with the regular school program, to meet the needs of individual students		

* Please attach additional pages if more space is necessary.

Ratings: A = Accomplished S = Skilled D = Developing I = Ineffective N/O = Not Observed
 Ratings of Accomplished or Skilled need not be supported by a narrative of evidence.

HUDSON CITY SCHOOL DISTRICT: RELATED SERVICES STAFF: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Domain B: Classroom Environment

		Rating	Evidence*
B1	Establishing rapport with students		
B2	Organizing time effectively		
B3	Maintaining established procedures for referrals		
B4	Establishing standards of conduct in the treatment center		
B5	Organizing physical space for testing of students and providing therapy		

* Please attach additional pages if more space is necessary.

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HUDSON CITY SCHOOL DISTRICT: RELATED SERVICES STAFF: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Domain C: Instruction

		Rating	Evidence*
C1	Responding to referrals & evaluating student needs		
C2	Developing and implementing treatment plans to maximize students' success		
C3	Utilizing appropriate transitions between activities and/or sessions		
C4	Communicating with families		
C5	Collecting information; writing reports		
C6	Demonstrating flexibility and responsiveness		

* Please attach additional pages if more space is necessary.

Ratings: A = Accomplished S = Skilled D = Developing I = Ineffective N/O = Not Observed Ratings of Accomplished or Skilled need not be supported by a narrative of evidence.
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HUDSON CITY SCHOOL DISTRICT: RELATED SERVICES STAFF: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Domain D: Professional Responsibilities

		Rating	Evidence*
D1	Reflecting on practice		
D2	Collaborating with teachers and administrators		
D3	Maintaining an effective data-management system		
D4	Participating in a professional community		
D5	Engaging in professional development		
D6	Showing professionalism, including integrity, advocacy, and maintaining confidentiality		

* Please attach additional pages if more space is necessary.

Ratings:	A = Accomplished	S = Skilled	D = Developing	I = Ineffective	N/O = Not Observed
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Ratings of Accomplished or Skilled need not be supported by a narrative of evidence.

Evaluator

Date

Certified Person (Signature means that I have seen this report, but not that I necessarily agree with it.

Date

_____ If initialed, comments are attached

DOMAIN A – RELATED SERVICES STAFF: PLANNING AND PREPARATION

	Accomplished	Skilled	Developing	Ineffective
A1: Demonstrating knowledge and skill in the specialist therapy area	Specialist demonstrates extensive knowledge and skill in the therapy area.	Specialist demonstrates thorough knowledge and skill in the therapy area.	Specialist demonstrates basic knowledge and skill in the therapy area.	Specialist demonstrates little or no knowledge and skill in the therapy area.
A2: Acquiring of information about individual learners	The therapist acquires extensive and detailed information about individual students as learners from a variety of sources, and in an ongoing manner and uses that knowledge to plan an effective and individualized program for each student.	The therapist acquires detailed information about individual students as learners from a variety of sources, and/or in an ongoing manner.	The therapist acquires little knowledge or information about individual students as learners from a limited number of sources.	The therapist does not acquire knowledge of individual students as learners.
A3: Establishing individual goals for the therapy program appropriate to the setting and the students served	Specialist's goals for the individual therapy program are highly appropriate to the situation in the school, to the age of the students, address individual learning styles and have been developed following consultations with administrators and teachers.	Specialist's goals for the individual therapy program are clearly appropriate to the situation in the school, to the age of the students and address individual learning styles.	Specialist's goals for the individual therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist has no clear goals for the individual therapy programs or they are inappropriate to either the situation or to the age of the students.
A4: Demonstrating knowledge of district, state, and federal regulations and guidelines	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.	Specialist demonstrates knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates little or no knowledge of special education laws and procedures.
A5: Demonstrating knowledge of resources, both within and beyond the school and district	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates little or no knowledge of resources for students available through the school or district.
A6: Using variety of diagnostic assessments	The therapist selects and administers a variety of diagnostic instruments and procedures based on the student's developmental level, areas of concern, and team/parent input. The therapist gathers information on how the student's developmental disorder affects educational performance from a variety of sources.	The therapist selects and administers diagnostic instruments and procedures based on the student's developmental level, areas of concern and team/parent input. The therapist gathers information on how the student's developmental disorder affects educational performance from limited sources.	The therapist selects and administers a limited number of diagnostic instruments without consideration of team/parent input.	The therapist is unable to select appropriate diagnostic instruments.
A7: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.	Specialist has developed an individual plan that includes the important aspects of work in the setting.	Specialist's plan for students has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist's plan for students consists of a random collection of unrelated activities, lacking coherence or an overall structure.

DOMAIN B – RELATED SERVICES STAFF: CLASSROOM ENVIRONMENT

	Accomplished	Skilled	Developing	Ineffective
B1: Establishing rapport with students	Specialist interactions with all students demonstrate a positive, caring rapport and mutual respect. Interactions are inclusive and appropriate. Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Specialist's interactions with students are both positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.
B2: Organizing time effectively	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.
B3: Maintaining established procedures for referrals	Established district procedures for all aspects of referral and testing protocols are clear to everyone and have been incorporated into the building IAT process.	Established district procedures for referrals and for meetings and consultations with parents and administrator are clear to everyone.	Procedures for referrals are vague. The details are not always clear or consistent.	Established district procedures for referrals have not been communicated; when teachers want to refer a student for special services, they are not sure how to go about it.
B4: Establishing standards of conduct in the treatment center	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	No standards of conduct have been established and specialist disregards or fails to address negative behavior during evaluation or treatment.
B5: Organizing physical space for testing of students and providing therapy	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed and are prepared for use providing a seamless transition between activities. Therapist makes good use of the building space provided.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find/access when needed.	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually unavailable.

DOMAIN C – RELATED SERVICES STAFF: INSTRUCTION

	Accomplished	Skilled	Developing	Ineffective
C1: Responding to referrals and evaluating student needs	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist fails to respond to referrals or makes hasty assessments of student needs.
C2: Developing and implementing treatment plans to maximize students' success	Specialist develops comprehensive individual plans for students, finding ways to creatively meet student needs and incorporate many related elements.	Specialist's individual plans for students are suitable for them and are aligned with identified needs.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs. They are not always individualized to specific student needs.	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.
C3: Utilizing appropriate transitions between activities and/or sessions	The therapist establishes procedures for managing seamless transitions incorporating student responsibility. No instructional time is lost.	The therapist establishes and directs procedures for transitions. No instructional time is lost.	The therapist establishes procedures for some transitions. Minimal instructional time is lost.	The therapist does not establish procedures for transitions. Considerable instructional time is lost.
C4: Communicating with families	Specialist secures necessary permissions adhering to required timelines and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.	Specialist communicates with families and secures necessary permission for evaluations adhering to required timelines, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist's communication with families is partially successful; not always adhering to required deadlines; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.
C5: Collecting information; writing reports	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and is tailored for the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.
C6: Demonstrating flexibility and responsiveness	Specialist is continually seeking ways to improve the student's individual treatment plan or program and makes changes in response to student, parent or teacher input.	Specialist makes revisions in the student's individual treatment plan or program when they are needed.	Specialist makes modest changes in the student's individual treatment plan or program when confronted with evidence of the need for change.	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.

DOMAIN D – RELATED SERVICES STAFF: PROFESSIONAL RESPONSIBILITIES

	Accomplished	Skilled	Developing	Ineffective
D1: Reflecting on practice	Specialist's reflection is highly accurate and perceptive, citing specific examples that are not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how the program might be improved.	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.
D2: Collaborating with teachers and administrators	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist is not available to staff for questions and planning and declines to provide background material when requested.
D3: Maintaining an effective data-management system	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.
D4: Participating in a professional community	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.
D5: Engaging in professional development	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist's participation in professional development activities is limited to those that are convenient and required.	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.
D6: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.

HUDSON CITY SCHOOL DISTRICT: SCHOOL COUNSELORS: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Grade Level/Subject: _____ School Year: _____

Starting Time: _____ Ending Time: _____ Check one Evaluation Observation

Present Contract Status
 Check one: One Year Limited Contract Two Year Limited Contract Three Year Limited Contract Continuing Contract

Domain A: Planning and Preparation

		Rating	Evidence*
A1	Acquiring information about individual students		
A2	Using acquired information		
A3	Establishing goals for the counseling program appropriate to the setting and the students served		
A4	Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district		
A5	Planning the counseling program, integrated with the regular school program		

* Please attach additional pages if more space is necessary.

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HUDSON CITY SCHOOL DISTRICT: SCHOOL COUNSELORS: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Domain B: Classroom Environment

		Rating	Evidence*
B1	Creating an environment of respect and rapport		
B2	Establishing a culture for productive communication		
B3	Managing routines and procedures		
B4	Establishing standards of conduct and contributing to the culture for student behavior throughout the school		
B5	Organizing physical space		

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HUDSON CITY SCHOOL DISTRICT: SCHOOL COUNSELORS: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Domain C: Instruction

		Rating	Evidence*
C1	Assessing student needs		
C2	Assisting students and teachers in the formulation of academic/ social, and career plans, based on knowledge of student needs		
C3	Providing feedback to students regarding progress toward developmental goals		
C4	Using counseling techniques in individual and classroom programs		
C5	Connecting resources to meet needs		
C6	Assessing student engagement		
C7	Demonstrating flexibility and responsiveness		

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HUDSON CITY SCHOOL DISTRICT: SCHOOL COUNSELORS: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Domain D: Professional Responsibilities

		Rating	Evidence*
D1	Reflecting on practice		
D2	Maintaining records and submitting them in a timely fashion		
D3	Communicating with families		
D4	Participating in a professional community		
D5	Engaging in professional development		
D6	Implementing knowledge from professional development		
D7	Showing professionalism		

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Evaluator

Date

Certified Person (Signature means that I have seen this report, but not that I necessarily agree with it.)

Date

_____ If initialed, comments are attached

DOMAIN A – SCHOOL COUNSELORS: PLANNING AND PREPARATION

	Accomplished	Skilled	Developing	Ineffective
A1: Acquiring information about individual students	Counselor acquires extensive and detailed information about individual students from a variety of sources, and in an ongoing manner.	Counselor acquires detailed information about individual students from a variety of sources, and in an ongoing manner.	Counselor acquires some knowledge about individual students from a variety of sources and in an ongoing manner.	Counselor does not acquire knowledge of individual students.
A2: Using acquired information	Counselor clearly communicates how planning incorporates consideration for the students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through all of the following: *Flexible grouping; *Activities that invite student interaction and choice; *Strategies that address various learning styles, special needs and cultural heritage; *Presentations and/or individual conferences that address strengths and gaps in student background, knowledge and skills. Counselor analyzes and uses achievement data and other assessment results to plan services to meet individual/group needs.	Counselor clearly communicates how planning shows consideration for the students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through most of the following: *Flexible grouping; *Activities that invite student interaction and choice; *Strategies that address various learning styles, special needs and cultural heritage; *Presentations and/or individual conferences that address strengths and gaps in student background, knowledge and skills. Counselor uses achievement data and other assessment results to plan services to meet individual/group needs.	Counselor planning shows little awareness of students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through some of the following: *Flexible grouping; *Activities that invite student interaction and choice; *Strategies that address various learning styles, special needs and cultural heritage; *Presentations and/or individual conferences that address strengths and gaps in student background, knowledge and skills. There is little evidence that the counselor uses achievement data or other assessment results to plan services for students.	Counselor planning shows no awareness of students' academic needs and learning styles, interests, cultural heritage and community backgrounds that would typically be demonstrated through the following: *Flexible grouping; *Activities that invite student interaction and choice; *Strategies that address various learning styles, special needs and cultural heritage; *Presentations and/or individual conferences that address strengths and gaps in student background, knowledge and skills. There is no evidence that the counselor uses achievement data or other assessment results to plan services for students.
A3: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students. They are developed following consultations with students, parents, and colleagues. The counselor designs activities that are aligned to the goals and provide opportunity for students to meet the goals.	Counselor's goals for the counseling are clear and appropriate to the situation in the school and to the age of the students. The counselor designs activities that are aligned to the goals and provide opportunity for students to meet the goals.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students. The counselor designs activities that provide limited opportunity for students to meet the goals.	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students. The counselor designs no activities that allow students to meet the goals.
A4: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available external to the school.	Counselor displays little or no knowledge of governmental regulations and of resources for students available through the school or district.
A5: Planning the counseling program, integrated with the regular school program	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program of the school.	Counselor's plan includes the important aspects of counseling in the school setting.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader school goals.	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.

DOMAIN B – SCHOOL COUNSELORS: THE ENVIRONMENT

	Accomplished	Skilled	Developing	Ineffective
B1: Creating an environment of respect and rapport	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.	Counselor's interactions with students are positive and respectful; and the counselor actively promotes positive student-student interactions.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are negative or inappropriate; and the counselor does not promote positive interactions among students.
B2: Establishing a culture for productive communication	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers or between students and teachers.
B3: Managing routines and procedures	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.	Counselor's routines for the counseling center or classroom work effectively.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.
B4: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counselor establishes clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.	Counselor establishes clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor establishes no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.
B5: Organizing physical space	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students contribute ideas to the physical arrangement. The counseling center is highly organized and allows for efficient use of time during counseling. Materials are convenient when needed.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. The counseling center is well organized and materials are available when needed.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful. The counseling center is not completely well organized and materials are difficult to find when needed.	The physical environment is in disarray or is inappropriate to the planned activities. The counseling center is disorganized and materials are not available when needed.

DOMAIN C – SCHOOL COUNSELORS: DELIVERY OF SERVICE

	Accomplished	Skilled	Developing	Ineffective
C1: Assessing student needs	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor's assessments of student needs are perfunctory.	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.
C2: Assisting students and teachers in the formulation of academic/social, and career plans, based on knowledge of student needs	Counselor helps individual students and teachers formulate academic, personal/social, and career plans based on extensive knowledge or the specific needs of the students and teachers.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor's program is independent of identified student needs.
C3: Providing feedback to students regarding progress toward developmental goals	The counselor provides substantive, accurate and specific feedback to students about their progress toward academic, career, and personal/social developmental goals.	The counselor provides accurate and specific feedback to students about their progress toward academic, career, and personal/social developmental goals.	The counselor provides little feedback to students about their progress toward academic, career, and personal/social developmental goals.	The counselor provides no feedback to students about their progress toward academic, career, and personal/social developmental goals.
C4: Using counseling techniques in individual and classroom programs	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
C5: Connecting resources to meet needs	Counselor connects with other programs and agencies both within and beyond the school or district to meet individual student needs.	Counselor connects with other programs within the school or district to meet individual student needs.	Counselor's efforts to connect services with other programs in the school are partially successful.	Counselor does not make connections with other available programs in order to meet student needs.
C6: Assessing student engagement	Counselor makes a thoughtful and accurate assessment of the level of student engagement, addressing specific examples of positive and/or negative student actions and makes effective adjustments.	Counselor makes an accurate assessment of the level of student engagement and makes adjustments.	Counselor makes an accurate assessment of the level of student engagement.	Counselor makes an inaccurate assessment of the level of student engagement.
C7: Demonstrating flexibility and responsiveness	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.	Counselor makes revisions in the counseling program when it is needed.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.

DOMAIN D – SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES

	Accomplished	Skilled	Developing	Ineffective
D1: Reflecting on practice	Counselor's reflection is highly accurate and perceptive, citing specific examples that are and are not fully successful for students. Counselor draws on an extensive repertoire to suggest alternative strategies.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the intervention program might be improved.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.
D2: Maintaining records and submitting them in a timely fashion	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.	Counselor's reports/student file comments, records, and documentation are accurate and are submitted in a timely manner.	Counselor's reports/student file comments, records and documentation are generally accurate but are occasionally late.	Counselor's reports/student file comments, records and documentation are missing, late, or inaccurate resulting in confusion.
D3: Communicating with families	Counselor is proactive in providing extensive information to families about the counseling program and about individual students through a variety of means.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides no information to families, either about the counseling program as a whole or about individual students.
D4: Participating in a professional community	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.
D5: Engaging in professional development	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of counseling skills.
D6: Implementing knowledge from professional development	Counselor consistently implements and applies the knowledge gained through professional development.	Counselor consistently implements the knowledge gained through professional development.	There is minimal evidence that the counselor implements knowledge gained through professional development.	There is no evidence that the counselor implements knowledge gained through professional development.
D7: Showing professionalism	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.

HUDSON CITY SCHOOL DISTRICT: SCHOOL PSYCHOLOGISTS: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Grade Level/Subject: _____ School Year: _____

Starting Time: _____ Ending Time: _____ Check one Evaluation Observation

Present Contract Status
 Check one: One Year Limited Contract Two Year Limited Contract Three Year Limited Contract Continuing Contract

Domain A: Planning and Preparation

		Rating	Evidence*
A1	Demonstrating valid assessment and interpretation		
A2	Demonstrating knowledge of child and adolescent development and psychopathology		
A3	Demonstrating collaborative problem solving		
A4	Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district		
A5	Demonstrating sequential problem solving		

* Please attach additional pages if more space is necessary.

Ratings: A = Accomplished S = Skilled D = Developing I = Ineffective N/O = Not Observed
 Ratings of Accomplished or Skilled need not be supported by a narrative of evidence.

HUDSON CITY SCHOOL DISTRICT: SCHOOL PSYCHOLOGISTS: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Domain B: Classroom Environment

		Rating	Evidence*
B1	Establishing rapport with students		
B2	Establishing a culture for positive mental health throughout the school		
B3	Maintaining established procedures for referrals		
B4	Establishing standards of conduct in the testing center		
B5	Organizing physical space for testing of students and storage of materials		

* Please attach additional pages if more space is necessary.

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Ratings of Accomplished or Skilled need not be supported by a narrative of evidence.					

HUDSON CITY SCHOOL DISTRICT: SCHOOL PSYCHOLOGISTS: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Domain C: Instruction

		Rating	Evidence*
C1	Responding to referrals; consulting with teachers and administrators		
C2	Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines		
C3	Chairing evaluation team		
C4	Works with the team to plan interventions to maximize students' likelihood of success		
C5	Using quality-methods and timelines		
C6	Maintaining contact with physicians and community mental health service providers		
C7	Demonstrating flexibility and responsiveness in working with the IAT team and/or educational team		

* Please attach additional pages if more space is necessary.

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HUDSON CITY SCHOOL DISTRICT: SCHOOL PSYCHOLOGISTS: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Domain D: Professional Responsibilities

		Rating	Evidence*
D1	Reflecting on practice		
D2	Communicating with families		
D3	Maintaining accurate records		
D4	Participating in a professional community		
D5	Engaging in professional development		
D6	Showing professionalism		

* Please attach additional pages if more space is necessary.

<p>Ratings: A = Accomplished S = Skilled D = Developing I = Ineffective N/O = Not Observed</p> <p>Ratings of Accomplished or Skilled need not be supported by a narrative of evidence.</p>

Evaluator

Date

Certified Person (Signature means that I have seen this report, but not that I necessarily agree with it.)

Date

_____ If initialed, comments are attached

DOMAIN A – SCHOOL PSYCHOLOGISTS: PLANNING AND PREPARATION

	Accomplished	Skilled	Developing	Ineffective
A1: Demonstrating valid assessment and interpretation	The school psychologist selects one or more assessment instrument(s) to enhance the validity of their evaluation, given the age, culture, primary language, and suspected disability of the child. He or she administers the assessment instrument(s) in a standardized fashion and provides an accurate interpretation. The school psychologist discusses and includes a written statement regarding the limitations of the instrument in cases where validity or reliability is in question.	The school psychologist selects an assessment instrument that is valid, given the age, culture, primary language and suspected disability of the child. He or she administers the assessment instrument(s) in a standardized fashion and is able to discuss the limitations of the instrument, when asked.	The school psychologist uses the same assessment instrument for all children regardless of their age, cultural, primary language, and suspected disability. He or she administers the assessment in a haphazard and non-standardized fashion. The school psychologist offers limited interpretation of the results.	The school psychologist uses the same assessment instrument for all children regardless of their age, cultural, primary language, and suspected disability. He or she administers the assessment in a haphazard and non-standardized fashion. The school psychologist offers no interpretation of the results.
A2: Demonstrating knowledge of child and adolescent development and psychopathology	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.
A3: Demonstrating collaborative problem solving	The school psychologist communicates in observable and measurable terms. The school psychologist asks guiding questions to help the team prioritize problems/behaviors to address target behaviors. Interventions and assessment procedures are identified to allow the student access to the general curriculum.	The school psychologist communicates problem situations in observable and measurable terms. Target behaviors are identified that represent the level of performance the student will need to reach to meet expectations.	The school psychologist communicates problem situations in basic terms. Target behaviors that represent the level of performance the student will need to reach are vague.	The school psychologist does not communicate problem situations or definitions remain vague. Target behaviors, representing the level of performance the student will need to reach to meet expectations, are not specified.
A4: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	The school psychologist has extensive knowledge of and refers to specific federal and state rules verbally and in writing, using precise terms when needed in public and nonpublic school settings (across a wide range of ages and disability conditions). He or she ensures that informed consent has been obtained from parents and/or guardians, including clear and concise explanations of confidentiality and due process. The school psychologist has a thorough knowledge of IDEA including the definition of LRE and FAPE.	The school psychologist refers to specific federal and state rules verbally and in writing, using appropriate terms when needed in public and nonpublic school settings (across a wide range of ages and disability conditions). He or she ensures that informed consent has been obtained from parents and/or guardians, including clear and concise explanations of confidentiality and due process. The school psychologist is able to discuss the essential concepts of IDEA including the definition of LRE and FAPE.	The school psychologist demonstrates little knowledge of specific federal and state rules. He or she has a limited understanding of the requirements of informed consent, confidentiality, and due process. The school psychologist is able to discuss the basic concepts of IDEA.	The school psychologist demonstrates no knowledge of specific federal and state rules. He or she is not aware of the requirements of informed consent, confidentiality, and due process. The school psychologist is not able to discuss the basic concepts of IDEA.

<p>A5: Demonstrating sequential problem solving</p>	<p>The school psychologist, with the problem-solving team, clearly and accurately communicates a sequential problem-solving approach in which academic and behavioral concerns are clarified/identified and analyzed as to how and why they may be occurring. Organized documentation of interventions (i.e., who did what by when) and their outcomes are used for intervention planning. The school psychologist guides the teacher through the problem-solving model.</p>	<p>The school psychologist, with the problem-solving team, clearly and accurately communicates a sequential problem-solving approach in which academic and behavioral concerns are clarified/identified and analyzed as to how and why they may be occurring. Interventions are suggested but not thoroughly discussed as part of the intervention planning.</p>	<p>The school psychologist communicates little to a sequential problem-solving approach to clarify/identify academic and behavioral concerns and to analyze how and why they are occurring. Interventions are developed but not monitored.</p>	<p>The school psychologist communicates nothing to a sequential problem-solving approach to clarify/identify academic and behavioral concerns and to analyze how and why they are occurring. Interventions are not developed or monitored.</p>
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DOMAIN B – SCHOOL PSYCHOLOGISTS: THE ENVIRONMENT

	Accomplished	Skilled	Developing	Ineffective
B1: Establishing rapport with students	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.
B2: Establishing a culture for positive mental health throughout the school	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.
B3: Maintaining established procedures for referrals	Established district procedures for all aspects of referral and testing protocols, are clear to everyone and have been incorporated into the building IAT process.	Established district procedures referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for referrals are vague. The details are not always clear or consistent.	Established procedures for referrals have not been communicated; when teachers want to refer a student for special services, they are not sure how to go about it.
B4: Establishing standards of conduct in the testing center	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.
B5: Organizing physical space for testing of students and storage of materials	Psychologist makes good use of the space provided. The testing center is highly organized, inviting to students, and allows for efficient/effective use of time during testing. Materials are stored in a secure location and are convenient when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.

DOMAIN C – SCHOOL PSYCHOLOGISTS: DELIVERY OF SERVICE

	Accomplished	Skilled	Developing	Ineffective
C1: Responding to referrals; consulting with teachers and administrators	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions in the referral.	Psychologist fails to consult with colleagues or to tailor evaluations to the questions in the referral.
C2: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines	Psychologist selects, from available assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are adhered to faithfully.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.
C3: Chairing evaluation team	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. ETRs are prepared in an exemplary manner. Psychologist contributes appropriately to IEPs.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed ETRs.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate ETRs.	Psychologist declines to assume leadership of the evaluation team.
C4: Works with the team to plan interventions to maximize students' likelihood of success	Psychologist works with the team to develop comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.	Psychologist works with a team to develop plans for students that are suitable for them and are aligned with identified needs.	Psychologist works with a team to develop plans for students that are partially suitable for them or are sporadically aligned with identified needs.	Psychologist fails to work with the team to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.
C5: Using quality-methods and timelines	The school psychologist routinely provides substantive, accurate, specific, and timely feedback to students about their progress toward the goals of the session. The school psychologist provides feedback using a variety of methods and facilitates student self-assessment.	The school psychologist provides accurate, specific, and timely feedback to students about their progress toward the goals of the session. The school psychologist provides feedback using a variety of methods.	The school psychologist provides limited basic feedback to students about their progress toward the goals of the session. Feedback is provided in a timely manner.	The school psychologist provides insufficient and/or inaccurate feedback to students about their progress toward the goals of the session. Feedback is not provided in a timely manner.
C6: Maintaining contact with physicians and community mental health service providers	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist declines to maintain contact with physicians and community mental health service providers.
C7: Demonstrating flexibility and responsiveness in working with the IAT team and/or educational team	Psychologist is continually seeking ways to improve the treatment program/intervention plan and makes changes as needed in response to student, parent, or teacher input.	Psychologist makes revisions in the treatment program/intervention plan when it is needed.	Psychologist makes modest changes in the treatment program/intervention plan when confronted with evidence of the need for change.	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.

DOMAIN D – SCHOOL PSYCHOLOGISTS: PROFESSIONAL RESPONSIBILITIES

	Accomplished	Skilled	Developing	Ineffective
D1: Reflecting on practice	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the intervention program might be improved.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.
D2: Communicating with families	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.
D3: Maintaining accurate records	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible and stored in a secure location.	Psychologist's records are in disarray; they may be missing, illegible, or stored in an unsecured location.
D4: Participating in a professional community	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.
D5: Engaging in professional development	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.
D6: Showing professionalism	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues. Psychologist's reports and required forms are credible and accurate.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. Psychologist's reports and required forms are credible and accurate.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality. Psychologist's reports and required forms are credible and accurate.	Psychologist displays dishonesty in interactions with colleagues, students, and/or the public and violates principles of confidentiality. Psychologist displays dishonesty in reports and required forms.

HUDSON CITY SCHOOL DISTRICT: TECHNOLOGY COORDINATORS: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Grade Level/Subject: _____ School Year: _____

Starting Time: _____ Ending Time: _____ Check one Evaluation Observation

Present Contract Status
 Check one: One Year Limited Contract Two Year Limited Contract Three Year Limited Contract Continuing Contract

Domain A: Planning and Preparation

		Rating	Evidence*
A1	Demonstrating knowledge of current trends in specialty area and professional development		
A2	Demonstrating knowledge of the school's program and levels of teacher's skill in delivering that program		
A3	Maintain knowledge of current laws related to assigned areas and supports Board of Education policies		
A4	Establishing goals for the instructional support program appropriate to the setting and the teachers served		
A6	Planning the instructional support program, integrated with the overall school program		
A7	Developing a plan to evaluate the instructional support program		

* Please attach additional pages if more space is necessary.

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HUDSON CITY SCHOOL DISTRICT: TECHNOLOGY COORDINATORS: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Domain B: Classroom Environment

		Rating	Evidence*
B1	Creating an environment of trust and rapport		
B2	Establishing a culture for ongoing instructional improvement		
B3	Establishing clear procedures for teachers to gain access to instructional support		
B4	Establishing and maintaining norms of behavior for professional interactions		
B5	Organizing physical space for workshops or training		

* Please attach additional pages if more space is necessary.

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HUDSON CITY SCHOOL DISTRICT: TECHNOLOGY COORDINATORS: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Domain C: Instruction

		Rating	Evidence*
C1	Collaborating with teachers in the design of instructional units, lessons and web pages		
C2	Engaging teachers in learning new instructional skills		
C3	Sharing expertise with staff		
C4	Locating resources for teachers to support instructional improvement		
C5	Demonstrating flexibility and responsiveness		
C6	Network administration		

* Please attach additional pages if more space is necessary.

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HUDSON CITY SCHOOL DISTRICT: TECHNOLOGY COORDINATORS: EVALUATION/OBSERVATION FORM

Teacher: _____ School: _____ Evaluator: _____ Date: _____

Domain D: Professional Responsibilities

		Rating	Evidence*
D1	Reflecting on practice		
D2	Preparing and submitting budgets and reports		
D3	Develops a system for asset management Coordinates and assists with software review and purchases		
D4	Coordinates hardware/ software installation and supervises the maintenance and repair of district hardware		
D5	Coordinates "Help Desk" procedures, institutes and oversees the technology aide and student technology teams		
D6	Coordinating work with other coordinators		
D7	Works cooperatively with district administrators		
D8	Participating in a professional development community		
D9	Engaging in professional development		
D10	Showing professionalism, including integrity and confidentiality		

* Please attach additional pages if more space is necessary.

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 Ratings of Accomplished or Skilled need not be supported by a narrative of evidence.

 Evaluator

 Date

 Certified Person (Signature means that I have seen this report, but not that I necessarily agree with it.)

 Date

_____ If initialed, comments are attached

DOMAIN A – TECHNOLOGY COORDINATOR: PLANNING AND PREPARATION

	Accomplished	Skilled	Developing	Ineffective
A1: Demonstrating knowledge of current trends in specialty area and professional development	Technology coordinator's knowledge of specialty area and trends in professional development is wide and deep; coordinator is regarded as an expert by colleagues.	Technology coordinator demonstrates thorough knowledge of specialty area and trends in professional development.	Technology coordinator demonstrates basic familiarity with specialty area and trends in professional development.	Technology coordinator demonstrates little or no familiarity with specialty area or trends in professional development.
A2: Demonstrating knowledge of the school's program and levels of teacher's skill in delivering that program	Technology coordinator is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.	Technology coordinator demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Technology coordinator demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Technology coordinator demonstrates little or no knowledge of the school's program and of teacher skill in delivering that program.
A3: Maintain knowledge of current laws related to assigned areas and supports Board of Education policies	Technology coordinator's knowledge of government regulations and Board of Education policies is extensive.	Technology coordinator possesses knowledge of and follows government regulations and Board of Education policies.	Technology coordinator displays awareness of governmental regulations and Board of Education policies.	Technology coordinator demonstrates little or no knowledge of government regulations and ignores Board of Education policies.
A4: Establishing goals for the instructional support program appropriate to the setting and the teachers served	Technology coordinator's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.	Technology coordinator's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Technology coordinator's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Technology coordinator has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.
A5: Demonstrating knowledge of resources, both within and beyond the school and district	Technology coordinator actively seeks out new resources from a wide range of sources to enrich teacher's skills in implementing the school's program.	Technology coordinator is fully aware of knowledge of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Technology coordinator demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Technology coordinator demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.
A6: Planning the instructional support program, integrated with the overall school program	Technology coordinator's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.	Technology coordinator's plan is well designed to support teachers in the development of their instructional skills.	Technology coordinator's plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with the broader goals.	Technology coordinator's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.
A7: Developing a plan to evaluate the instructional support program and district technology agenda	Technology coordinator's evaluation plan is highly sophisticated, with extensive data to provide evidence and a clear path toward improving the program on an ongoing basis.	Technology coordinator's plan to evaluate the program and district technology agenda is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Technology coordinator has a rudimentary plan to evaluate the instructional support program and district technology agenda.	Technology coordinator has no plan to evaluate the program/agenda or resists suggestions that such an evaluation is important.

DOMAIN B – TECHNOLOGY COORDINATOR: THE ENVIRONMENT

	Accomplished	Skilled	Developing	Ineffective
B1: Creating an environment of trust and respect	Relationships with the coordinator are highly respectful and trusting, with many contacts initiated by teachers.	Relationships with the coordinator are respectful, with some contacts initiated by teachers.	Relationships with the coordinator are cordial; teachers do not resist initiatives established by the coordinator.	Teachers are reluctant to request assistance from the coordinator, fearing that such a request will be treated as a sign of deficiency.
B2: Establishing a culture for ongoing instructional improvement	Technology Coordinator has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the coordinator.	Coordinator promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Teachers do not resist the offerings of support from the coordinator.	Technology Coordinator conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.
B3: Establishing clear procedures for teachers to gain access to instructional support	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.	Technology Coordinator has established clear procedures for teachers to use in gaining access to support.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	When teachers want to access assistance from the coordinator, they are not sure how to go about it.
B4: Establishing and maintaining norms of behavior for professional interactions	Technology coordinator has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.	Technology coordinator has established clear norms of mutual respect for professional interaction with teachers, staff and students.	Technology coordinator's efforts to establish norms of professional conduct are partially successful.	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.
B5: Organizing physical space for workshops or training	Technology coordinator makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.	Technology coordinator makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	The physical environment does not impede workshop activities.	Technology coordinator makes inadequate use of the physical environment, resulting in insignificant access by some participants; time lost due to substandard use of training equipment, or little alignment between the physical arrangement and the workshop activities.

DOMAIN C – TECHNOLOGY COORDINATOR: DELIVERY OF SERVICE

	Accomplished	Skilled	Developing	Ineffective
C1: Collaborating with teachers in the design of instructional units, lessons, and web pages	Technology coordinator initiates collaboration with classroom teachers in the design of instructional lessons, units, and web pages offering appropriate technology integration information, locating additional resources from sources outside the school.	Technology coordinator initiates collaboration with classroom teachers in the design of instructional lessons, units and web pages offering appropriate technology integration information.	Technology coordinator collaborates with classroom teachers in the design of instructional lessons, units and web pages offering appropriate technology integration information when specifically asked to do so.	Technology coordinator declines to collaborate with classroom teachers in the design of instructional lessons, units and web pages.
C2: Engaging teachers in learning new instructional skills	Teachers are highly engaged in acquiring new instructional skills and take the initiative in suggesting new areas for growth.	All teachers are engaged in acquiring new instructional skills.	Technology Coordinator's efforts to engage teachers in professional learning are partially successful, with some participating.	Teachers decline opportunities to engage in professional learning.
C3: Sharing expertise with staff	The quality of the technology coordinator's model lessons and workshops is uniformly high and appropriate to the needs of the teachers, administrators, and support staff being served, while conducting extensive follow-up work with all groups.	The quality of the technology coordinator's model lessons and workshops is uniformly high and appropriate to the needs of the teachers, administrators, and support staff being served.	The quality of the technology coordinator's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers, administrators, and support staff being served.	Technology coordinator's model lessons and workshops are of inferior quality or are not appropriate to the needs of the teachers, administrators, and support staff being served.
C4: Locating resources for teachers to support instructional improvement	Technology coordinator is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.	Technology coordinator locates resources for instructional improvement for teachers when asked to do so.	Technology coordinator efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Technology coordinator fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.
C5: Demonstrating flexibility and responsiveness	Technology coordinator is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.	Technology coordinator makes revisions to the support program when it is needed.	Technology coordinator makes modest changes to the support program when confronted with evidence of the need for change.	Technology coordinator adheres to his/her plan, in spite of evidence of inadequacy.
C6: Network administration	Technology coordinator consistently administers to the district network needs. Is knowledgeable about coordination with outside professional technical support services and the district web master to ensure the district's technology goals are met.	Technology coordinator effectively oversees and assists with district network administration. Coordinates outside professional technical support services. Works with district web master to monitor and coordinate district website.	Technology coordinator oversees and assists with district network administration and coordinates outside professional technical support when there is a problem. Works with district web master when asked to do so.	Technology coordinator does not oversee or assist the district network administration, provide outside professional technical support services nor work with the district web master.

DOMAIN D – TECHNOLOGY COORDINATOR: PROFESSIONAL RESPONSIBILITIES

	Accomplished	Skilled	Developing	Ineffective
D1: Reflecting on practice	Technology coordinator's reflection is highly accurate and perceptive, citing specific positive and negative examples. Coordinator draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.	Technology coordinator's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Coordinator makes some specific suggestions as to how the support program might be improved.	Technology coordinator's reflection on practice is moderately accurate and objective without citing specific examples and with global suggestions as to how it might be improved.	Technology coordinator does not reflect on practice, or the reflections are inaccurate or self-serving.
D2: Preparing and submitting budgets and reports	Technology coordinator anticipates and responds to teacher needs when preparing budgets, following established procedures, and suggesting improvements to those procedures. Reports are submitted on time.	Technology coordinator's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Technology coordinator's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Technology coordinator does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.
D3: Develops a system for asset management Coordinates and assists with software review and purchases	Technology coordinator creates an extensive system for managing district technology assets. The coordinator effectively coordinates and assists with software review and purchase to ensure the technology needs of the district are always progressive.	Technology coordinator has developed a system for asset management and coordinates and assists with software review and purchases.	Technology coordinator maintains some district assets and assists with software review and purchase when asked to do so.	Technology coordinator does not manage district assets and does not assist with software review or purchases.
D4: Coordinates hardware/software installation and supervises the maintenance and repair of district hardware	Technology coordinator continually coordinates hardware/software installation and effectively supervises the maintenance and repair of district hardware ensuring the technology needs of the district are consistently met at all levels.	Technology coordinator continually coordinates hardware/software installation and effectively supervises the maintenance and repair of district hardware.	Technology coordinator continually coordinates hardware/software installation and effectively supervises the maintenance and repair of district hardware when informed of the need.	Technology coordinator does not coordinate hardware/software installation nor supervises the maintenance and repair of district hardware.
5: Coordinates "Help Desk" procedures, institutes and oversees the technology aide and student technology teams	Technology coordinator effectively organizes the "Help Desk" procedures leading to prompt assistance for teachers, administrators, and students. The coordinator ensures all district personnel have beneficial technology support through the aide and student technology programs.	Technology coordinator effectively organizes the "Help Desk" procedures and oversees the technology aide and student technology teams.	Technology coordinator organizes the "Help Desk" procedures when time allows and occasionally provides technology support for teachers, administrators, and students.	Technology coordinator does not organize help for teachers, administrators or students of the district.
D6: Coordinating work with other coordinators	Technology coordinator takes a leadership role in coordinating projects with other coordinators within and beyond the district.	Technology coordinator initiates efforts to collaborate with other coordinators serving as a resource person for other district committees.	Technology coordinator responds positively to the efforts of other coordinators within the district to collaborate.	Technology coordinator makes no effort to collaborate with other coordinators within the district.

	Accomplished	Skilled	Developing	Ineffective
D7: Works cooperatively with district administrators	Technology coordinator seeks out opportunities to collaborate with district administrators maintaining positive relationships while taking a leadership role to benefit the district.	Technology coordinator actively participates with district administrators building positive relationships for the benefit of the district.	Technology coordinator collaborates with district administrators when specifically requested to do so	Technology coordinator does not or avoids working with district administrators.
D8: Participating in a professional community	Technology coordinator makes substantial contributions to school/district events and projects while assuming a leadership role with colleagues.	Technology coordinator participates actively in school/district events and projects while maintaining positive and productive relationships with colleagues.	Technology coordinator's relationships with colleagues are cordial. The coordinator participates in school/district events and projects when specifically requested.	Technology coordinator's relationships with colleagues are negative or self-serving. The coordinator avoids being involved in school/district events and projects.
D9: Engaging in professional development	Technology coordinator actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences to keep abreast of new developments in technology.	Technology coordinator seeks out opportunities for professional development based on an individual assessment of need.	Technology coordinator's participation in professional development activities is limited to those that are convenient or are required.	Technology coordinator does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.
D10: Showing professionalism, including integrity and confidentiality	Technology coordinator can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.	Technology coordinator displays high standards of honesty and integrity in interactions with colleagues and respects the norms of confidentiality.	Technology coordinator is honest in interactions with colleagues and respects the norms of confidentiality.	Technology coordinator displays dishonesty in interactions with colleagues and violates norms of confidentiality.

Appendix E

**Ohio Teacher Evaluation System
Improvement Plan**



Teacher Name:

Grade Level/Subject:

School Year:

Building:

Date of Improvement Plan Conference:

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

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

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

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

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

**Ohio Teacher Evaluation System
Improvement Plan (continued)**



Section 3: Specific Plan of Action

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

Actions to be Taken	Sources of Evidence that will be Examined

Section 4: Assistance and Professional Development

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

Date for this Improvement Plan to be Evaluated:

Teacher's Signature

Date

Evaluators Signature

Date

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

Ohio Teacher Evaluation System
Improvement Plan: Evaluation of Plan



Teacher Name:

Grade Level/Subject:

School Year:

Building:

Date of Evaluation:

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

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

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

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

Teacher's Signature

Date

Evaluator's Signature

Date

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

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

**HUDSON CITY SCHOOL DISTRICT
SUMMARY OF INSURANCE COVERAGE**

- A. Life Insurance
- B. Supplemental Life Insurance
Employees can purchase up to \$200,000 in \$10,000 increments paid through payroll deductions Effective January 1- enrollment in November for coverage effective January 1.

C. Medical Insurance

- 1. Effective on hire date – enrollment must take place within (thirty) 30 days of hire date
- 2. No pre-existing conditions clause
- 3. PPO – Directory available online
- 4. Deductible
 - a. Individual \$200
 - b. Family \$400
- 5. Out-of-Pocket Maximum
 - a. Individual \$500
 - b. Family \$1,000
- 6. Unlimited lifetime maximum
- 7. Co-insurance

80% / 20%	In-Network
70% / 30%	Out-of-Network
- 8. Outpatient Surgery
100% of usual and customary
- 9. Prescription Drugs

- a. Pharmacy
The BOE will provide for the MBU or covered dependent(s) prescription drug insurance, with co-pays as prescribed below. In a calendar year, the coinsurance will change to one hundred percent (100%) whenever the prescription drug co-pays, as prescribed below, exceed Five Hundred Dollars (\$500.00) for single coverage and One Thousand Dollars (\$1,000.00) for family coverage.

	<u>Co-payments</u>
Generic	\$15.00
Preferred	\$20.00
Non-Preferred	\$30.00

- b. Mail Order Maintenance Drugs
The BOE will provide for the MBU or covered dependent for maintenance drugs through a Mail Order Maintenance Drug Service provider, with co-pays as prescribed below. In a calendar year, the co-insurance will change to one hundred percent (100%) whenever the prescription drug co-pays, as prescribed below, exceed Five Hundred Dollars (\$500.00) for single coverage and One Thousand Dollars (\$1,000.00) for family coverage.

	<u>Co-payments</u>
Generic	\$30.00
Preferred	\$40.00
Non-Preferred	\$60.00

10. Cost for Participation
 - a. Coverages are offered as follows, with the MBU paying fifteen percent (15%) of the annual premium for each coverage through December 31, 2015, and then seventeen percent (17%) effective January 1, 2016, and eighteen percent (18%) effective January 1, 2017 for: single; MBU and spouse; MBU and dependent children; and family (MBU, spouse and dependent children).
 - b. Part time MBUs will pay the same annual premium as full time MBUs, in addition to paying a prorated portion of the remainder of the premium based upon the percentage assignment of the MBU (i.e. a 50% MBU member will pay the applicable premium plus 50% of the remainder of the premium).

D. Dental Insurance (Note: Refer to Dental Benefit Highlights for both plans at the end of Appendix F)

1. Dental Insurance Option 1—Delta Dental “High” Plan

- a. The BOE will provide Dental Insurance coverage equal to the Delta Dental Plan High Plan [100/80/60/60% co-insurance; Twenty-Five Dollar (\$25.00) deductible single, Fifty Dollar (\$50.00) deductible family; Two Thousand Five Hundred Dollar (\$2,500) calendar year maximum; Two Thousand Five Hundred Dollars (\$2,500.00) Orthodontia lifetime maximum].
- b. MBU’s shall pay fifteen percent (15%) of the premium cost for any coverage chosen. For part-time MBUs, the BOE will pay the full cost of single coverage up to One Hundred and Forty (\$140.00) and family coverage (single/dependent) up to Two Hundred Thirty-Two Dollars and Fifty Cents (\$232.50).

2. Dental Insurance Option 2—Delta Dental “Low” Plan

- a. The BOE will provide dental insurance coverage equal to the Delta Dental Low Plan [Class “A” procedure deductibles none, payment percentages are 100%; Class “B” procedure deductibles are Twenty-Five Dollars (\$25.00) per individual and Fifty Dollars (\$50.00) per family, payment percentages are 100% of “Dental Schedule Amount;” Class “C” procedure deductibles are Twenty-Five Dollars (\$25.00) per individual and Fifty Dollars (\$50.00) per family, payment percentages are 100% of “Dental Schedule Amount;” One Thousand Five Hundred Dollar (\$1,500) calendar year maximum for Class “A,” Class “B,” and Class “C” procedures combined; One Thousand Dollar (\$1,000) Orthodontia lifetime maximum.]
- b. MBUs shall pay fifteen percent (15%) of the premium cost for any coverage chosen. For part-time MBUs, the BOE will pay a pro-rata amount for coverage equal to the percentage assignment of the part-time MBU.

E. Opt Out

1. Receive a \$450.00 (payable in April) for not participating in medical plan
2. Can have dental coverage, no medical coverage, and still receive opt out

- F. Flex Plan
 - 1. Allows set aside pre-tax dollars for:
 - a. Charges not covered under the benefit plans, such as medical or dental deductible, vision care, etc.
 - b. Child care reimbursement
 - 2. Regulated by the IRS and administered in accordance with IRS rules – Enrollment in November for participation effective January 1
 - 3. Payroll deduction (24 pays)
 - 4. Administration fee paid by the Board
- G. Open Enrollment

Can change coverage each year with sign-up in May and coverage changes effective July 1.
- H. The BOE shall offer a plan of vision insurance. A summary of the vision insurance benefits, together with co-pays and premium costs, is as follow:

SUMMARY OF VISION INSURANCE COVERAGE

VSP Choice Preferred Provider		Open Access Schedule	
WellVision Exam®	Covered After Co-pay	Eye Exam	up to \$45
Lenses:		Lenses:	
Single Vision	Covered After Co-pay	Single Vision	up to \$30
Lined Bifocal	Covered After Co-pay	Lined Bifocal	up to \$50
Lined Trifocal	Covered After Co-pay	Lined Trifocal	up to \$65
Lenticular Lenses	Covered After Co-pay	Lenticular Lenses	up to \$100
Frame	up to \$130	Frame	up to \$70
Elective Contact Lenses*	up to \$130	Elective Contact Lenses*	up to \$105
Necessary Contact Lenses	Covered in Full	Necessary Contact Lenses	up to \$210

*Contact lenses are in lieu of lenses and frame.

- 1. Exam, one per 12 month period
Lenses, one per 12 month period
Frame, one per 24 month period
- 2. Co-pay: \$10, office visit
\$25, optical hardware
- 3. Premium: MBU only, Board-paid
MBU plus one family member, \$11.22 per month
Family, \$18.06 per month

SUMMARY OF DENTAL INSURANCE

DENTAL DENTAL OF OHIO HIGH PLAN

Delta Dental PPO (Point-of-Service) DENTAL BENEFIT HIGHLIGHTS <i>Coverage effective July 1, 2014</i>	Plan Pays		
	PPO Dentist	Premier Dentist	Non- participating Dentist*
Diagnostic and Preventive Services - exams, cleanings, fluoride, and space maintainers	100%	100%	100%
Emergency Palliative Treatment - to temporarily relieve pain	100%	100%	100%
Sealants - to prevent decay of permanent teeth	100%	100%	100%
Brush Biopsy - to detect oral cancer	100%	100%	100%
Radiographs - X-rays	100%	100%	100%
Periodontal Maintenance - cleanings following periodontal therapy	100%	100%	100%
Minor Restorative Services - fillings and crown repair	80%	80%	80%
Endodontic Services - root canals	80%	80%	80%
Periodontic Services - to treat gum disease	80%	80%	80%
Oral Surgery Services - extractions and dental surgery	80%	80%	80%
Other Basic Services - misc. services	80%	80%	80%
Relines and Repairs - to bridges, dentures, and implants	80%	80%	80%
Major Restorative Services - crowns	60%	60%	60%
Prosthodontic Services - bridges, dentures and implants	60%	60%	60%
Orthodontic Services - braces	60%	60%	60%
Orthodontic Age Limit	No Age Limit		

APPENDIX F (Cont'd)

**When you receive services from a Nonparticipating Dentist, the percentages in this column indicate the portion of Delta Dental's Nonparticipating Dentist Fee that will be paid for those services. The Nonparticipating Dentist Fee may be less than what your dentist charges and you are responsible for that difference.*

Maximum Payment - \$2,500 per person per total per calendar year on diagnostic & preventive, basic services, and major services. \$2,500 per person total per lifetime on orthodontics.

Deductible - \$25 deductible per person total per calendar year limited to a maximum deductible of \$50 per family per calendar year on all services except diagnostic and preventive services, emergency palliative treatment, sealants, brush biopsy, X-rays, periodontal maintenance, and orthodontic services. The deductible met under the previous carrier for the period January 1, 2014, through June 30, 2014, will be applied to the 2014 calendar year deductible with Delta Dental. It is the subscriber's responsibility to provide Delta Dental with adequate documentation of the deductible met under the previous carrier.

DENTAL DENTAL OF OHIO LOW PLAN

Delta Dental PPO (Point-of-Service)	Plan Pays		
DENTAL BENEFIT HIGHLIGHTS	PPO Dentist	Premier Dentist	Non- participating
<i>Coverage effective July 1, 2014</i>			
Diagnostic and Preventive Services - exams, cleanings, fluoride, and space maintainers		100%	100%
Emergency Palliative Treatment - to temporarily relieve pain		100%	100%
Sealants - to prevent decay of permanent teeth		100%	100%
Brush Biopsy - to detect oral cancer		100%	100%
Radiographs - X-rays		100%	100%
Periodontal Maintenance - cleanings following periodontal therapy		100%	100%
Minor Restorative Services - fillings and crown repair		50%	50%
Endodontic Services - root canals		50%	50%
Periodontic Services - to treat gum disease		50%	50%
Oral Surgery Services - extractions and dental surgery		50%	50%
Other Basic Services - misc. services		50%	50%
Relines and Repairs - to bridges, dentures, and implants		50%	50%
Major Restorative Services - crowns		25%	25%
Prosthetic Services - bridges, dentures and implants		25%	25%
Orthodontic Services - braces		50%	50%
Orthodontic Age Limit		170	No Age Limit

** When you receive services from a Nonparticipating Dentist, the percentages in this column indicate the portion of Delta Dental's Nonparticipating Dentist Fee that will be paid for those services. The Nonparticipating Dentist Fee may be less than what your dentist charges and you are responsible for that difference.*

Maximum Payment - \$1,500 per person per total per calendar year on diagnostic & preventive, basic services, and major services. \$1,000 per person total per lifetime on orthodontics.

Deductible - \$25 deductible per person total per calendar year limited to a maximum deductible of \$50 per family per calendar year on all services except diagnostic and preventive services, emergency palliative treatment, sealants, brush biopsy, X-rays, periodontal maintenance, and orthodontic services. The deductible met under the previous carrier for the period January 1, 2014, through June 30, 2014, will be applied to the 2014 calendar year deductible with Delta Dental. It is the subscriber's responsibility to provide Delta Dental with adequate documentation of the deductible met under the previous carrier.

INDEX

-A-

Accidental Death and Dismemberment (INSURANCE PROVISIONS: Life Insurance).....	31
Action, Disciplinary.....	28
Additional Compensation for National Board Certification & Master Teacher.....	67
“Administration (ADM)” (DEFINITIONS).....	1
Administrative Vacancies (VACANCIES AND TRANSFERS: Posting of Vacancies).....	30
Admission to School Activities (TEACHER RIGHTS).....	14
Advisory Committee (EAC), Extracurricular.....	29
Agreement (BARGAINING PROCEDURES: Traditional Negotiations Procedure).....	3
Agreement, Complete.....	75
Agreement, Duration of.....	76
Agreement, Printing of.....	76
Annuities (COMPENSATION).....	59
APPRAISAL/EVALUATION, TEACHER.....	37
Assault (TEACHER RIGHTS: Protection of MBUs).....	13
Assault Leave (LEAVES).....	15
Assignment (VACANCIES AND TRANSFERS).....	30
“Association (HEA)” (DEFINITIONS).....	1

-B-

Bank, Sick Leave.....	21
BARGAINING PROCEDURES.....	3
Bargaining Recognition, Duration of.....	2
Bargaining Time Lines (BARGAINING PROCEDURES: Traditional Negotiations Procedure).....	3
Benefit Restoration (REDUCTION IN FORCE: Procedures for Implementation).....	45
“Board (BOE)” (DEFINITIONS).....	1
BOE-Owned Equipment, Use of.....	9
Bonus, Masters Degree +45 Semester Hours.....	54
Building Facilities, Use of.....	9
Building Level Content Facilitator (COMPENSATION: Department Chairs and Schedule).....	56
Building Staff Meetings (CONDITIONS OF EMPLOYMENT).....	24
Bulletin Boards, Use of.....	9
Bus Duty (CONDITIONS OF EMPLOYMENT: Relief Help).....	26

-C-

Calendar (CONDITIONS OF EMPLOYMENT).....	24
Calendar Day.....	1, 5
Caucus (BARGAINING PROCEDURES: While Negotiations are in Progress).....	4
“Casual Employee” (DEFINITIONS).....	1
Class Size (CONDITIONS OF EMPLOYMENT).....	25
Clause, No Reprisal.....	76
Colon Cancer.....	34
Committee (EAC), Extracurricular Advisory.....	29
COMPENSATION.....	47
Compensation, Additional, For, National Board Certification and Master Teacher,.....	67
Compensation, Department Chair and Schedule of.....	56
Compensation, Extracurricular.....	59
Compensation, Extracurricular Schedule of.....	59
Compensation, Workers’.....	15

Complete Agreement (GENERAL).....	75
Comprehensive Wellness Initiative	36
Conditions (LEAVES: Parental Leave).....	17
Conditions (LEAVES: Personal).....	18
CONDITIONS OF EMPLOYMENT	23
Conferences, Professional Meetings and	13
Conference Time, Preparation/	24
Consistency with the Law	71
Contents of Personnel File (TEACHER RIGHTS: Personnel Records)	12
Continuing Contracts (CONTRACTS).....	27
CONTRACTS.....	26
Contracts, Limited	27
Contracts, Supplemental	27
Contract Supremacy/Contrary to Law (GENERAL).....	75
Contractual Renewals (LEAVES: Parental Leave)	17
Contract Year, MBUs'	23
Criminal Records Check Law (CONDITIONS OF EMPLOYMENT).....	26
Criteria and Process, Selection (MENTOR TEACHER PROGRAM).....	69
Curriculum Development, Summer School and	54

-D-

Day, Length of MBUs'	23
“Days” (DEFINITIONS)	1
Deductions, Payroll.....	58
Definition (LEAVES: Sabbatical Leave).....	19
DEFINITIONS.....	1
Definitions (GRIEVANCE PROCEDURE).....	5
Definitions (MENTOR TEACHER PROGRAM).....	67
Dental Insurance (INSURANCE PROVISIONS)	35
Department Chairs and Schedule of Compensation (COMPENSATION)	56
Disability Leave (LEAVES: Extended Illness and/or Disability Leave)	15
Disability Retirement (LEAVES: Extended Illness and/or Disability Leave).....	16
Disciplinary Action (CONTRACTS)	28
Disciplinary Action (TEACHER RIGHTS: Right of HEA Representation).....	14
Disciplinary Procedures (CONTRACTS)	28
Discussion (GRIEVANCE PROCEDURE: Procedure Level One)	7
“District (HCS D)” (DEFINITIONS)	1
Drugs, Mail Order Maintenance	33
Duration of Agreement (GENERAL).....	76
Duration of Bargaining Recognition (RECOGNITION).....	2
Duration of Insurance Coverage	33
Duty-Free, Uninterrupted Lunch (CONDITIONS OF EMPLOYMENT)	24

-E-

Elective Surgery.....	33
Eligibility (LEAVES: Sabbatical Leave).....	19
E-Mail, Use of.....	9
Employee Assistance Program (EAP) (INSURANCE PROVISIONS)	34
EMPLOYMENT, CONDITIONS OF	23
Entry-Year Teacher (MENTOR TEACHER PROGRAM: Definitions).....	67

Equipment, Room	26
Equipment, Use of BOE-Owned	9
Evaluation Procedure (TEACHER APPRAISAL/EVALUATION)	37
Evaluation Procedures (CONTRACTS: Continuing Contracts)	27
EVALUATION, TEACHER APPRAISAL	37
Extended Illness and/or Disability Leave (LEAVES)	15
Extended Service (COMPENSATION)	54
Extracurricular Advisory Committee (EAC) (CONTRACTS).....	29
Extracurricular Compensation (COMPENSATION)	59
Extracurricular Schedule of Compensation (COMPENSATION)	59

-F-

Facilitator (PreK-8), Building Level Content	56
Facilities, Use of Building	9
Fair Share Fee, Right to (HEA RIGHTS).....	10
Family and Medical Leave (LEAVES).....	22
Federal Mediation and Conciliation Service (FMCS)	5
File, Personnel	12
Formative Assistance (MENTOR TEACHER PROGRAM: Definitions).....	67
Full-Time/Part-Time Status Defined (INSURANCE PROVISIONS)	31

-G-

GENERAL.....	75
Grievance Policy (GRIEVANCE PROCEDURE)	5
GRIEVANCE PROCEDURE.....	5
“Grievant” (GRIEVANCE PROCEDURE: Definitions)	5

-H-

Health and Safety of Workers (TEACHER RIGHTS: Protection of MBUs).....	14
Health Maintenance Organization (INSURANCE PROVISIONS: Hospitalization).....	32
HEA Representation, Right to	14
HEA RIGHTS	9
Help, Relief.....	25
HIRING OF RETIREES.....	74
Hospitalization (INSURANCE PROVISIONS).....	31

-I-

IT Compensation.....	64
IEP/504 Plan Development Meetings.....	69
Illness and/or Disability Leave, Extended	15
“Immediate Family,” Definition of (LEAVES: Sick Leave).....	20
Impasse (BARGAINING PROCEDURES: Traditional Negotiations Procedure).....	5
Implementation (MENTOR TEACHER PROGRAM)	67
Implementation, Procedures for (REDUCTION IN FORCE).....	45
Individual Rights (GENERAL)	76
Information (BARGAINING PROCEDURES: Traditional Negotiations Procedure).....	4
Inservice Activities (CONDITIONS OF EMPLOYMENT: MBUs’ Contract Year).....	23
Instructional Days (CONDITIONS OF EMPLOYMENT: MBUs’ Contract Year)	23
Instructional Vacancies (VACANCIES AND TRANSFERS: Posting of Vacancies)	30

Insurance, Dental	35
Insurance Fringe Benefits (LEAVES: Extended Illness and/or Disability Leave).....	15
Insurance, Hospitalization	32
Insurance, Life	31
Insurance, Prescription Drug	33
INSURANCE PROVISIONS	31
Item Agreement (BARGAINING PROCEDURES: While Negotiations are in Progress)	4
Interschool Mail System, Use of.....	9
Involuntary Transfer (VACANCIES AND TRANSFERS)	30
ISGIT Contract Year (CONDITIONS OF EMPLOYMENT: MBUs' Contract Year).....	23
ISGIT Insurance Eligibility	36
ISGIT Notification (CONDITIONS OF EMPLOYMENT: Length of MBUs' Day)	23
ISGITs Compensation Schedule.....	64
ISGIT Salary Schedule	66
ISGITs Service Credit.....	65

-J-

Joint Study Committee.....	4
Jury Duty Leave (LEAVES).....	22

-L-

Leadership Team (OTHER PROGRAMS AND PROVISIONS)	71
Leave, Assault.....	15
Leave, Extended Illness and/or Disability	15
Leave, Family and Medical	22
Leave, Jury Duty.....	22
Leave, Military.....	16
Leave of Absence, Parental	17
Leave, Personal.....	18
LEAVES	15
Leave, Sabbatical.....	19
Leave, Sick.....	20
Leave, Witness.....	22
Length of MBUs' Day (CONDITIONS OF EMPLOYMENT)	23
Level One.....	7
Level Two	7
Level Three	7
Level Four.....	8
Life Insurance (INSURANCE PROVISIONS)	31
Lifetime Benefit Maximum (INSURANCE PROVISIONS)	35
Limited Contracts (CONTRACTS)	27
Lunch, Duty-Free, Uninterrupted	24
Lunch Room Duty (CONDITIONS OF EMPLOYMENT: Relief Help).....	25
Lunch Time Supervision (CONDITIONS OF EMPLOYMENT: Relief Help)	25

-M-

Mail Order Maintenance Drugs (INSURANCE PROVISIONS: Hospitalization Insurance).....	33
Mail System, Use of Interschool.....	9
Major Medical (INSURANCE PROVISIONS: Hospitalization Insurance)	32
Makeup of Teams (BARGAINING PROCEDURES: Traditional Negotiations Procedure).....	3

Mammogram.....	34
Management Level Employees (Definition of), Supervisor and	1
Management Rights, (GENERAL).....	75
Master Teacher, Additional Compensation For.....	67
Masters Degree +45 Semester Hours Bonus (COMPENSATION)	54
MBUs' Contract Year (CONDITIONS OF EMPLOYMENT).....	23
MBUs' Day, Length of	23
MBUs, Protection of.....	13
MBU, Travel Time/Traveling.....	25
Media (BARGAINING PROCEDURES: While Negotiations are in Progress)	4
Medical Leave, Family and	22
Medicare (INSURANCE PROVISIONS: Hospitalization Insurance)	32
Meetings and Conferences, Professional	13
Meetings, Building Staff.....	24
Membership Eligibility (LEAVES: Sick Leave Bank).....	21
"Members of the Bargaining Unit (MBUs)" (DEFINITIONS).....	1
Mentor Teacher Program (OTHER PROGRAMS AND PROVISIONS).....	67
Mileage (COMPENSATION)	55
Military Leave (LEAVES).....	16
(Minor) First Time Infraction (CONTRACTS: Disciplinary Action).....	28
Miscellaneous (GRIEVANCE PROCEDURE).....	8

-N-

National Board Certification, Additional Compensation For	67
Negotiations Procedure, Traditional	3
Negotiations Schedule (BARGAINING PROCEDURE: Traditional Negotiations Procedure)	3
NEOEA Day (CONDITIONS OF EMPLOYMENT: MBUs' Contract Year).....	23
Nonrenewal/Probationary (CONTRACTS: Nonrenewal/Termination)	28
Nonrenewal/Termination (CONTRACTS).....	28
Noon Playground Duty (CONDITIONS OF EMPLOYMENT: Relief Help)	25
No Reprisal Clause (GENERAL)	76
Number of Pay Periods (COMPENSATION)	57

-O-

Orientation Meetings (CONDITIONS OF EMPLOYMENT: MBUs' Contract Year).....	23
"ORC" (DEFINITIONS)	1

-P-

PAP Smear (HOSPITALIZATION INSURANCE: Preventive Care).....	34
Parental Leave of Absence (LEAVES: Family and Medical Leave--Conditions)	17
"Parties," (DEFINITIONS)	1
"Part-Time MBUs" (DEFINITIONS)	1
Part-Time Status Defined, Full-Time/	31
"Party In Interest" (GRIEVANCE PROCEDURE: Definitions)	5
Paychecks (COMPENSATION).....	58
Pay Periods, Number of (COMPENSATION).....	57
Payroll Deductions (COMPENSATION).....	58
Personal Leave (LEAVES).....	18
Personal Leave Procedures	18
Personnel Records (TEACHER RIGHTS).....	12

Pick-Up (COMPENSATION: Retirement)	64
Police Report (LEAVES: Assault Leave).....	15
Policy, Grievance.....	5
Posting of Vacancies (VACANCIES AND TRANSFERS).....	30
Preparation/Conference Time (CONDITIONS OF EMPLOYMENT).....	24
Prescription Drug Insurance (INSURANCE PROVISION: Hospitalization Insurance)	33
Preventive Care (INSURANCE PROVISION: Hospitalization Insurance).....	34
Printing of Agreement (GENERAL)	76
Professional Learning Communities (CONDITIONS OF EMPLOYMENT).....	26
Probationary Period, Limited Contracts	27
PROCEDURE, GRIEVANCE.....	5
Procedures to Draw Upon the Bank (LEAVES: Sick Leave Bank)	21
PROCEDURES, BARGAINING	3
Procedures, Disciplinary	28
Procedures, Evaluation	37
Procedures of Implementation (REDUCTION IN FORCE)	45
Procedure, Traditional Negotiations	3
Professional Growth (SABBATICAL LEAVE).....	19
Professional Meetings and Conferences (TEACHER RIGHTS).....	13
PROGRAM, MENTOR TEACHER	67
Progress Reports (BARGAINING PROCEDURES: While Negotiations are in Progress)	4
Proposals	3
Prostate Cancer	34
Protection of MBUs (TEACHER RIGHTS)	13
PROVISIONS, INSURANCE	31
Provisions, Special (INSURANCE)	36

-R-

Recall List (REDUCTION IN FORCE: Procedures for Implementation)	45
RECOGNITION	2
Recognition, Duration of Bargaining.....	2
Records Check Law, Criminal.....	26
Records, Personnel.....	12
Rectum Cancer.....	34
REDUCTION IN FORCE	45
Reemployment (LEAVES: Military Leave)	16
Reinstatement (LEAVES: Parental Leave of Absence)	17
Release Time (HEA RIGHTS: Rights Granted to the HEA).....	9
Relief Help (CONDITIONS OF EMPLOYMENT).....	25
Reprisal Clause, No	76
“RIF,” Definition of (REDUCTION IN FORCE; Procedures for Implementation)	45
RETIREES, HIRING OF.....	74
Retirement (COMPENSATION).....	63
Rights Granted to the HEA (HEA RIGHTS).....	9
RIGHTS, HEA	9
Rights, Individual.....	76
Rights, Management	75
Rights of the Grievant and the HEA (GRIEVANCE PROCEDURE)	5
RIGHTS, TEACHER.....	12
Right to Fair Share Fee, (HEA RIGHTS).....	10
Right to HEA Representations (TEACHER RIGHTS)	14
Room Equipment (CONDITIONS OF EMPLOYMENT)	26

Sabbatical Leave (LEAVES)	19
Safe and Healthy Workplace	13
Salary Schedule Advancement (COMPENSATION)	53
Salary Schedules (COMPENSATION)	47
School Activities, Admission to	14
School Visits by HEA (HEA RIGHTS: Rights Granted to the HEA)	9
Scope of Bargaining (BARGAINING PROCEDURES: Traditional Negotiations Procedure)	3
Selection Criteria and Process (MENTOR TEACHER PROGRAM)	69
Semester Hours Bonus, Masters Degree +45	54
Seniority (REDUCTION IN FORCE: Procedures for Implementation)	45
Seniority List (REDUCTION IN FORCE: Procedures for Implementation)	45
(Serious) Infractions (CONTRACTS: Disciplinary Action)	28
Service, Extended	54
Severance Pay (COMPENSATION)	55
Sick Leave (LEAVES)	20
Sick Leave Bank (LEAVES)	21
Special Education Committee	70
Special Provisions (INSURANCE PROVISIONS)	36
Special Needs: IEP/504 Plan Provisions	69
Special Needs Training	69
Specialized Health Care Provisions	69
Staff Meetings, Building	24
Statement of Purpose (LEAVES: Sick Leave Bank)	21
Status Defined, Full-Time/Part-Time	31
STRS (COMPENSATION: Retirement)	63
“Substitute” (DEFINITIONS)	1
Substitute Teachers (CONDITIONS OF EMPLOYMENT)	26
Substitute Duty (LEAVES: Parental Leave of Absence)	18
Summer School and Curriculum Development (COMPENSATION)	54
Summer Vacancies (VACANCIES AND TRANSFERS: Posting of Vacancies)	30
Supervisor and Management Level Employees (RECOGNITION)	2
Supplemental Compensation Payment Procedure (COMPENSATION)	57
Supplemental Contracts (CONTRACTS)	27
Supplemental Review Committee (CONTRACTS)	29
Support Services	69
Suspension (CONTRACTS: Disciplinary Actions)	29

Tax-Sheltered Annuity (COMPENSATION: Annuities)	59
TEACHER APPRAISAL/EVALUATION	37
TEACHER PROGRAM, MENTOR	67
TEACHER RIGHTS	12
Teachers, Substitute	26
“Teams” (DEFINITIONS)	1
TECHNOLOGY USE	74
Telephones, Use of	9
Termination (CONTRACTS)	28
(Term) Life Insurance (INSURANCE PROVISIONS)	31

Time, Preparation/Conference	24
Time Limits (GRIEVANCE PROCEDURE)	6
Traditional Negotiations Procedure (BARGAINING PROCEDURES)	3
Transfer, Involuntary	31
TRANSFER, VACANCIES AND	30
Transfer, Voluntary	30
Travel Time/Traveling MBU (CONDITIONS OF EMPLOYMENT)	25
TUITION ASSISTANCE	72

-U-

Use of BOE-Owned Equipment (HEA RIGHTS: Rights Granted to the HEA)	9
Use of Building Facilities (HEA RIGHTS: Rights Granted to the HEA)	9
Use of Bulletin Boards (HEA RIGHTS: Rights Granted to the HEA)	9
Use of E-Mail (HEA RIGHTS: Rights Granted to the HEA)	9
Use of Interschool Mail System (HEA RIGHTS: Rights Granted to the HEA)	9
Use of Telephones (HEA RIGHTS: Rights Granted to the HEA)	9

-V-

VACANCIES AND TRANSFERS	30
Vacancies, Posting of	30
Vision Insurance	35
Voluntary Transfer (VACANCIES AND TRANSFERS)	30

-W-

Well Child Care	34
While Negotiations Are In Progress (BARGAINING PROCEDURES: Traditional)	4
Witness Leave	22
Workers' Compensation (LEAVES: Assault Leave)	15

-Y-

Year, MBUs' Contract	23
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OHIO EDUCATION ASSOCIATION

Rebecca L. Higgins, President
Scott W. DiMauro, Vice President
Tim Myers, Secretary-Treasurer
Sheryl Mathis, Executive Director

The OEA will lead the way for continuous improvement of public education while advocating for members and the learners they serve.

September 16, 2014

State Employment Relations Board
65 E. State St., 12th Floor
Columbus, OH 43215-4213

2014 SEP 18 PM 1:16
STATE EMPLOYMENT
RELATIONS BOARD

Re: Hudson Education Association
-and- Hudson City Schools

Negotiated Agreement

Dear Board Members:

Please be advised that the Hudson Education Association, affiliated with the Ohio Education Association (OEA) and the National Education Association (NEA), and the Hudson City Schools have successfully bargained their current contract, a copy of which is enclosed herewith.

Very truly yours,

Lee Ernest Blanden
Labor Relations Consultant

LEB/dm
Enclosure (Negotiated Agreement)



