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AGREEMENT
BETWEEN THE
OLMSTED FALLS EDUCATION ASSOCIATION
AND THE
OLMSTED FALLS BOARD OF EDUCATION
CUYAHOGA COUNTY

EFFECTIVE
June 30, 2014 THROUGH JUNE 30, 2017

OLMSTED FALLS EDUCATION ASSOCIATION
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PREAMBLE

This Agreement is entered into between the Olmsted Falls Board of Education, hereinafter referred to as the "Board," and the Olmsted Falls Education Association, an affiliate of the Northeast Ohio Education Association, the Ohio Education Association and the National Education Association, hereinafter referred to as the "Association."

ARTICLE 1 - RECOGNITION

- 1.1 The Board recognizes the Olmsted Falls Education Association ("Association") as the sole and exclusive representative of the bargaining unit defined below and agrees to negotiate exclusively with the Association through those who are officially designated by the Association as its negotiating team with respect to all matters pertaining to wages, hours, or terms and other conditions of employment and the continuation, modification or deletion of an existing provision of the collective bargaining agreement.
- 1.2 The bargaining unit is defined as all professional certificated/licensed teaching employees of the Board, certificated/licensed employees on authorized leaves of absence and all tutors as defined in Section C of this Article and Article 26 employed by the Board, but excluding psychologists, persons employed only on supplemental contracts, teacher aides, central office personnel, Athletic Director and those employees excluded under Chapter 4117 of the Ohio Revised Code. Except as otherwise provided under Article 26, members of the bargaining unit shall be referred to in this Agreement as teachers.
- 1.3 For the purpose of this Agreement, persons employed as certificated/licensed tutors are part of the bargaining unit. All articles of this Agreement, except Article 26, shall apply to all other members of the bargaining unit.
- 1.4 A teacher hired as a Long-Term Substitute shall become a member of the bargaining unit after sixty (60) days of employment in the same assignment. An approved leave does not interrupt consecutive days of employment.
 - a. The provisions of Articles 9, 10, 11, 18, 20, 24, 26, and 30 shall not apply to Long-Term Substitutes.
 - b. Neither the provisions of ORC 3319.111 nor the provisions of ORC 3319.11 shall apply to Long-Term Substitutes.
 - c. A Long-Term Substitute teacher's employment shall expire at the end of the Long-Term Substitute assignment without action by the Board or further notice to the Long-Term Substitute.
 - d. A Long-Term Substitute teacher will be paid at BA-0 upon the 61st day of employment.

- 1.5 The Association recognizes the Board as the duly-elected representative of the people and agrees to negotiate exclusively with the Board through those that are officially designated by the Board to act in its behalf.

ARTICLE 2 - NEGOTIATION PROCEDURE

2.1 Negotiations

The Board and Association hereby agree to establish, under mutually agreeable terms, a schedule of meetings wherein representatives of the parties will negotiate in good faith in an effort to reach agreement on a successor collective bargaining agreement. Upon written request of either party to begin negotiations, the other party will have five (5) workdays to reply to the request in writing. Within five (5) workdays of receipt of the reply, the parties will establish a mutually agreeable time and date to begin negotiations. Such written request to begin negotiations shall be made no earlier than ninety (90) nor later than seventy-five (75) days prior to the expiration of this Agreement unless the parties mutually agree otherwise.

a. Traditional Negotiations

i. Negotiating Teams

The Board and the Association negotiating teams shall be composed of no more than five (5) members each. In addition, either or both teams may each have in attendance up to two (2) consultants. The party who desires to have a consultant or consultants in attendance shall advise the spokesperson for the other team of such intent, including the identity of the consultant(s), at least twenty-four hours in advance of the meeting.

ii. Submission of Issues

At the first scheduled negotiations meeting, the parties shall exchange complete and detailed written proposals on all items they wish to negotiate.

iii. Procedures

- a. Negotiations meetings shall be in executive session.
- b. All formal proposals and counterproposals shall be in writing, dated and labeled.
- c. During the course of negotiations, items agreed to shall be reduced to writing and initialed by the designated representative of each negotiation team and set aside, and considered tentative, subject to final agreement.

- d. Negotiation meetings shall not extend beyond two (2) hours in duration unless extended by mutual agreement.
- e. Upon request of either negotiating team, the negotiation meeting shall be recessed to permit the requesting party a period of time within which to caucus in privacy. Caucuses shall not be longer than thirty (30) minutes unless extended by mutual agreement.
- f. Upon request in writing from the spokesperson of the Association negotiating team, the Treasurer and/or Superintendent shall make available all pertinent public records, the release of which is not prohibited by state or federal law, and the salary grid of all bargaining unit members in the bargaining unit. With the exception of the salary grid, access to records in such form as they exist constitutes compliance with this provision, and the Superintendent and/or Treasurer are not required to generate new data or compile existing data in new forms. The Association, upon request in writing by the spokesperson of the Board negotiating team, shall make available documentation which is relevant to any proposal which the Association advances in negotiations.
- g. Until all negotiations are completed, each meeting should include a decision on an agreed time and place for the next meeting.
- h. Progress reports may be made to the represented bodies by either negotiating team at the discretion of the team.
- i. Until impasse is declared by either party, neither party shall issue any news release to the news media. Once impasse is declared, either party may issue news releases to the media. The fact that such releases are issued and the content thereof shall not form the basis of an unfair labor practice charge by the other party.
- j. Negotiations shall be in "good faith." "Good faith" involves coming to the negotiating table with the intention of negotiating, not of dogmatically pursuing preconceived stands. "Good faith" requires that the two negotiating teams be willing to react to each other's proposals. If a proposal is unacceptable to one of the negotiating teams, that negotiating team is obligated to give reasons and offer counterproposals. "Good faith" requires both negotiating teams to recognize negotiations as a shared process. Neither negotiating team is sent to the bargaining table with a "take it or leave it"

ultimatum. Such obligation does not compel either party to agree to a proposal or require the making of a concession.

b. Alternative Style

On or before ninety (90) days of the year of the contract expiration, representatives of the Board of Education and the OFEA shall determine whether an alternate style of bargaining will be employed. If an alternate style is selected, the parties shall determine the need for training and establish the ground rules for such alternate bargaining style.

2.2 Agreement

- a. When an agreement is reached on all items, the Agreement shall be reduced to writing and reviewed by the designated representative of each team to determine the accuracy of the transcripts.
- b. Upon reaching final agreement on all issues, the tentative agreement shall be submitted to the Association for approval and the Association negotiations team shall recommend and urge approval. Upon ratification by the Association, the tentative agreement shall be submitted to the Board of Education for approval, and the Board negotiations team shall urge and recommend approval.
- c. Upon ratification by both parties, the completed document will be signed by members of both bargaining teams, the President and Secretary of the Association, and the President and Treasurer of the Board. The entire agreement will then be printed by the Board and distributed to every bargaining unit member. The Association will receive a minimum of twenty-five (25) copies of the printed agreement.

2.3 Mediation

- a. At any time, not earlier than forty-five (45) calendar days prior to the expiration date of this Agreement, either party may declare an impasse on all issues on which tentative agreement has not been reached by the parties.
- b. Upon declaring impasse, either party may submit a request to the Federal Mediation and Conciliation Service to appoint a mediator. The mediator shall have the authority to call meetings for the purpose of promoting an agreement between the parties. The mediation period shall not exceed thirty (30) calendar days from the date of declaration of impasse unless extended by agreement of both parties.
- c. The parties agree that the mediation procedure contained in this provision is the sole and exclusive dispute settlement procedure desired by the

parties and no other dispute settlement procedure as set forth in Ohio Revised Code Chapter 4117 shall apply.

ARTICLE 3 - CONTRARY TO LAW

Any provision(s) of the Agreement found contrary to applicable state or federal law shall be void, but the remainder of the Agreement shall continue in full force and effect. Furthermore, all items in this Agreement which supersede applicable state law and which may permissibly do so under Ohio Revised Code Section 4117.10(A) shall not be affected by this section.

ARTICLE 4 - RIGHTS AND RESPONSIBILITIES

No reprisal of any kind shall be taken by or against any participant in negotiations by reason of such participation. The parties agree to use the methods herein provided for the resolution of issues and not to interrupt or interfere with the normal operation of the schools for the duration of this Agreement.

ARTICLE 5 - GRIEVANCE PROCEDURE

The objective of this grievance procedure is to secure, at the lowest possible administrative level, in the shortest period of time, equitable solutions to grievances. Proceedings shall be kept as informal as possible and confidential.

5.1 Definitions

- a. A "grievance" means a complaint that there has been a violation, misinterpretation, or misapplication of any provision of this Agreement except item Article 15, Article 28.7, and Article 32.10 of this Agreement.
- b. The term "aggrieved" shall include a bargaining unit member, all bargaining unit members or any group of bargaining unit members, or the Association.
- c. During the period beginning with the first day of student instruction and ending with the last day of student instruction in any school year, "days" means weekdays on which school is in session. Beginning with the first day next succeeding the last day of student instruction in any school year and ending with the day preceding the first day of student instruction of the following school year, "days" means weekdays exclusive of Independence Day, and if applicable, Labor Day.

5.2 Right to Assistance and Counsel

The aggrieved shall have the right to be accompanied by a representative of his/her choice at all stages of the grievance procedure.

5.3 Informal Procedure

The aggrieved shall initially discuss the grievance with his/her principal with the objective of resolving the matter informally. In the event that the principal does not have the authority to grant the relief requested, he/she shall involve in the process at this stage the appropriate administrator with the authority to make a decision resolving the grievance. The informal step shall be recorded on the Informal Step form provided. (See Appendix D.) Informal procedures must be initiated within thirty (30) days after the occurrence of the alleged grievance. Informal discussions with the appropriate administrator shall take place within five (5) days of the initiation of this stage.

5.4 Formal Procedure

a. Level One

If the aggrieved is not satisfied with the outcome of the informal procedure, he/she may present a formal grievance in writing (using Appendix E) to his/her principal within five (5) days after the informal discussion. Within ten (10) days of the receipt of the written grievance, the principal shall hold a hearing with the aggrieved and his/her representative at a mutually convenient time. The principal shall, within five (5) days after the hearing, render his/her decision and his/her reasons therefor in writing (using Appendix F). If the aggrieved is not satisfied with the response of the principal, the grievant may appeal in writing to the next level within ten (10) days after the date of the hearing.

b. Level Two

The Superintendent or his designee shall, within ten (10) days after receipt of the written appeal, meet with the aggrieved and his/her representative for the purpose of resolving the grievance. The Superintendent or his designee shall, within five (5) days after the meeting, render his decision and the reasons therefor in writing (using Appendix F).

c. Level Three

If the aggrieved is not satisfied with the Superintendent's or his designee's disposition of the grievance, or if the Superintendent or his designee fails to submit a written disposition within ten (10) days of the Level Two meeting, the aggrieved may request the Association to file a written request for binding arbitration with the Superintendent within twenty (20) days of the Level Two meeting. The Association only shall have the right to appeal any grievance to binding arbitration.

d. Within five (5) days of the Superintendent's receipt of such document, the parties shall send a joint letter to either the Federal Mediation and

Conciliation Service (FMCS) or the American Arbitration Association (AAA) requesting a list of seven (7) names from its list of arbitrators.

- e. The arbitrator will be selected by each party alternately striking names until only one (1) remains. The Association shall strike first.
- f. Once the FMCS or AAA has been informed of the selection, the parties agree to abide by the rules and time limits established by the FMCS or AAA.
- g. The arbitrator shall not have the authority to add to, subtract from, modify, change or alter any of the provisions of this agreement, or Board policy, or applicable state or federal law. The arbitrator shall confine himself/herself to the issue(s) submitted for binding arbitration. The decision of the arbitrator shall be final and binding upon the Board, the Association and the grievant.
- h. Each party shall bear its own costs of representation and witnesses at the arbitration hearing, including the cost of any stenographic transcript ordered by that party. The costs of the AAA and arbitrator shall be borne as follows: (1) if the grievance is denied, the Association or the aggrieved shall pay all such costs; (2) if the grievance is sustained, the Board shall pay all such costs; and (3) if the grievance is sustained in part and denied in part, the parties shall bear such costs equally.

5.5 General Provisions

- a. No reprisal of any kind shall be taken by or against any participant in the grievance procedure by reason of such participation.
- b. All bargaining unit members identically affected by an alleged violation of a specific, expressed term of this Agreement may join in a group grievance. Such a grievance shall be processed pursuant to the procedures of this article, except that it may be filed with the Superintendent rather than the principal, and in such event Level One shall be omitted.
- c. No records, documents, or communications concerning a grievance shall be placed in the personnel file of any of the participants in procedures described in this Article. If retained, they shall be filed separately from the personnel files and shall be treated as confidential material.
- d. A copy of each written grievance and written appeal filed by a bargaining unit member, and each written disposition submitted by an administrator or the Board, shall promptly be sent by the appropriate administrator or by the Treasurer, in the case of Board action, to the Association President.
- e. In the event the bargaining unit member(s) choose(s) to have a grievance processed through Level Two without the participation of the Association,

such bargaining unit member(s) shall be liable for any expense incurred in such proceeding.

- f. In the event the Association at any level of the grievance procedure determines that a grievance is without merit or that an equitable answer has been given to aggrieved, it may withdraw its support; however, the aggrieved may continue the procedure only through Level Two and shall be liable for any expenses incurred in such proceeding.
- g. The grievant shall exhaust all steps of the grievance procedure before seeking redress before a court of law. The failure to follow the timelines and steps of the grievance procedure will result in a dismissal of the grievance, with prejudice.
- h. The aggrieved shall not be denied the right to legal advice or counsel in any of the levels listed above.
- i. The President of the Association or his/her designee shall be invited to every meeting regarding the grievance or its resolution after the informal step of the grievance procedure. Any such meetings shall be scheduled outside the grievant(s) and representative's workday. The President shall be provided a written copy of any documents provided the grievant or any interested parties (administrators and bargaining unit members affected by the outcome of the grievance) in relation to the grievance.
- j. If a teacher affected by a "grievance" does not wish to pursue the matter through the grievance procedure, the Association's acquiescence will not be deemed a waiver of future grievances or acceptance of a past practice.

ARTICLE 6 - ASSOCIATION RIGHTS

- 6.1 The Association may use the school buildings for meetings outside of the teacher workday at times when a custodian is normally on duty, providing that prior written notice is given to the building principal and that Association meetings do not interfere with instructional programs or extracurricular activities.
- 6.2 Space on one bulletin board in each building will be designated for the Association's use.
- 6.3 The Association may use bargaining unit member mailboxes, interoffice mail service, and email for communication to bargaining unit members. Any use of email will be in accordance with the Board's Acceptable Use Policy.
- 6.4 The Association may make reasonable use, during normal school hours and when not otherwise in use, of school telephones, school duplicating machines, and school computers for the conduct of Association business, provided that the Association promptly pays for all long distance calls, duplicating costs and

materials, and further provided that such use does not interfere with curricular or extracurricular school activities.

- 6.5 The Association shall be given advance notice of regular and special meetings of the Board of Education. The OFEA will be provided with copies of minutes of official meetings of the Board following approval by the Board. A copy of the official agenda and agenda attachments will be made available to the OFEA President when released to the Board.
- 6.6 The Board shall grant bargaining unit members up to ten (10) paid Association Leave days each school year to attend to Association business as approved by the OFEA President/designee. An additional three (3) days shall be granted as needed for any OFEA member who serves in an elected capacity for the state or national organizations, for a total number of Association Leave days not to exceed thirteen (13). The substitute costs of any days in excess of ten (10) shall be paid by the Association. No more than five (5) bargaining unit members shall be approved for such leave on any day, with three (3) or fewer released from any one building, inclusive of a member who serves in an elected capacity for the state or national organizations. Additionally, the total number of Association Leave days available to an individual member in any given school year is five (5). Upon request, the Superintendent may give special consideration should the Association require additional days or individuals.
- 6.7 A representative of the Association or its respective affiliates shall be permitted to transact official Association business on school property so long as such business does not interfere with normal school day operations or the performance of instructional or other assigned duties by any bargaining unit member. The representative must comply with the normal sign-in procedure upon her/his arrival at a school facility. Conferences with individual bargaining unit members by the Association representative shall only be conducted during the bargaining unit member's duty-free lunch period, conference time, or before or after the student day.
- 6.8 The Association shall be afforded an opportunity to welcome new bargaining unit members during the orientation days prior to the opening of school. This opportunity includes participation in a general meeting, if scheduled, or in meetings in the individual schools. Welcoming comments shall be limited to five (5) minutes.
- 6.9 The Association and each bargaining unit member shall be provided the school directory, which shall include the name, address, home phone number, District email address(es) (or other email addresses provided by the teacher), and school voice mail address. Additionally, the Board will provide a copy of the Master Agreement to each new bargaining unit member.
- 6.10 The Board and the OFEA shall create a District Leadership Team (DLT). The DLT shall not deal with grievances or negotiation issues. The labor representatives of the DLT shall be appointed by the OFEA and the Board representatives to the

committee shall be appointed by the Superintendent. Meetings will be held on a regularly scheduled basis.

- 6.11 The Association shall be allocated thirty (30) minutes of the Opening Day Meeting for the purposes of holding a General Membership Meeting. Additionally, on days when there are staff meetings at the building level, the Association shall be provided time adjacent to the beginning or end of the staff meeting in order to conduct Association business.
- 6.12 The Association President and his/her building principal shall meet to carve out time within the teacher workday that is mutually agreeable and that will provide the President with a period of released time that is cost neutral and comparable in length to one high school period per day. Although it is preferable to do so, the time does not have to be scheduled in one contiguous block or occur on a daily basis. (See Consensus Statement for additional clarification.)
- 6.13 In order to improve communication and to solve problems, the President and the Superintendent shall meet weekly at a time mutually agreed. Additionally, the building principal will meet with the Association President when requested on an as needed basis. Period substitution for the President will be provided in such situations.
- 6.14 In order to improve communication and to solve problems, the Association building chair will meet with the building principal throughout the year no fewer than once per month.
- 6.15 The Board and Administration agree that there will be no reprisals of any kind taken against the employees for action taken relative to negotiations, and/or membership representation, and/or holding office in the OFEA, and/or for the formal filing of a grievance.
- 6.16 Payroll Deduction of Fair Share Fee

- a. Authorization

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

- b. Notification of the Amount of Fair Share Fee

Notice of the amount of the annual fair share fee, which shall not be more than 100% of the unified dues of the United Education Profession (UEP), shall be transmitted by the OFEA to the Treasurer of the Board on or about October 15 of each year during the term of this Contract for the purpose of

determining amounts to be payroll-deducted, and the Board agrees to promptly transmit all amounts deducted to the Association.

c. Schedule of Fair Share Fee Deductions

Payroll deduction of such annual fair share fee shall commence on the first pay date a dues deduction is scheduled 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, a dues deduction is scheduled, on or after the later of:

- i. Sixty (60) days employment in a Bargaining Unit position; or
- ii. January 15th.

d. Transmittal of Deductions

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

e. Procedure for Rebate

The OFEA represents to the Board 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 OFEA, and that such procedure and notice shall be in compliance with all applicable state and federal laws and the Constitutions of the United States and the State of Ohio.

f. Entitlement to Rebate

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

g. Exclusivity

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

h. Indemnification of Employer

The Association, on behalf of itself and the OEA and NEA, agrees to indemnify the Board (including each of its officers, members, employees

and agents) for any costs or liability incurred as a result of the implementation and enforcement of this provision provided that:

- i. The Board shall give a ten (10) day written notice of any claim made or action filed against the Board by a non-member for which indemnification may be claimed;
- ii. The Association shall reserve the right to designate counsel to represent and defend the employee;
- iii. The Board agrees to 1) give full and complete cooperation and assistance to the Association and its counsel at all levels of the proceeding, 2) permit the Association or its affiliates to intervene as a party if it or they so desire, and/or 3) not oppose the Association or its affiliate(s) application to file briefs amicus curiae in the action; and
- iv. The Board acted in good faith compliance with the fair share provision of the Agreement; however, there shall be no indemnification of the Board if the Board intentionally or willfully fails to apply (except due to court order) or misapplies such fair share fee.

ARTICLE 7 - SCHOOL CALENDAR AND HOURS OF WORK

7.1 School Calendar

- a. Annually during January, the President of the Association may make written suggestions to the Superintendent regarding the school calendar for the next two school years.
- b. The school calendar shall not exceed one hundred eighty-three and one-half (183.5) teacher work days.
- c. The District may require up to two (2) hours in-service per school year outside of the workday for state or federally mandated subjects, via electronic means (e.g., video, internet, or other available technology).
- d. The last teacher workday is one-half day.

7.2 Hours of Work

- a. Primary (Pre-K-3)
 - i. A teacher's normal workday shall be seven (7) hours and forty (40) minutes, including a thirty (30) minute duty-free lunch period. It is the obligation of the teacher to notify the principal if lunch is interrupted.

- ii. Each building principal shall make every attempt to schedule a forty (40) minute contiguous block of time for each teacher, regardless of his/her teaching assignment. Minimally, each teacher shall be provided an average of forty (40) minutes daily of duty-free preparation time within the student day. Specialists who are otherwise assigned a class during building-wide activities will supervise the class, enabling the affected classroom teacher to have his/her planning period.
 - iii. Each classroom and "specials" teacher shall be provided an average of no less than forty (40) minutes outside the student day for purposes such as, but not limited to, staff meetings, individual or group planning, and professional development. The development of staff meeting agendas and professional development activities will be cooperatively developed by the staff and the building administration. Meetings that are similar in content, such as but not limited to, "Kid Talk" and "IAT" meetings, shall be combined and/or scheduled during the same time period whenever possible.
 - iv. Classroom and "specials" teachers shall not be assigned to any mid-day/noon time duties (i.e., recess, cafeteria, study hall). Classroom and special teachers may be assigned to supervise indoor recess. Indoor recess assignments will be shared on a rotational basis. The principal and building leadership team (BLT) will establish the criteria for when indoor recess will occur and how the rotation will be assigned.
 - v. Kindergarten teachers shall be provided specialist instruction for their classes on a rotational basis.
 - vi. Upon arrival to the building and prior to the start of the student day, the students shall be supervised by the a.m. bus monitor supplemental position holders and/or paraprofessionals.
- b. Intermediate (4-5)
- i. A teacher's normal workday shall be seven (7) hours and forty (40) minutes including a thirty (30) minute duty-free lunch period. It is the obligation of the teacher to notify the principal if lunch is interrupted.
 - ii. A committee made up of four (4) OFEA representatives will meet with the building principal no later than May 15th of each school year in order to establish daily planning time for each teacher for the upcoming school year. Each building principal shall make every attempt to schedule a forty (40) minute contiguous block of time for each teacher, regardless of his/her teaching assignment. Minimally, each teacher shall be provided an average of forty (40) minutes daily

of duty-free preparation time within the student day. Specialists who are otherwise assigned a class during building-wide activities will supervise the class, enabling the affected classroom teacher to have his/her planning period.

- iii. Each classroom and "specials" teacher shall be provided an average of no less than forty (40) minutes outside the student day for purposes such as, but not limited to, staff meetings, individual or group planning, and professional development. The development of staff meeting agendas and professional development activities will be cooperatively developed by the staff and the building administration. Meetings that are similar in content, such as but not limited to, "Kid Talk" and "IAT" meetings, shall be combined and/or scheduled during the same time period whenever possible.
- iv. Classroom and "specials" teachers shall not be assigned any mid-day/noontime duties (i.e., recess, cafeteria, study hall). Classroom and special teachers may be assigned to supervise indoor recess. Indoor recess assignments will be shared on a rotational basis.

c. Middle School

- i. A teacher's normal workday shall be seven (7) hours and forty (40) minutes including a thirty (30) minute duty-free lunch period. It is the obligation of the teacher to notify the principal if lunch is interrupted.
- ii. Each teacher shall be provided an average of forty-eight (48) minutes (inclusive of passing time) of duty-free preparation time within the pupil day.
- iii. Each teacher shall be provided an average of forty-eight (48) minutes (inclusive of passing time) within the student day for purposes such as grade level meetings, team meetings, and professional development. In an attempt to make efficient use of this block of time, whenever possible:
 - 1. meetings that are similar in content, such as but not limited to, "Kid Talk" and "IAT" meetings, shall be combined and/or scheduled during the same time period whenever possible;
 - 2. the "Big Team" and "Small Team" meetings will be scheduled on the same day and will be combined and/or share time;
 - 3. the building principal will utilize written building communication to "Big Team" and "Small Team" members in order to share common information; and

4. parent meetings will be scheduled during this block of time rather than during the teacher's duty-free preparation time (Section b, above).
- iv. No Middle School teacher shall have more than six assignments (inclusive of duties and home base) each school day and homeroom. No Middle School teacher shall be reduced in force due to the assignment of six (6) assignments to Middle School teachers. Nothing in this provision restricts the Board or Association's rights under Article 11.5.
- v. Each teacher shall be provided an average of fifteen (15) minutes outside of the student day for purposes such as, but not limited to, grade level meetings, individual and group planning, team meetings, and professional development. The development of staff meeting agendas and professional development activities will be cooperatively developed by the staff and the building administration.
- vi. No teacher shall have more than one hundred fifty-six (156) students per day in academic disciplines.
- vii. Teachers at the Middle School will not be required to attend full staff meetings outside the teacher's regular workday more than one (1) time each month, except where exigent circumstances exist concerning the health, safety, or welfare of students or staff.

d. High School

- i. A teacher's normal workday shall be seven (7) hours and forty (40) minutes, including a thirty minute (30) duty-free lunch period. It is the obligation of the teacher to notify the principal if lunch is interrupted.
- ii. Each teacher shall be provided an average of forty-six (46) minutes daily of duty-free preparation time within the pupil day.
- iii. Depending upon the needs of the curriculum and student enrollment, the principal will make reasonable efforts to limit High School teachers to no more than five (5) classes and one (1) duty period each school day. High School teachers may be assigned a sixth teaching assignment in place of a duty. While it is not the intention of the Administration to routinely assign six teaching assignments as a matter of course, the sixth assignment may be needed to (i) respond to students' educational needs, (ii) maintain lower student to staff ratios, and (iii) more efficiently and effectively utilize the professional skills of the teaching staff. With the exception of a RIF situation under Article 11.5, no High School teacher will lose his/her

job because of the Administration's decision to assign six teaching assignments or because of the change in cap limitations.

- iv. The normal daily enrollment will not exceed 156 students for the core academic classroom teachers' teaching assignments. If it is necessary for a teacher's normal daily enrollment in teaching assignments to exceed these limitations, the teacher will receive \$15 per day, per student, for each student in excess of the applicable limitation. With the approval of the OFEA President, a teacher may voluntarily agree to a normal daily enrollment in excess of 156 students and waive the \$15 per day, per excess student.
- v. There will be no more than one (1) prep per class period for core academic courses unless the teacher otherwise agrees. The maximum number of preps per day for core academic teachers (with the exception of Foreign Language teachers) will not exceed three (3), unless the teacher, with the approval of the Department Chair, initiates a request for additional preps.
- vi. Duty periods may include study hall supervision, hall/rest room supervision, lunch supervision, and academic assistance. Where appropriate, educational aides may be utilized in lieu of teachers to non-instructional duty supervision, taking into consideration the need to maintain student discipline.
- vii. Teaching assignments or duties which fall outside of the normal student day (i.e., "Early Bird," detention monitor, etc.) shall be done on a voluntary basis. Those bargaining unit members who have volunteered shall be permitted to appropriately flex their starting or ending times.
- viii. Teachers at the High School will not be required to attend full staff meetings outside the teacher's regular workday more than one (1) time each month except in emergency situations. Professional development activities will be cooperatively developed by the staff and the building administration.

Teachers may be assigned bus duty supervision on a rotating basis.

7.3 Lunch/ Recess Duty

At the primary and intermediate levels, the Board will provide complete coverage of mid-day/noontime duties (excluding indoor recess). Such duty may be first assigned to a tutor, who will be compensated at his/her hourly rate of pay. The Board agrees that this assigned duty will not negatively impact the tutor/student ratio throughout the rest of the tutor workday, and that, as a result, additional time may be added to the tutor's schedule. Otherwise, these duties will be handled through Noontime Duty Contracts. Each contract will reflect approximately fifteen

(15) minutes of supplemental duty time to be performed on a daily basis. Noontime Duty Contracts will be offered first to bargaining unit members before being offered to individuals outside of the bargaining unit.

7.4 Traveling Teachers

The Board will make every effort to limit the number of bargaining unit members whose assignments require them to travel between buildings.

The building principals who share a traveling teacher will meet together with the teacher for the purpose of collaborating on the teacher's schedule for the upcoming school year to ensure that the teacher has adequate time to prepare for his or her classes including travel, set up, clean up, and coordination. In any event, there shall be no fewer than twelve (12) minutes allotted for travel between buildings where the buildings are on separate campuses.

Each bargaining unit member who must travel between buildings shall be provided the same lunch time as all bargaining unit members without being required to travel during that lunch time.

Bargaining unit members will not be required to travel during planning time. When possible, planning time will be scheduled in the building where the teacher has the most number of assignments.

In order to provide coverage on Late Start Days, the building principal(s) will adjust schedules, if necessary, in order to provide the appropriate lunch, planning and travel time to the traveling teacher.

The Board will provide appropriate storage space for items such as teacher textbooks, lesson plans, and student papers at each building. If applicable, duty assignments shall be scheduled at only one building site.

7.5 Full-Time Teachers

Full-time teachers shall be defined as those bargaining unit members who work eighty percent (80%) of the teacher workday, inclusive of a thirty (30) minute duty-free lunch and a planning period consistent with the building assignment. Hours for less than full-time teachers, currently employed by the District, shall normally be contiguous. However, wages shall be based upon the pro rata portion of the school day worked.

Teachers employed less than full time shall have their hours contiguously assigned, shall be provided a thirty (30) minute duty-free lunch, and shall be compensated for salary, benefits, and planning time on a prorated basis.

7.6 Meetings Occurring During Lunch or Planning Time

Bargaining unit members who are required to attend IEP, 504 or IAT meetings during their lunch period or during their individual planning time that cannot otherwise be rescheduled will be compensated consistent with Article 19.1.

ARTICLE 8 - POSTINGS

8.1 All bargaining unit members shall have the opportunity to be considered for newly-created or vacated regular teaching positions which the Board has determined to fill. All qualified bargaining unit members will have the opportunity to be considered for newly-created or vacated supplemental positions. Factors that will be taken into consideration include, but are not limited to, certification/licensure, areas of coursework, grade level or subject area experience, seniority, and strengths/weaknesses identified in the appraisal process. Supplemental positions filled by non-bargaining unit employees will be non-renewed (considered vacant) and posted annually. All supplemental postings will contain a notification that the job description for the supplemental is available by contacting the building principal.

- a. As used in Articles 8 and 9: (a) "summer vacation" means that period of time beginning on the day following the last day of scheduled regular student attendance in any school year and ending on the day preceding the first day of scheduled regular student attendance in the next succeeding school year; (b) "annual school term" means that period of time beginning on the first day of scheduled regular student attendance in any school year and ending on the last day of scheduled regular student attendance in that school year; (c) "day(s)" mean weekdays, excluding Saturdays, Sundays, and holidays; and, (d) "vacancy" means any vacated or newly created position that the Board determines to fill and that is anticipated to extend beyond one school year.
- b. Postings of vacancies shall indicate whether the position is newly created or a vacated position and the qualifications, including grade level (if known), area of concentration, certification/licensure. Written notice of vacancies, including positions filled during the school term by substitute teachers, shall be posted for a minimum of ten (10) days (1) in the Board office, (2) in all school buildings, (3) on the Board's website, and (4) via District email. Bargaining unit members interested in such positions shall submit a written letter of interest and apply online via Applitrack. During summer vacation, notice will also be given via the District email and will be mailed to employees who have specifically requested notice by regular first class mail.

A bargaining unit member who submits letters of interest for vacancies in the District and applies online is entitled to at least two (2) interviews in any three (3) year period but shall be considered and may be interviewed for

each vacancy the bargaining unit member applies for. Where vacancies arise after August 1, such positions may be filled within five (5) days of the posting.

- c. In the event a current bargaining unit member applies for but is not selected for a particular vacancy, the bargaining unit member may request and will be granted a conference with the Superintendent or designee to discuss the basis of the decision.

8.2 Notwithstanding the above, in the event a supplemental position that was previously filled becomes vacant within fifteen (15) working days prior to the start of the season or activity or during the season or activity, the Board may fill that supplemental position without first posting the vacancy, provided that the following occurs:

- a. The Superintendent and President of the Association shall confer and mutually agree that the vacancy should be treated as an emergency situation, and
- b. The Superintendent/designee contacts those teachers who have, in writing, indicated an interest in the supplemental position.

Where practicable, the vacancy will be posted on the District's website; however, no posting deadlines will apply.

ARTICLE 9 - TRANSFERS

9.1 Voluntary Transfers

- a. A bargaining unit member desiring a transfer shall notify the Superintendent in writing of the position(s) to which he/she desires a transfer should an opening occur.
- b. It is understood that submission of a transfer request does not guarantee that the bargaining unit member will be selected for a newly created or vacated bargaining unit position.

9.2 Assignment

Each bargaining unit member will receive in writing no later than two weeks after the final teacher day of each year his/her tentative assignment for the next school year. Any notice not received by the final teacher day, shall be mailed by regular U.S. mail to the home address of the bargaining unit member. The notice will include building assignment, subjects to be taught if at the secondary level, or grade level if at the elementary level. Any changes in assignment after the initial notification will be made in writing to the bargaining unit member as soon as the Superintendent determines there is a need for the change. Upon request, the bargaining unit member will be afforded an opportunity to meet with the principal

to discuss the reasons for the assignment change. Any change in assignment that constitutes an "Involuntary Transfer" will be subject to the procedures set forth in paragraph 9.3 below.

Additionally, no later than August 1st, each teacher shall receive by email class lists containing the names of students who have been tentatively assigned to his/her class or grade level team.

9.3 Involuntary Transfer

An involuntary transfer (defined as an involuntary change in grade level assignment K-8 or change in departments 9-12) will be made only after the bargaining unit member's seniority and experience are considered. Prior to any final changes in assignment that constitute an Involuntary Transfer, the OFEA President/designee and bargaining unit member will be notified in writing. The bargaining unit member and OFEA President/designee may request a meeting with the Superintendent/designee to discuss the reasons for the Involuntary Transfer. Upon finalization of an Involuntary Transfer, the teacher may request a meeting with the OFEA President/designee and the principal (in the case of a change in building, the newly-assigned principal) to collaborate on a mutually agreed upon transition plan, which might encompass release time to confer with other staff and/or professional development. Mutually agreed upon transition activities that occur during summer break will be compensated at \$100 per day. If the transition requires a move to another building, the affected teacher will receive up to two (2) days release time or, if the move takes place over the summer break, will be paid up to two (2) days at \$100 per day.

ARTICLE 10 – OHIO TEACHER EVALUATION SYSTEM (OTES)

The evaluation procedure established in this Agreement is a result of the collaborative work between teachers and administrators to develop the language in this Article which conforms to the framework for the evaluation of teachers developed pursuant to sections 3319.111 and 3319.112 of the Ohio Revised Code.

10.1 Philosophy

The purpose of teacher evaluation is to refine the practice and advance student learning. The evaluation provides a collaborative endeavor between the evaluator and the teacher, and supports the teacher in developing and/or enhancing skills of self-reflection and self-assessment. The evaluation system will include summative methods that are integrated with quality professional development and the necessary resources to support teachers.

10.2 OFTEC (Olmsted Falls Teacher Evaluation Committee)

a. OFTEC Composition

- i. The committee shall be comprised of five (5) members appointed by the Association who are already OTEs trained and up to five (5) administrators appointed by the Superintendent or his/her designee. In addition, each party may appoint up to one ad hoc non-voting member to assist and/or attend committee meetings.
 - ii. When possible, committee members shall be representative of elementary, middle school, secondary, and specialty areas (e.g., music, art, special education) and programs (e.g., career tech) within the district.
- b. Committee Operation
- i. The committee shall be chaired jointly by a committee member from the Association and a committee member appointed by the Superintendent or his/her designee.
 - ii. The committee shall establish by mutual agreement a meeting calendar, tasks for the committee to complete, and timelines for the completion of specific tasks.
 - iii. Committee agendas shall be developed jointly by the co-chairpersons of the committee.
 - iv. At the initial committee meeting, the committee shall develop the ground rules by which the committee shall operate.
 - v. At each meeting, the committee shall select an individual to act as the official scribe for that meeting.
 - vi. Minutes of meetings shall be distributed to committee members, association President, and the Superintendent.
- c. Committee Authority
- i. The committee shall be responsible for jointly reviewing and recommending the policy, procedures, and processes, including the evaluation instrument, for teacher evaluation.
 - ii. The committee shall not have the authority to negotiate wages, hours, or terms and conditions of employment.
 - iii. If either party wishes to consider any change or revision to the evaluation procedure or process, including the evaluation instrument, during the term of this Agreement, it shall discuss the matter with the committee. If the discussion results in a recommendation by the

committee to change or revise the evaluation procedure or process, including the evaluation instrument, during the term of the Agreement, then said recommendation shall be subject to ratification by the Association and approval by the Board.

- iv. In the event of legislative action by the Ohio General Assembly that impacts in any way on this topic, the parties to this Agreement shall discuss this topic to determine whether adjustments are appropriate during the term of this agreement. The implications of changes made to the Ohio Revised Code regarding evaluation may be bargained without opening the entire negotiated agreement.

10.3 Training

- a. The Administration and bargaining unit members will jointly participate in an in-service on the evaluation framework, instrument and rubric, and contractual requirements prior to September 30, 2014.
- b. Annual state updates on the teacher evaluation framework and system will be provided to bargaining unit members by the Administration.
- c. Teachers new to the District shall be formally briefed of the District's performance expectations, evaluation procedures, criteria, and the evaluation instruments which will be used in the evaluation process by the Superintendent/designee within thirty (30) working days of the first required teacher workday. Teachers who are hired after the first day of school will receive their training within two weeks of the start of their employment.

10.4 Criteria for Performance Assessment

- a. Teacher evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each teacher and assigning an effectiveness rating based in equal part upon teacher performance and student growth to be in compliance with the law.
- b. Each teacher evaluation will result in an effectiveness rating of:
 - i. Accomplished;
 - ii. Skilled;
 - iii. Developing; or
 - iv. Ineffective

- c. A teacher's performance shall be assessed based on the standards for the teaching profession and the criteria set forth in the evaluation instrument.
- d. The timeline and checklist established by OFTEC (in accordance with timelines established by law) indicates the required dates and deadlines for the evaluation process and can be found in Appendix I-1.

10.5 Assessment of Teacher Performance

- a. Teacher performance will be evaluated during two formal observations and periodic informal observations also known as "classroom walkthroughs." Such performance will comprise a percentage of a teacher's effectiveness rating which will be in compliance with the state percentage, and will be assessed through a holistic process by trained and credentialed evaluators based upon the following *Ohio Standards for the Teaching Profession*:
 - i. Understanding student learning and development and respecting the diversity of the students they teach;
 - ii. Understanding the content area for which they have instructional responsibility;
 - iii. Understanding and using varied assessment to inform instruction, evaluate and ensure student learning;
 - iv. Planning and delivering effective instruction that advances individual student learning;
 - v. Creating learning environments that promote high levels of learning and student achievement;
 - vi. Collaborating and communicating with students, parents, other educators, district administrators and the community to support student learning; and
 - vii. Assuming responsibility for professional growth, performance and involvement.

10.6 Walkthroughs

- a. The purpose of the OTES walkthrough is to provide the evaluator with additional evidence in support of the teaching standards. A walkthrough may focus on one or more of the following components:
 - i. Evidence of planning;
 - ii. Lesson delivery;

- iii. Differentiation;
 - iv. Resources;
 - v. Classroom environment;
 - vi. Student engagement; and,
 - vii. Assessment.
- b. The unannounced walkthroughs shall be at least 10 consecutive minutes in length, but not more than fifteen (15) consecutive minutes in duration.
 - c. Walkthroughs may occur prior to an observation or after an observation. Evidence collected as a result of the walkthrough(s) prior to an observation will become part of the pre-observation conference. In the post observation conference areas in need of further evidence will be discussed and may be the focus of post conference walkthrough(s).
 - d. Teachers may request one additional walkthrough per observation for the purpose of evidence collection that supports the standards listed in the Rubric in Appendix K-1 that may or may not have been observed during the formal observations or previous walkthrough(s).
 - e. Data gathered from the walkthrough(s) must be documented on the OTES form designated in Appendix O and will be sent to the teacher.

10.7 Procedures for Limited and Continuing Contracts

- a. Teachers that are new to the district, teachers whose last summative evaluation was ineffective and teachers who are under consideration for nonrenewal and with whom the board has entered into a limited contract or an extended limited contract under section 3319.11 of the Ohio Revised Code shall receive at least three (3) formal observations during the school year. The first formal observation shall be completed by November 30.
- b. A teacher who has been granted a continuing contract by the Board of Education and who receives a rating of "Accomplished" on his/her most recent evaluation shall be evaluated every other school year.
- c. Teachers who are not included in 10.7(a) and 10.7(b) will be observed at least two (2) times before their summative, completed by May 1.

10.8 Formal Observations

- a. All formal observations shall be preceded by a pre-conference and followed by a post-conference between the evaluator and the teacher in order for the teacher to explain plans and objectives for the work situation to be

observed. (A pre/post conference may be combined for video observation if the evaluator and the teacher mutually agree)

- b. There will be 2 formal observations
- c. Formal observations shall last at least thirty (30) consecutive minutes.
- d. At the time of the pre-conference, the teacher will submit their completed pre-conference form (Appendix L). In addition the teacher will also provide a completed lesson plan of the class to be observed (Sample lesson plan Appendix M & N) (Note: the lesson plan and pre-conference form are provided to assist the evaluator and the teacher with documentation of evidence that is required by the OTES model. The questions are not the "only" questions that may be asked. Additional information may be requested or offered during the pre-conference/post conference.)
- e. The post-conference will take place within 10 school days of the observation. During this post conference teachers will be provided with areas of reflection, reinforcement and refinement.
- f. Traveling teachers will be observed and evaluated in their home buildings. Upon the request of the traveling teacher and/or administrator, additional observations may be made by another administrator.
- g. Observations/Walkthroughs will not be conducted on the first five days of class, on the day before or after a vacation day (unless mutually agreed upon by both parties).
- h. Pathways for Observations
 - Path 1 (Traditional) - both observations completed in the classroom by the evaluator
 - Path 2 (Video) - Both observations done through the use of a video that the teacher submits to the evaluator
 - Path 3 (Combination) - a combination of video and traditional observation
- i. Video as Observation
 - a. The video must be submitted according to timeline guidelines. First semester the teacher will inform evaluator of their intent to submit a video by October 30th. Second semester the teacher will inform the evaluator of intent to submit a video by January 30th.

- b. Videos must be submitted to evaluator in a mutually agreed upon format. Videos will not be viewed by anyone other than the evaluator without the consent of the teacher. Videos must be 30 minutes in length and may not exceed 60 minutes and must illustrate both student and teacher participation.

10.9 Criteria for Student Performance Assessment

- a. Student growth measures shall account for a percentage of a teacher's evaluation. The District shall adopt the student growth measure percentages as outlined within Ohio Law.
- b. Student Growth Measures for the duration of this contract shall be the following:
 - i. 2014-2015; 50% District shared attribution for all category C teachers and A2 on a prorated basis. A1 teachers will use 50% of their value-added data for their student growth measure.
 - ii. 2015-2016; 40% District shared attribution; 10% SLO for all category C and A2 teachers on a prorated basis; 10% vendor approved assessment for category B teachers on a prorated basis or at the state approved minimum if different than 10%. A1 teachers will use 50% of their value-added data for their student growth measure.
 - iii. 2016-2017 10% District shared attribution; 40% SLO for all category C and A2 teachers on a prorated basis; 10% vendor approved assessment for category B teachers on a prorated basis or at the state approved minimum if different than 10% and 30% SLO to equal 50%. A1 teachers will use 50% of their value-added data for their student growth measure.
 - iv. Prior to the District utilizing a new vendor approved assessment the Superintendent/Designee will seek input from the leaders of the grade/subject affected, department heads and administration.
- c. 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 points in time.
- d. The following categories shall be used to determine this aspect of a teacher's evaluation, depending upon the instructor involved:
 - i. Teachers instructing in courses/subjects exclusively where state value-added data is generated;

- ii. Teachers instructing in courses/subjects, not exclusively where state value added data is generated;
- iii. Teachers instructing in courses/subjects where there is no state value-added data generated but where there is approved vendor assessment teacher-level data available;
- iv. Teachers instructing in courses/subjects where there is no state value-added data or approved vendor assessment data available;
- v. Where value-added methodologies exist for A1 and A2 teachers, the Board will utilize them in the evaluation process;
- vi. Teachers instructing in value-added courses, but not exclusively, will utilize teacher value-added and locally determined measures proportionate to the teacher's schedule;
- vii. When neither teacher-level value-added data nor Ohio Department of Education-approved assessments are available, the District shall use locally determined Student Growth Measures for C teachers as set forth in Section 10.14;
- viii. 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. The process for creating and revising SLO's is set forth by OTES Committee and ODE;
- ix. Data from these approved measures of student growth will be scored on five (5) levels in accordance with the Ohio Department of Education/OTES/ETPES guidance and converted to a score in one of three (3) levels of student growth:
 1. Above
 2. Expected
 3. Below

10.10 Finalization of Evaluation

- a. Each teacher’s performance rating will be combined with the assessment of student growth measures to produce the summative evaluation rating, based upon the following “Evaluation Matrix” below that reflects current law and may be subject to change:

		Accomplished	Skilled	Developing	Ineffective
Student Growth Measures	Above	Accomplished	Accomplished	Skilled	Developing
	Expected	Skilled	Skilled	Developing	Developing
	Below	Developing	Developing	Ineffective	Ineffective

- b. A copy of the summative evaluation report Appendix forms U and W will be given to the teacher no later than May 1. If a Teacher requests a post conference after receiving the summative evaluation, the conference will be scheduled within five (5) work days. This timeline may be extended if the bargaining unit member or evaluator is absent.
- c. The evaluation report shall be signed by the evaluator. The evaluation report should then be signed by the teacher to verify notification to the teacher that the evaluation will be placed on file, but the teacher’s signature should not be construed as evidence that the teacher agrees with the contents of the evaluation report.
- d. A teacher shall have the right and opportunity to submit a written statement/rebuttal for attachment to the written evaluation placed in the member’s personnel file.

10.11 Professional Growth Plan

- a. Professional Growth Plans help teachers focus on areas of professional development that will enable them to improve their practice.
- b. Teachers rated Skilled or Developing will develop a professional growth plan collaboratively with the credentialed evaluator that will be in effect for the evaluation cycle.

- c. Professional growth plans for a school year shall be developed no later than November 1.
- d. Professional growth plans should be reflective of the data available and include identification of area(s) for future professional growth; specific resources and opportunities to assist the teacher in enhancing skills, knowledge and practice as well as outcomes that will enable the teacher to increase student learning and achievement.

10.12 Improvement Plans

- a. A professional improvement plan is a clearly articulated assistance program for a teacher who received an Ineffective rating on his/her evaluation. Improvement plans will only be created for teachers with an Ineffective rating on either their teacher performance component or student growth measure component of their evaluation. A teacher who entered the 2014-2015 academic school year on an improvement plan will continue on that plan during the 2014-2015 school year. Teachers receiving an ineffective summative evaluation rating will meet with their evaluator within ten (10) work days to collaborate on the development of an improvement plan.
- b. The professional improvement plan shall identify:
 - i. Specific areas for improvement of performance and for identifying guidance and support needed to assist the teacher in improving.
 - ii. The district will determine additional education or professional development needed to improve teacher performance.
 - iii. The evaluator involved shall identify in writing the specific area(s) for improvement to be addressed in relationship to the Ohio Standards for the Teaching Profession as well as the desired level of performance that is expected to improve and a reasonable period of time to correct the deficiencies.
 - iv. Teachers who are on an improvement plan will continue to be observed up to 2 additional observations above and beyond the 2 formal observations in the succeeding school year.
 - v. If a recommendation for an improvement plan occurs and is documented between March 1 and May 10 of the school year, the plan shall be continued into the next school year.

- vi. If a teacher's performance continues to remain at an ineffective level, the supervising administrator may reinstate the improvement plan.
- vii. Once a teacher receives a rating of Developing or higher, the teacher will no longer be under an improvement plan.

10.13 Due Process

- a. Any grievance filed pertaining to this evaluation procedure may be filed only with respect to procedural aspects.

10.14 Student Learning Objectives (SLO) Committee

- a. The Association and the Board agree to establish a standing joint District SLO Committee and Building level SLO Committees. Teachers will first submit their SLO's to the Building level committee for approval. If a teacher's SLO's are denied at the building level, the teacher may appeal to the District SLO Committee. The first duty of the District SLO Committee is to recommend all forms to be used in the evaluation of all bargaining unit members including evaluation instruments and rubrics to the Association and Board bargaining teams by May 30th 2015.
- b. The District committee shall be comprised of up to ten (10) teachers appointed by the OFEA President and up to five (5) Administrators appointed by the Superintendent/Designee.
- c. Building Level Committees
 - i. ECC: up to Five (5) teachers appointed by the OFEA President and include the Building Administrator
 - ii. Falls-Lenox: up to Seven (7) teachers appointed by the OFEA President and include the building administrators (Principal, Assistant Principal)
 - iii. Intermediate School: up to Five (5) teachers appointed by the OFEA President and include the building Administrator
 - iv. Middle School: up to Seven (7) teachers appointed by the OFEA President and include the building administrators (Principal, Assistant Principal)
 - v. High School: up to Twelve (12) teachers appointed by the OFEA President and include the building administrators (Principal and Assistant Principals)

For section 10.14(a) through 10.14(c), the term "Committee" shall refer to both the District SLO Committee and the Building Level SLO Committee's. This committee will be governed by the same rules as established in the evaluation 10.2 of the OFTEC committee.

10.15 Evaluations of Bargaining Unit Members Not Under OTES Evaluation System

- a. The evaluation of bargaining unit members not under OTES system (those who do not teach students at least 50% of their assigned time) shall be based upon two (2) formal observations in compliance with Section 10.8, walkthroughs in compliance with Section 10.6, and other performance indicators.
- b. The observation and evaluation forms for bargaining unit members not under the OTES evaluation system are found in Appendix X. (Non-OTES bargaining unit members.)

10.16 Definitions

- a. "OTES"- Stands for the Ohio Teacher Evaluation System as adopted by the Ohio State Board of Education in 2011, or as otherwise modified by the State Board of Education.
- b. "Teacher"- Teacher means licensed instructors who spend at least fifty percent (50%) of his/her time providing content-related student instruction and who is working under one of the following:
 - i. A teacher's license or professional or permanent teachers certificate in accordance with the law
 - ii. permit issued under ORC Section 3319.301.
- c. "Credentialed Evaluator" – Each teacher subject to evaluation will be evaluated by a person who:
 - i. Meets the eligibility requirements under ORC Section 3319.111(D); and
 - ii. Holds a credential established by the Ohio Department of Education for a teacher evaluation; and
 - iii. Has completed state-sponsored evaluation training and has passed an online credentialing assessment; and
 - iv. Is a member of the District administrative staff.

- d. "Student Learning Objectives" (SLOs)" – Include goals identified by a teacher or group of teachers that identify expected learning outcomes or growth targets for a group of students over a period of time.
- e. "Shared Attribution Measures" – Student growth measures that can be attributed to a group.
- f. "Value-Added" – Refers to the EVAAS Value-Added methodology provided by SAS, Inc., which provides a measure of student progress at the District and school level based on each student's scores on state issued standardized assessments.
- g. "Vendor Assessment" – Refers to student assessments approved by the Ohio Department of Education that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification exams, or end-of-course examinations for grade level and subjects for which the Value-Added measure does.

10.17 Due Process

- a. Any alleged violation of the procedural aspects related to the non-renewal or evaluation of limited contract teachers shall be subject to binding arbitration.
- b. A teacher shall be entitled to Association representation at any conference held during this procedure in which the teacher will be advised of an impending adverse personnel action.
- c. Any teacher who has received an ineffective rating for two (2) of the three (3) most recent school years must register for and take all written examinations selected by ODE as appropriate to determine expertise to teach that subject area and/or the grade level to which the teacher is assigned. The cost for the examination will be paid by the District. If a teacher who takes an examination passes that examination and provides proof of that passage to the teacher's employer, or if there is no examination selected by ODE for the teacher's content area, the teacher must complete professional development that is targeted to the deficiencies identified in the teacher's evaluations as determined by the evaluator and paid for by the District. If a teacher who takes an examination under this section passes the examination and provides proof of that passage to the District, the teacher shall not be required to take the examination again for three years, regardless of the teacher's evaluation ratings or the performance index score ranking of the building in which the teacher is assigned. The receipt by the teacher of a rating of ineffective on the teacher's next evaluation after completion of the professional development, or the failure of the teacher to

complete the professional development, may be grounds for termination of the teacher under section 3319.16 of the Revised Code.

ARTICLE 11 - TERMINATION, SUSPENSION, AND NON-RENEWAL OF TEACHING CONTRACTS

11.1 Termination

- a. Termination of an existing contract will be in accordance with Sections 3319.16, 3319.161, and any other related provisions of the Ohio Revised Code.

11.2 Non-renewal of a Limited Teaching Contract

- a. Any bargaining unit member non-renewed by the Board shall be provided with the notice of non-renewal and clearly stated written reasons why the bargaining unit member is to be non-renewed. The notice of non-renewal shall be provided to the bargaining unit member no later than June 1.
- b. Prior to Board action on a recommendation to nonrenew a bargaining unit member, the bargaining unit member will be granted, upon request, a conference with the Superintendent, at which time the bargaining unit member shall show cause as to why his/her contract should be renewed. The bargaining unit member will be notified by the Superintendent of his decision.
- c. Non-renewals of limited teaching contracts shall be governed by the grievance procedure, Article 5 for review of procedural violations. This provision supersedes 3319.11.

11.3 Tenure Eligibility

- a. Teachers who receive a professional certificate/license after March 31 will not be eligible for consideration for a continuing contract until April of the succeeding school year.
- b. Teachers who notify the Superintendent of the intent to be eligible to be considered for a continuing contract in writing on or before October 15 of any school year, will be considered in April/May of that school year. Teachers who do not notify the Superintendent on or before October 15 will not be eligible for consideration until April/May of the following school year. This notice requirement applies to teachers who have not yet attained continuing contract status and those who have previously attained tenure in another district.
- c. The holder of a continuing contract has continuing service status or "tenure". A continuing contract remains in effect unless (i) it is terminated for cause under ORC 3319.16, (ii) the bargaining unit member resigns or elects to

retire, or (iii) is laid off pursuant to ORC 3319.17 and Section 11.5 below. The Board of Education shall grant continuing contracts based upon the following criteria:

i. Certificate or License Requirements

1. For bargaining unit members initially licensed prior to January 1, 2011, the licensure requirement for continuing contract status is met if the bargaining unit member:
 - a. holds a professional, permanent, or life certificate (issued under prior law) or a professional, senior professional, or lead professional educator license, and
 - b. has completed either of the following:
 - i. if a master's degree was held at the time of initially receiving a certificate or license, six (6) semester hours of graduate coursework in the area of licensure or in an area related to the Teaching Field since the initial issuance of the certificate or license; or
 - ii. If a master's degree was not held at the time of initially receiving a certificate or license, thirty (30) semester hours of coursework in the area of licensure or in an area related to the teaching field since the initial issuance of the certificate or license.
2. For bargaining unit members initially licensed after January 1, 2011, the licensure requirement for continuing contract eligibility is met if the bargaining unit member:
 - a. holds a professional, senior professional or lead professional license; and
 - b. has held an educator's license for at least seven (7) years; and
 - c. has completed either of the following:
 - i. if the bargaining unit member did not hold a master's degree at the time of initially receiving an educator's license, 30 semester hours of coursework in the area of licensure or in an area

related to the teaching field since the initial issuance that license; or

- ii. if the bargaining unit member held a master's degree at the time of initially receiving a teacher's certificate under former law or an educator license, six (6) semester hours of graduate coursework in the area of licensure or in an area related to the teaching field since the initial issuance of such certificate or license.

- ii. Board Requirements

- a. The Board may establish written District service requirements, provided that these service requirements are clearly communicated to the bargaining unit and that decisions regarding continuing contracts are not made in an arbitrary, capricious and/or discriminatory manner.

11.4 Seniority

- a. Seniority shall mean the length of continuous employment in a bargaining unit position, except for tutors, as follows:
 - i. Seniority shall begin to accrue from the first day worked in a bargaining unit position.
 - ii. Seniority shall accrue for all time a teacher is on active pay status.
 - iii. Time spent on inactive pay status (unpaid leave or RIF) shall not contribute to the accrual of seniority but shall not constitute a break in seniority.
 - iv. Full-time bargaining unit members shall accrue one (1) year of seniority for each year (at least 120 days or more) worked.
 - v. As of January 1, 1993, part-time employees shall accrue seniority prorated against the minimal full-time standard.
 - vi. No employee shall accrue more than one (1) year of seniority in any work year.
- b. Equal Seniority
 - i. A tie in seniority shall occur when two (2) or more employees have the same amount of seniority credit as determined by the seniority list.

- ii. Ties in seniority shall be broken by the following method to determine the most senior employee:
 - 1. The employee with the first day worked; then
 - 2. The employee with the earliest date of employment (date of hire); then
 - 3. By lottery, with the most senior employee being the one whose name is drawn first, etc. This procedure shall be implemented in the presence of a designated Association representative.
- c. For reduction in force purposes only, bargaining unit members employed under continuing contracts shall have preference over bargaining unit members employed under limited contracts.
- d. Loss of Seniority

Seniority shall be lost when a bargaining unit member retires or resigns; is employed in a full-time non-bargaining unit position; is discharged for cause; or otherwise leaves the employment of the Board.
- e. Posting of Seniority List
 - i. The seniority list shall be posted annually, by February 1 of each work year. The Board shall prepare and post on the designated bulletin board in each building/work site a seniority list indicating by area of certification, licensure, or entry-level requirement, the first day worked, the date of Board resolution to hire, and the contract status (limited or continuing) of each bargaining unit member. Said list shall be provided to the Association President on or before the date of posting.
 - ii. The names of teachers on the seniority list shall appear in seniority rank order within areas of certification, licensure, or entry-level requirement, with the name of the most senior teacher appearing at the top of the listing and the name of the least senior teacher appearing at the end of this listing. The names of tutors shall appear in seniority rank order within areas of certification/licensure or entry-level requirements for all tutor-positions with the name of the most senior tutor appearing at the top of the listing and the name of the least senior tutor appearing at the end of the listing.
 - iii. The names of teachers who are certified, licensed, or otherwise minimally qualified in more than one (1) area shall be included on the listing for all areas of certification, licensure, or entry-level requirement.

iv. The names of part-time teachers shall appear on the seniority list but shall be listed separately from the names of full-time teachers.

f. Correction of Inaccuracies

Each bargaining unit member shall have a period of thirty (30) days after a posting of the seniority list in which to advise the Board or its agents in writing of any inaccuracies which affect his/her seniority. The Board or its agents shall investigate all reported inaccuracies and make such adjustments as may be in order and post the updated list immediately. No protection shall be considered after thirty (30) days of the posting of the seniority list and the list shall be considered as final until the next posting.

11.5 Reduction in Force

a. Reductions governed by O.R.C. 3319.17

i. Reductions in force shall be for the reasons enumerated in Section 3319.17 of the Ohio Revised Code. Preference will be given to staff members on continuing contracts. Seniority shall not be a basis for determining the order of teacher dismissal for a reduction in force except when deciding between teachers who have comparable evaluations. During the 2014-15 and 2015-2016 school years, all evaluations shall be deemed comparable for purposes of a reduction in force. Effective with the 2016-2017 school year, evaluations will be deemed comparable when teachers earn the same rating within a group as described below. The ratings used to determine each group will be the rating assigned for the three prior evaluations most recently completed prior to the notice of reduction in force (accomplished, skilled, developing, or ineffective).

ii. Comparison of the three year period shall be made by awarding points for each rating during the three year period. Accomplished = 4 points, Skilled = 3 points, Developing = 2 points, and Ineffective = 1 point.

iii. Comparable ratings shall be determined by the total points for three years.

1. Group One = up to 4 points
2. Group Two = 5 – 8 points
3. Group Three = 9 – 10 points
4. Group Four = 11 – 12 points

For a teacher with less than three evaluations a single point will be added for each year to total three years.

- iv. Reductions in the affected area of licensure shall be made starting with the most junior limited contract teacher in Group One, and shall proceed sequentially, moving to limited contract teachers in Groups Two through Four, based on seniority within each group, before proceeding to teachers with continuing contracts in the affected area of licensure. The same sequence will then apply to continuing contract teachers, beginning with the most junior continuing contract teacher in Group One and proceeding sequentially through Groups Two through Four.
- v. Any dispute regarding alleged noncompliance with the provisions of the statute or the procedures set forth in this Article shall not be subject to the grievance procedure in Article 5, but rather shall be resolved through the judicial process. Staff members (except tutors) whose contracts may be suspended would have recall rights to a position for which they are certified/licensed until such a position were offered. Tutors shall only have recall rights to tutor positions. Suspension of contracts provides the Board of Education with an option for reducing staff other than through the non-renewal of contracts.

b. Definition of RIF

A reduction in force (RIF) shall have occurred when the Board reduces or eliminates a position resulting in the need to suspend a teaching contract.

c. Notification of Anticipated RIF

If the Board determines a RIF may occur for the succeeding school year, the Board shall notify the Association in writing on or before the regularly scheduled May board meeting. Where the RIF occurs during the school year due to the return of a teacher from a long-term leave of absence, the Board shall notify the Association in writing as soon as practicable prior to the Board's action implementing the RIF. The notification shall include the reason(s) for the RIF; the position(s) to be reduced, eliminated, or not filled; the date of Board action to implement the RIF; and the effective date of the RIF.

d. Implementation

- i. In determining the position(s) to be reduced, eliminated, or not filled, position(s) vacated as a result of voluntary resignation, retirement, or death will not be filled.

- ii. During the implementation of RIF, no reassignment, transfer, or reclassification shall occur that will cause a more senior bargaining unit member to be laid off before a less senior bargaining unit member. If a part-time teacher has greater seniority per Article 27, the teacher may be required to accept a full-time assignment.
- iii. Layoff shall occur by suspension of contract. The limited contract of an affected bargaining unit member that expires prior to the effective date of the RIF shall be renewed and then suspended to implement the layoff. This does not preclude the non-renewal of a limited contract bargaining unit member in accordance with ORC 3319.11 and Section d(ii) above.
- iv. A bargaining unit member to be laid off due to RIF shall be given ten (10) days advance written notification prior to the implementation of the RIF. The Association shall be sent a copy of said notification at the same time. The notice shall state the reason for RIF, the effective date of contract suspension, and the date of the Board's action to implement the RIF.

e. Limitations

- i. No new hire shall be employed in a bargaining unit position until all eligible, laid-off bargaining unit members have been offered such position.
- ii. No transfer, reassignment, or reclassification shall be made during a period of RIF that prevents the recall of a bargaining unit member on layoff status.
- iii. No current, non-bargaining unit member shall be assigned to fill a bargaining unit position while an eligible bargaining unit member remains on layoff status.
- iv. Work previously performed by laid-off bargaining unit member shall not be subcontracted.

f. Layoff Rights

- i. A bargaining unit member on layoff status shall have the following rights:
 - 1. The right to continue receipt of group insurance coverage at the bargaining unit member's expense.
- ii. Credit for salary placement, upon recall, for a teaching position held in chartered school while on layoff status.

- iii. The right to be notified by mail of all postings for bargaining unit positions.
 - iv. The unchallenged right to unemployment compensation benefits when that bargaining unit member has not been offered an equivalent bargaining unit position during layoff.
 - v. Additional certification/licensure, license or entry-level requirements earned or reported while on layoff status shall be recognized for recall purposes, provided such information is filed with the Board prior to recall.
- g. Recall Rights
- i. Laid-off teachers shall be recalled in reverse order of layoff in keeping with contract status, certification, licensure, or other entry-level requirements for the bargaining unit position. Consistent with Article 26.1 and 26.2, laid off tutors shall be recalled in reverse order of layoff in keeping with certification/licensure or other entry level requirements for tutor positions.
 - ii. The bargaining unit member shall be given seven (7) calendar days to accept such offer. If the bargaining unit member declines an offer of recall, the bargaining unit member will be deemed to have voluntarily resigned his/her teaching position.
 - iii. This procedure shall continue until all bargaining unit members on layoff status have been recalled, have retired under an Ohio state retirement system, or have voluntarily resigned. In any event, recall rights for limited contract teachers will expire four (4) years from the effective date of the layoff. Continuing contract teachers who provide the requisite notice will remain on the recall list indefinitely. Bargaining unit members on layoff who wish to retain recall rights must provide written notice on or before June 1 of each school year for the duration of the RIF of their interest in recall and a current address.

ARTICLE 12 - LEAVES OF ABSENCE

12.1 General

The Board may grant an unpaid leave of absence, for up to two (2) school years, upon a bargaining unit member's written request. If such a leave is granted, the bargaining unit member, at his/her own expense, may continue to participate in group health insurance programs available through the Board by reimbursing the Board, in advance and on a monthly basis, the applicable premium rates.

12.2 Personal Leave

- a. All teachers shall be granted three (3) days of non-cumulative paid leave each school year to transact personal business which cannot be attended to outside school hours. One (1) day will be designated as an unrestricted paid leave day. This day will not be subject to the limitations described in section (d) below. Two (2) days will be designated as restricted paid leave days, and shall be subject to the limitations described therein. Teachers who are regularly employed after the start of the school year will have their personal leave prorated as follows:

Hired:	Sept./Oct./Nov.	3 days
	Dec./Jan./Feb.	2 days
	Mar./Apr./May	1 day

- b. Personal leave must be taken in increments of not less than one-half (1/2) day.
- c. Except for emergencies beyond the employee's control, notice of absence for personal reasons shall be given to the building principal or immediate supervisor at least three (3) days in advance by submission of the Personal Leave Form. In the event of such emergencies, the teacher shall file the personal leave form as soon as possible following the date(s) of absence.
- d. Each teacher making application for personal leave shall submit the Personal Leave Form, Appendix H. The form will indicate that restricted personal leave days will not be used for the purpose of extending holidays, for recreation or vacations, or to seek employment elsewhere. Holidays are defined as spring break, Easter break, Thanksgiving break, winter break, and federal holidays. Further clarification will be required of the teacher in situations in which facts come to the attention of the administration indicating possible abuse of restricted personal leave days. Upon request by the teacher, the Superintendent/designee may waive the restricted personal day limitations.
- e. At the teacher's option, unused personal leave days shall either be paid to the teacher or transferred to the teacher's accumulated sick leave not later than July 30 of each year. Those days to be paid shall be based upon the BA-0 salary divided by 183.5. Any teacher who does not use any personal leave will receive one (1) additional sick leave day at the end of the school year.
- f. In-service trainings will be provided to teachers and administrators in an effort to promote consistent decision making regarding the use of personal leave days.

12.3 Sick Leave

- a. All bargaining unit members shall be granted fifteen (15) days of sick leave per year accumulated at the rate of one and one-quarter (1-1/4) days for each month of service. Accumulation of sick days shall be unlimited. Sick leave must be taken in increments of not less than one-half (1/2) day.
- b. Bargaining unit members may use sick leave for absence due to personal illness, illness or disability associated with pregnancy or delivery of a child, injury, exposure to contagious disease which could be communicated to others and for illness, injury, or death in the bargaining unit member's immediate family. Any teacher requiring the use of sick leave must directly notify Renhill as soon as the teacher is aware of the need for the leave. Administrators' home or cell numbers will be provided for notification after the Renhill cut-off time. Any use of sick leave in excess of (or anticipated to be in excess of) five (5) consecutive workdays will require a physician's statement describing the reasons for and estimated length of the leave. "Immediate family" means spouse, son (in-law), daughter (in-law), mother (in-law), father (in-law), grandparent (in-law), brother (in-law), sister (in-law), legal guardian or other person who stands in place of a parent (loco parentis) or others who are related to the bargaining unit member by blood or through marriage.
- c. All bargaining unit members new to the system (first year teachers) shall be advanced five (5) days of sick leave. Additionally, any bargaining unit member may be advanced five (5) days of sick leave in a given school year where the member has exhausted accrued sick leave. First year teachers who use their advanced/accrued sick leave in the first year will also be eligible for this additional five (5) day advancement of sick leave. Should any bargaining unit member leave the system prior to accumulating total sick leave used, such bargaining unit member shall reimburse the school District at his/her per diem rate for the total number of days absent beyond the amount of sick leave earned. Wherever possible, such reconciliation shall take place by appropriately adjusting the bargaining unit member's final pay.
- d. A birth mother may use up to six (6) weeks of accrued sick leave immediately following the birth of her child. The FMLA form will be completed for this leave. If additional time is required for medical reasons associated with the birth mother or child, a physician's statement describing the reasons for and estimated length of the leave will be required. The birth father may use up to ten (10) days of available sick leave during the first two (2) weeks following the birth of his child. Any use of sick leave beyond this period must be for the reasons specifically set forth in paragraph (b), above and for five (5) or more consecutive days will require a physician's statement describing the reasons for and estimated length of the leave.

12.4 Military Service/Active Duty Reserves

Teachers on military leaves, including reservists called to active duty, have the right to re-employment upon completion of military service granted upon terms and conditions and to the extent specified by Ohio Revised Code Section(s) 3319.14, 5923.05, or other applicable state or federal law. Each bargaining unit member on military leave may receive a salary equal to the difference between his/her expected salary and that of his/her replacement. Teaching credit shall be given the same as if the bargaining unit member on military leave was working in the system. A bargaining unit member on military leave may continue at his/her expense all fringe benefits at the group rate.

12.5 Sabbatical Leave

- a. Sabbatical leave for study and research may be granted by the Board to bargaining unit members who have completed at least five (5) years of service in Olmsted Falls.
- b. The Board shall grant sabbatical leave to no more than five percent (5%) of the bargaining unit members at one time.
- c. Leave may not be granted to a bargaining unit member more often than once every five (5) years of service, nor any such leave be granted a second time to the same bargaining unit member when other bargaining unit members have filed a request for such leave.
- d. A bargaining unit member who is granted a sabbatical leave will be required to return to the Olmsted Falls City Schools for at least one (1) year. This restriction shall not apply to bargaining unit members with twenty-five (25) years or more of teaching in Ohio. Upon return from such leave a teacher shall be entitled to reinstatement to a teaching position for which he or she holds a valid and unexpired certificate/license. Tutors shall be entitled to reinstatement to a tutoring position for which he/she holds a valid certificate/license.
- e. A sabbatical leave may be granted for one (1) semester, one (1) full school year, or the last semester of one school year and the first semester of the following school year.
- f. Each bargaining unit member on leave may receive a salary equal to the difference between his/her expected salary and that of his/her replacement. Teaching credit shall be given the same as if the bargaining unit member on sabbatical leave was working in the system. A bargaining unit member on sabbatical leave may continue at his/her expense all fringe benefits at the group rate.
- g. Application for sabbatical leave shall be made to the Superintendent and shall include a plan for spending the leave which will contribute to the

professional effectiveness of the applicant and the best interests of the school system. Upon return from such leave, the bargaining unit member will provide evidence that the plan was followed.

12.6 Parenting Leave

- a. Any bargaining unit member who is a parent shall be, at her/his request and on the conditions set forth below, granted a leave of absence without pay.
- b. How long a pregnant bargaining unit member may continue in her assignment is a matter best left up to the bargaining unit member and her doctor. It is expected that as long as she shall work the pregnant bargaining unit member shall perform all her duties adequately, maintain normal attendance, and fulfill all duties.
- c. If a bargaining unit member or the spouse of a bargaining unit member is pregnant, the leave may begin at any time after confirmation of the pregnancy. The bargaining unit member shall notify the Superintendent in writing as soon as he/she determines the date for the beginning of the unpaid parental leave and the anticipated date for return to service (see Appendix C). Insofar as possible, the application for parenting leave shall be made thirty (30) days prior to the beginning of the leave.
- d. A bargaining unit member will be granted an unpaid parental leave of absence for up to the balance of a school year immediately following the birth of a child, upon exhaustion of paid sick leave per Section 12.3(d). Accordingly, such leave will end on the first June 30th after it begins. If the teacher and Superintendent agree, the teacher may return to service earlier.
- e. The teacher may request and shall be granted an extension of unpaid parental leave beyond the school year in which the baby is born, up to a maximum of two (2) opportunities, not to exceed two (2) school years during the teacher's employment with the Board. The teacher must submit the request for the additional unpaid parental leave in writing the earlier of thirty (30) days prior to the expiration of the leave or April 1, using Appendix C. That extended leave will end on June 30th of the next school year unless an earlier return date is agreed to by the Superintendent.
- f. Upon expiration of the first parenting leave, the teacher must return to service for at least one (1) full school year (e.g., one hundred eighty-three and one-half (183.5) days) before being entitled to any subsequent parenting and/or general leave. In a case where a general leave is needed by the teacher due to a situation other than the care of the child for whom a parenting leave was taken, a successive general leave may be approved by the Superintendent.
- g. Upon return from an approved parental leave, the bargaining unit member will be entitled to reinstatement in the same position he/she held prior to the

leave provided that the bargaining unit member returns to service during the same school year as the parental leave began. If that position is no longer in existence, the teacher shall be assigned to a substantially equivalent position for which he/she holds a valid, unexpired certificate/license. If the teacher takes a parental leave and returns to service after the end of the school year in which the parental leave began, he/she shall be entitled to reinstatement to a position for which he/she holds a valid, unexpired certificate/license. Consistent with Article 26.1 and 26.2, a tutor shall be entitled to reinstatement to a tutor position for which he/she holds a valid, unexpired certificate/license.

- h. No bargaining unit member shall use sick leave while on parental leave.
- i. Except as otherwise provided in Section 12.10 - Family Medical Leave, bargaining unit members on parental leave may continue to participate in group health insurance programs available through the Board by reimbursing the Board, in advance and on a monthly basis, the applicable premium rates.
- j. All provisions of this parental leave section apply to adopting parents, except the notification requirements will be reduced to match whatever days of advance notice the adopting parents receive in advance of receipt of custody of the adopted child.

12.7 Adoption Leave

- a. A teacher is eligible for up to ten (10) days of available personal and/or sick leave during the first two (2) calendar weeks after custody is received (the "Adoption Leave Period"). Custody is considered "received" when the teacher departs to receive the child (if travel is required) or when the teacher obtains physical custody of the child (if travel is not required). If travel is required, the teacher must use available personal leave for travel time before using available sick leave. For example, if the teacher departs on Friday morning to receive the child, the teacher will be eligible for up to ten (10) paid workdays (if personal/sick days are available) during the two (2) calendar weeks commencing Friday. If the teacher departs Friday after the workday, the teacher will be eligible for up to ten (10) paid workdays (if personal/sick days are available) during the two (2) calendar weeks commencing Saturday. Should any portion of the two (2) calendar week Adoption Leave fall during a break period, the teacher will only use paid leave for the actual workdays (if any) that fall during that two (2) calendar week period, up to ten (10) workdays. If both adoptive parents are teachers employed by the Board, either or both are eligible for and may utilize Adoption Leave during the two (2) calendar week Adoption Leave Period.

- b. Upon completion of the Adoption Leave Period, the teacher may be eligible for Parenting Leave and/or Family Medical Leave consistent with Sections 12.6 and 12.10 of this Article.
- c. If any teacher who is eligible for Adoption Leave requests the use of paid sick leave anytime during the four (4) calendar weeks following the Adoption Leave Period, the administration may require a physician's note explaining the specific reasons why the teacher is unable to attend work. If the administration questions the validity of the employee or child's physician's explanation, it may seek a second opinion from a physician of the Board's choosing, at the Board's cost. The second opinion may be based on review of medical records, communications with the employee or child's physician, and/or a medical examination. Any abuse of sick leave will result in disciplinary action, up to and including termination of employment.
- d. Any request for paid sick leave after completion of the four (4) calendar week period referenced in paragraph three (3) above will be governed by Section 12.4 of this Article.

12.8 Jury Duty and Court Appearances

- a. A bargaining unit member who serves as a juror shall be entitled to retain the remuneration for said service in addition to receiving his/her regular pay as a bargaining unit member. Any bargaining unit member who is called to jury duty during the school year will notify his/her building principal as soon as he/she receives a jury summons or other notice, and will work with the building principal to obtain a deferral until summer break unless a postponement until summer would alter any of the following conditions:
 - i. child care arrangements or an extra cost associated with child care;
 - ii. responsibilities associated with caring for sick or aging relatives;
 - iii. summer coursework in sequence required in an approved Master's Degree program;
 - iv. previously planned or paid for vacation(s).
- b. A bargaining unit member who is subpoenaed to appear in court in a criminal or civil matter in which he/she is not financially interested and in which he/she is not a litigant shall receive pay for such court appearance without the use of personal leave provided that the Superintendent approves. The Superintendent's disapproval shall not be arbitrary and capricious.
- c. A bargaining unit member who is directed by the Board or its administrative agent(s) to appear in court on behalf of the Board shall receive his/her

regular pay as a bargaining unit member and will not forfeit his/her personal leave.

12.9 Assault Leave

- a. A bargaining unit member who is required to be absent due to physical injury resulting from an assault to the bargaining unit member which occurs in the course of a school-related activity, on school grounds, during school hours or at a school-sponsored function, shall be eligible to receive assault leave.
- b. The bargaining unit member shall supply a certificate from a licensed physician stating the nature of the disability and its duration if medical attention is required. The Board shall grant assault leave for the duration of the disability and any recuperation period, not to exceed a total of ninety (90) days, to begin with the bargaining unit member's delivering to the Treasurer a signed Assault Leave Statement (Appendix G). The Assault Leave Statement will include the nature of the injury, the date of its occurrence, the identity of the individual(s) causing the assault (if known), the facts surrounding the assault, the willingness of the bargaining unit member to cooperate fully with the Board in any legal action arising from the assault.
- c. While on assault leave, the bargaining unit member shall be maintained on full pay status, including all insurance fringe benefit coverage, less any payments derived from Worker's Relief benefits.
- d. Assault leave shall not be charged against sick leave earned or earnable under Section 3319.141 of the Ohio Revised Code, or leave granted under rules adopted by the Board pursuant to Section 3319.08 of the Ohio Revised Code.
- e. Bargaining unit members shall not be permitted to accrue assault leave.
- f. If legal action results, said bargaining unit member shall be granted leave of his/her professional duties with no loss of pay for necessary time spent in court.
- g. A bargaining unit member who is injured as a result of his/her unjustified assault shall not be eligible for assault leave.

12.10 Family Medical Leave

- a. Eligibility
 - i. An eligible employee may take up to twelve (12) work weeks of unpaid leave ("FMLA Leave") in any school year (July 1 to June 30) for one or more of the following circumstances:

1. the birth of an employee's child and to care for the child;
 2. the placement of a child with an employee for adoption or foster care;
 3. to care for the spouse, child, or parent of an employee when that family member has a serious health condition;
 4. the employee's inability to perform the functions of the position because of the employee's own serious health condition.
 5. for qualifying military situations arising when an employee's spouse, son, daughter, or parent is on active duty or is called to active duty status.
- ii. An eligible employee may take up to twenty-six (26) workweeks of leave during a single twelve (12) month period to care for a covered service member who is the spouse, son, daughter, parent, or next of kin of the employee.
- iii. To be eligible for FMLA Leave, employees must:
1. have been working for the Board for at least 12 months before the leave request (these do not need to be consecutive months); and
 2. have worked at least 1,250 hours during the last twelve (12) months. Full-time certificated/licensed employees employed for at least 12 months are presumed to meet this requirement.
- iv. In cases in which the Board employs both the husband and wife, the total amount of FMLA is twelve (12) weeks for the couple for the birth or placement of a child. In cases in which the Board employs both the husband and the wife, the total amount of FMLA is twenty-six (26) weeks for the couple if the leave is requested to care for a covered service member.
- v. For purposes of this Section, a qualifying military situation arises when a teacher's spouse, son, daughter, or parent is on active duty or called to active duty status (i.e., not on active duty in the Armed Forces) and includes, but is not limited to, the following situations:
1. Attendance at official military-sponsored events,
 2. To provide or arrange for alternative childcare or schooling,

3. To make financial or legal arrangements to address the member's absence while on active duty,
 4. Counseling,
 5. Rest and recuperation, and
 6. Post-deployment activities.
 - a. For purposes of military caregiver leave, a covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury incurred in the line of active duty that renders a service member medically unfit to perform his or her duties and for which the service member is undergoing medical treatment, recuperation, therapy or otherwise in an outpatient status or on a temporary disability retired list.
- vi. This policy does not limit or enlarge entitlement to paid or unpaid leave for which an employee is otherwise eligible under the negotiated agreement. However, consistent with paragraph e, if an employee is entitled to and takes paid sick leave for any circumstances set forth in (a)(1)-(4) above, the leave will be treated as and counted against FMLA Leave available under this Article and the employee must comply with the requirements of this Article.
- vii. When an employee has been on sick leave for five (5) or more days, if the teacher is notified by the Board that said sick leave days qualify as FMLA leave and if the teacher does not believe he/she meets the criteria of a serious health condition, the teacher must notify the Superintendent/designee within fifteen (15) days of receiving the notice and shall explain why his/her sick leave use does not meet the criteria of a serious health condition. Unless the teacher again hears from the Superintendent/designee on this specific situation, the Superintendent/designee will correct the personnel files to reflect that said sick leave use shall not also be considered to be FMLA leave. If the teacher does not notify the Superintendent/designee within fifteen (15) days, the correction will not be made.

b. Notice

- i. The employee shall provide the Superintendent with no less than thirty (30) days prior written notice to take leave for the birth or placement of a child when the employee's need for leave is foreseeable. If the employee's need for leave is not foreseeable, written notice must be provided as far in advance as possible.

Entitlement to leave for the birth or placement of a child expires twelve (12) months after the date of birth or placement.

- ii. Whenever the leave is necessitated by the serious health condition of the employee or her/his family member and is foreseeable based upon planned medical treatment, the employee shall provide the Superintendent with no less than thirty (30) days prior written certification issued by a health care provider to support her/his request for leave. If an employee requires intermittent leave as set forth below, the employee shall provide the Superintendent with no less than thirty (30) days prior written certification. If there is insufficient time to provide such notice because of the need for treatment, the employee shall provide notice as early as possible.

c. Intermittent Leave and Reduced-Work Schedule

- i. When medically necessary, an employee may take intermittent FMLA Leave or a reduced-work schedule to care for a spouse, child, or parent who has a serious health condition, or if the employee has a serious health condition. The employee shall make reasonable efforts to schedule treatment so as not to unduly disrupt the regular operations of the Board.
- ii. However, where any employee employed principally in an instructional capacity requests intermittent leave or leave on a reduced work schedule for purposes of a spouse, child, parent or the employee's own serious health condition, and where the employee would be on leave for greater than 20% of the total number of working days in the period during which the leave would extend, such employee must elect either:
 - 1. to take leave for periods of a particular duration, not to exceed the duration of the planned medical treatment; or
 - 2. to transfer temporarily to an available alternative position (if any) offered by the Board for which the employee is qualified, and that
 - a. has equivalent pay and benefits; and
 - b. the Board determines better accommodates recurring periods of leave than the regular employment position of the employee.
- iii. If any other employee requests intermittent leave or a reduced-work schedule to care for the serious health condition of a family member or for the employee's own serious health condition, and the need for leave is foreseeable based on planned medical treatment, the Board

may, in its discretion, temporarily transfer the employee to an available alternate position with equivalent pay and benefits if:

1. the employee is qualified for the position, and
2. the position better accommodates recurring periods of leave.

d. Leave Near End of Semester

- i. If an employee begins any FMLA Leave more than five weeks prior to the end of a semester, the Board may require the employee to continue taking leave until the end of the semester if:
 1. the leave is of at least three weeks duration, and
 2. the return to employment would occur during the three-week period before the end of the semester.
- ii. If an employee begins FMLA Leave for purposes of the birth or placement of a child or in order to care for a spouse, child or parent during the period that commences five weeks prior to the end of the semester, the Board may require the employee to continue taking FMLA Leave until the end of the semester, if:
 1. the FMLA Leave is of greater than two weeks duration and
 2. the return to employment would occur during the two-week period before the end of the semester.
- iii. If an employee begins FMLA Leave because of the birth or placement of a child or in order to care for a spouse, child or parent during the period that commences three weeks prior to the end of the semester and the duration of the FMLA Leave is greater than five working days, the Board may require the employee to continue to take leave until the end of the semester.

e. Medical Opinion

The Board retains the right, at its own expense, to require the employee to obtain the opinion of a second health care provider designated or approved by the Board. If the second opinion is in conflict with the first, the Board may require, at the Board's expense, that the employee obtain the opinion of a third health care provider who shall be mutually agreed upon by the employee and the Board. The third health care provider's opinion shall be final and binding regarding eligibility for an FMLA Leave.

f. Benefits

The Board shall maintain coverage under the group health plan for the duration of the FMLA Leave at the level and under the conditions that would have been provided if the employee had continued to work and not taken leave. Payment of the employee's required contribution toward the premium must be made by the first day of each month. The employee shall not accrue seniority, sick, vacation or personal leaves, or any other employment benefits during the leave period.

g. Return to Work

- i. When an employee is medically able to return to work after a serious health condition, she/he shall provide the Board with a statement from her/his health care provider that the employee is able to resume the job functions for her/his position.
- ii. At the end of an FMLA Leave, the Board shall restore an employee to the same or an equivalent position within a reasonable time according to the conditions set forth in Section 4. No employee shall be entitled to any greater rights, benefits or employment beyond that to which the employee would have been entitled had the employee not taken FMLA Leave.
- iii. Should an employee not return to work at the end of the FMLA Leave for reasons other than the continuation, recurrence, or onset of the serious health condition that gave rise to the leave or for circumstances beyond the employee's control, the employee shall reimburse the Board for the health insurance premiums paid by the Board during the FMLA Leave period. An employee shall be required to support her/his claim of inability to return to work because of the continuation, recurrence, or onset of the serious health condition. Certification from the employee's health care provider shall be provided in a timely manner, and no later than thirty (30) days after the claimed inability to return.

h. Construction

Any ambiguities in this Article shall be construed to provide the basic coverage required by the Family and Medical Leave Act of 1993, as amended January 16, 2009. All terms which are not defined in this Article shall have the same meaning as those terms defined in the Family and Medical Leave Act.

12.11 Catastrophic Sick Leave Bank

a. Preamble

The program will be monitored closely by the Catastrophic Sick Leave Bank Committee (hereafter, the "Committee") and evaluated annually. Any decision with regard to the continuation of the program or changes to the program will be made on a consensus basis.

The Catastrophic Sick Leave Bank is funded "by the employees for employees" and is administered by the Committee, which is made up of the President of the Association, the Superintendent or designee, and the Treasurer or designee.

An application for the use of sick leave from the bank for the purpose of extending sick leave to an employee who has exhausted his/her own sick leave, personal leave, or vacation and who requires additional sick leave due to the employee's own catastrophic medical condition will be submitted to the Committee for consideration. The Committee's decision to approve or deny the application will be final, non-grievable, and the Committee will be held harmless. The participation in the Catastrophic Sick Leave Bank as either a donor or participant is voluntary.

b. Definitions

i. "Catastrophic Medical Condition"

An extraordinary debilitating or life-threatening illness or injury resulting in the employee's inability to work for a period of at least 30 continuous workdays, with an anticipated need for a continued leave of 30 or more continuous workdays. The employee must provide the Committee with certification from the attending physician verifying (1) the existence of such an illness or injury, (2) that the employee's inability to work for the previous 30 continuous workdays was directly related to that illness or injury, and (3) the employee will be unable to return to work for 30 or more continuous workdays because of that illness or injury.

ii. "Participant"

Any certified or licensed employee of the District (teacher or administrator), who is approved for use of sick days donated to the Catastrophic Sick Leave Bank.

iii. “Catastrophic Sick Leave Bank” (CSLB)

An escrow account of donated sick leave, reflecting 1 day “banked” for every 1 day donated. For part-time teachers, the days donated would be prorated to reflect the teacher’s part-time status.

c. Catastrophic Sick Leave Bank Guidelines

- i. The participant may not be receiving any other form of pay (e.g., worker’s compensation benefits or disability benefits).
- ii. The participant must have exhausted all other available paid leaves.
- iii. The participant will only be eligible to withdraw from the CSLB one time during any 12-month period.
- iv. The participant must complete a “Catastrophic Sick Leave Bank Request Form.” At that point, the employees will be notified of the need for contributions to the CSLB.
- v. Donors will complete a “Catastrophic Sick Leave Bank Contribution Form.” The donor will be notified of the number of sick leave days deducted from the donor’s accrued total.
- vi. Sick day contribution will not affect the perfect attendance of the contributing employee.
- vii. Participants may donate sick leave days only if they have a minimum of 60 days of accumulated sick leave and may donate only days in excess of those 60 days to a maximum of 15 days per school year. For part-time employees, contributions will reflect the hours donated, prorated based on the part-time status. For example, a half-time teacher would donate one-half of a day, and would be eligible to receive donated leave in half-day increments.
- viii. Days shall be contributed to the CSLB and granted from the CSLB without regard to the daily rate of pay of the CSLB recipient.
- ix. A participant who receives credit pursuant to this section, shall continue to receive and accrue standard sick leave and health insurance.
- x. The maximum amount of donated sick leave days that may be used by a participant shall be 90 days for any 12-month period.
- xi. If a participant is incapacitated, requests for sick leave credits may be submitted by the participant’s agent or a member of the participant’s family.

- xii. The District and the Committee shall keep all records confidential and shall not disclose the nature of the illness except as is necessary to process the request for withdrawal.
 - xiii. Awarded/donated days will be posted to the employee by pay periods. Only those days needed will be donated, up to the amount awarded by the CSLB Committee.
- d. Termination from using the Catastrophic Sick Leave Bank
- i. Termination of employment with the District
 - ii. Being on suspension without pay status
 - iii. Any abuse or misuse of the rules of this Understanding
 - iv. Being on any other paid leave of absence

12.12 Bereavement Leave

A bargaining unit member may use accrued personal leave and/or up to five (5) days of accrued sick leave for a death in the "immediate family" (defined as spouse, son (in-law), daughter (in-law), mother (in-law), father (in-law), grandparent (in-law), brother (in-law), sister (in-law), legal guardian or other person who stands in place of a parent (loco parentis) or others who are related to the bargaining unit member by blood or through marriage. In the event a member requires more than five (5) sick leave days, the member will be required to submit a physician's statement describing the reasons for and estimated length of the leave. A member may use available accrued personal leave for death not related to an immediate family member.

ARTICLE 13 - PROFESSIONAL REIMBURSEMENTS

The Board shall pay necessary and reasonable expenses, including fees, meals, lodging, tolls, and transportation incurred by a bargaining unit member who attends workshops, seminars, meetings, or conferences at the request of and with the permission of the bargaining unit member's principal, the Assistant Superintendent, and the Superintendent. In order to be reimbursed for such expenses, except mileage, receipts must be presented. The Board and the Association recognize that occasionally it is impractical to obtain a receipt; such undocumented expenses will be honored provided that they do not exceed two (2) dollars and further provided that the Superintendent approves a signed and dated statement from the bargaining unit member explaining why it was impractical to obtain a receipt.

ARTICLE 14 - SUMMER SCHOOL

An OFEA member who is interested in teaching summer school classes should so notify the Superintendent, in writing, on or before March 1st. Certified employees outside of the bargaining unit may be contracted to teach summer school if there is an insufficient number of teachers who have expressed an interest. The Board retains the right to determine the specific summer school offerings and the assignment of summer school

staff. The hourly rate for summer school teachers shall be paid at a per diem rate based on the BA column, step 0 of the salary schedule.

ARTICLE 15 - IN-SERVICE DAY

The content and format of the building and/or District in-service days will be developed by a subcommittee appointed by the DLT and may involve non-DLT members.

ARTICLE 16 - INSURANCE

16.1 Health Insurance

a. The Board will provide (Single and Family) health coverage comparable to or better than the MMO Super Med Select coverage in effect as of July 1, 2013 (include dependents through age 26), for participating bargaining unit members. The Board shall pay eighty-five percent (85%) of the cost of such coverage. Changes in the insurance coverage, to take effect July 1, 2014 include:

- i. Co-insurance: 80% in network, with \$500/1,000 out of pocket maximum; 60% out of network, with \$1,000/2,000 out of pocket maximum.
- ii. Office visit co-pay: \$10 primary; \$10 specialist -- (routine office visits are covered at 100%, and is not subject to the deductible).
- iii. Deductible: In-network deductible \$300/600; out of network deductible \$600/1,200.

Tutors will be eligible for coverage under the same terms as classroom teachers.

b. The Board shall purchase for each bargaining unit member a 15-30-50 drug program (\$15.00 deductible – generic; \$30.00 deductible – formulary; \$50.00 deductible – legend), with \$30-60-100 deductible for maintenance via mail order (90-day supply – generic, formulary or non-formulary).

16.2 Dental Insurance

The Board shall provide dental insurance coverage for each teacher and his/her eligible dependents which meets or exceeds the specifications below and is equal to the plan in effect for members of the bargaining unit on January 1, 2003. The Board shall pay eighty-five percent (85%) of the cost of such coverage.

Dental Specifications (16-0)

Maximum Benefits per covered person	\$3,000
Deductible - Individual	\$0 per year
Deductible - Family	\$0 per year

Co-Insurance Amounts – Out-of-Network

Diagnostic and Preventive Services	100% UCR*
Routine Dental Services	80% UCR*
Major Dental Services	50% UCR*
Orthodontic Services	50% UCR*
	(\$1,500 out-of-network lifetime maximum)

Co-Insurance Amounts – In-Network

Diagnostic and Preventive Services	100%
Routine Dental Services	90%
Major Dental Services	60%
Orthodontic Services	60%
	(\$2,000 in-network lifetime maximum)*

* UCR for out-of-network dental/orthodontia services is 90%.

16.3 Optical Insurance

The Board shall provide optical insurance coverage for each bargaining unit member and his/her eligible dependents which provides for an annual benefit of \$400 for frames and lenses for each eligible family member, in addition to an annual eye exam and all of the benefits in effect as of January 1, 2003. The Board shall pay eighty-five percent (85%) of the cost of such coverage.

16.4 Life Insurance

The Board shall purchase from a carrier licensed by the State of Ohio group term life insurance for each bargaining unit member in the amount of either (1) two (2) times the teacher's salary, rounded to the nearest thousand, or (2) \$50,000, at the teacher's option. The Board shall purchase from a carrier licensed by the State of Ohio group term life insurance for each tutor working twenty (20) or more hours per week in the amount of \$22,000 or twice the eligible employee's salary, whichever is greater. The full cost of this program, and any increases, shall be paid by the Board.

16.5 Professional Liability

The Board shall purchase for bargaining unit members, from Nationwide Insurance Company or another carrier licensed by the State of Ohio, group professional liability insurance with the maximum limit of liability equal to the least of the following: (1) the statutory maximum purchasable for school employees by boards of education; (2) one million dollars (\$1,000,000) or (3) the maximum amount underwritten in a standard school district liability insurance policy by the Nationwide Insurance Company. The full cost of this program, and any increases, shall be paid by the Board.

16.6 Insurance Start/End Dates

Any newly-employed bargaining unit member shall receive all the insurance benefits to which he/she is entitled under this Agreement as of his/her first active day of employment. Insurance coverage shall end for all members at the end of the month in which their employment ends.

16.7 Waiver of Insurance Coverage

Regular full-time bargaining unit members who are currently enrolled in or otherwise eligible for group health coverage under section 16.1 of this article who waive, in writing on or before October 1 of each year, the right to such insurance will receive a lump sum payment of \$1,000, which payment will be made on the first pay period following completion of that benefit year. In the event 30 full-time employees waive coverage as of October 1, the incentive will increase to \$1,500 for that school year. In the event more than 35 full-time employees waive coverage as of October 1, the incentive will increase to \$2,000 for that school year. In the event more than 40 full-time employees waive coverage as of October 1, the incentive will increase to \$2,500 for that school year. In no event will the incentive be less than \$1,000 per school year for full-time employees. Part-time bargaining unit members who similarly waive coverage will receive a pro rata sum determined by the percentage equivalent to a full-time position. Any bargaining unit member who rescinds this waiver during the benefit year will receive no payment for the period of time in which the waiver was in effect. A bargaining unit member who rescinds the waiver due to a change in status during the year will have the ability to be reinstated under the Board's plan. A change in status is defined as a change in marital status, death of a spouse, or loss of insurance benefits of the spouse. The Board will make the Waiver of Insurance forms available to the Association before the end of each school year. The Association will be responsible for distributing the form to eligible members. The signed form must be returned to the Personnel Office by October 1. This provision will not be available to any member whose first day of employment is on/after July 1, 2014

16.8 Insurance Committee

A long-range Insurance Committee will be established consisting of an equal

number of representatives from the Association (appointed by the OFEA President), the administration, and the non-teaching employees. The Superintendent will appoint a facilitator of the committee. The committee's responsibilities include reviewing insurance costs, exploring program additions/modifications and providing timely information for the negotiations process. The committee will meet at least quarterly with individual committee members having the authority to submit agenda items. No change in the program shall occur except through the negotiations procedure as provided for in Article 2 or under ORC 4117.

16.9. Change in Insurance Carrier

The Board retains the right to unilaterally change insurance carriers on the condition that (1) any change of carrier is first discussed with the Association, (2) the change in carrier will not affect the level of existing coverage and benefits, and (3) no member of the bargaining unit shall be subject to a decrease in insurance benefits as provided by the current carrier.

16.10 Insurance for Part-Time Teachers

The Board will pay a pro rata share of the health insurance coverage for each regular part-time teacher who is hired after the effective date of this Agreement for a position of at least twenty-five percent (25%) and who elects to enroll. The pro rata share will be determined by the percentage equivalent to a full-time position specified in the teacher's contract. This provision will apply to all part-time teachers hired after December 31, 1992.

16.11 Coverage for Couples Employed by the Board

If a bargaining unit member's spouse is also employed by the Board of Education, the employee and spouse will only be eligible for family coverage under one of the health insurance plans offered by the Board. This in no way prohibits a spouse's ability to participate in the waiver per Section 16.7 for employees employed by the District as of July 1, 2000.

16.12 Voluntary Long-Term Care

Employees and their parents are eligible to purchase one of three levels of individual long-term care policies at a contractual permanent group discount of 15%.

16.13 Interim Income Protection

The Board shall purchase, from a carrier licensed by the state of Ohio, long-term disability insurance for any bargaining unit member with less than five (5) years of STRS service credit. The benefit will terminate when STRS service credit equals five (5) years. The full cost of this program, and any increases, shall be paid by the Board.

16.14 Health Reimbursement Account

The District recognizes that participation in the wellness program is an employee's personal choice and that it demonstrates a commitment to a healthier lifestyle. As a means to offset the premium costs to employees and to reward wellness participation, the District will provide a Health Reimbursement Account (HRA) by putting resources on an FSA/HRA card. The amount of resources that the employee will receive will be based on the employee's Vitality Program status listed below:

	Bronze	Silver	Gold	Platinum
Single	\$25	\$50	\$75	\$100
Family	\$50	\$100	\$150	\$200

Employees and their spouses are eligible for this HRA if they meet the following criteria:

- Certified Staff .50 FTE or greater
- Classified Staff 20 hours per work week

16.15 Spousal Surcharge

- a. If an employee's spouse is eligible to participate, as a current employee or retiree in group health insurance and/or prescription drug insurance sponsored by his/her employer or any public retirement plan, the spouse may enroll in such employer (or public retirement plan) sponsored group insurance coverage(s) or be subject to a surcharge each month to stay on the Olmsted Falls City School District health insurance plan. The surcharge for the 2014-2015 and 2015-2016 school years will be fifty dollars (\$50.00) per month. The surcharge for the 2016-2017 will be seventy-five dollars (\$75.00) per month.
- b. If the employee's spouse elects to take another health insurance plan other than the Olmsted Falls City School District plan and upon enrollment by the spouse in any such employer (or public retirement plan) sponsored plan, that coverage will become the primary payer of benefits, and the coverage sponsored by the Board will become the secondary payer of benefits. Primary coverage for children shall be the Olmsted Falls City School District plan.
- c. Any spouse who is eligible and fails to enroll in any group insurance coverage sponsored by his/her employer or any public retirement plan, shall be charged the appropriate surcharge as listed in paragraph (a) above.

- d. Every employee whose spouse participates in the Board's group health insurance coverage and/or prescription drug insurance coverage shall complete and submit to the Board, upon request, a written certification verifying whether his/her spouse is eligible to participate in group health insurance coverage and/or prescription drug insurance coverage sponsored by the spouse's employer or any public retirement plan. The employee shall use the certification form found in Appendix Y to complete this documentation. If any employee fails to complete and submit the certification form by the required date, such employee's spouse will be charged the appropriate monthly surcharge to stay on their spouse's health care coverage with the Olmsted Falls City School District.
- e. If the employee submits false information or fails to timely advise the plan of a change in his/her spouse's eligibility for employer (or public retirement plan) sponsored group health insurance and/or prescription drug insurance, and such false information or such failure by the employee results in the Plan providing benefits to which the employee's spouse is not entitled, the employee will be personally liable to the Plan for reimbursement of the appropriate monthly surcharge.

ARTICLE 17 - SALARY

- 17.1 The salary schedule consists of three (3) columns: B (Bachelor's Degree), V (150 semester hours, graduate or undergraduate), and M (Master's Degree).
- a. Bargaining unit members shall be paid according to their training and experience as determined on the salary index (Appendix A) of this Agreement. Bargaining unit members hired on or after January 1, 1996 will require the earning of at least eighteen (18) semester hours beyond the date the BA degree was conferred for placement on Column V of the salary schedule.
 - b. The base salary for the 2014-15 school year will be \$37,411. The base salary for the 2015-16 school year will be \$38,440. The base salary for the 2016-17 school year will be \$39,497. (Appendix B).
 - c. Except in special situations, credit must be earned at a "recognized school," which means a college or university which (1) is approved by the North Central Association Colleges and Schools or by one of the other regional accreditation associations and (2) is approved for the training of teachers by the State Board of Education, the State Department of Education, or the Division of Teacher Education and Certification of the State in which the college or university is located.

- d. If credit is sought for web-based/internet and/or video/correspondence courses, the bargaining unit member must seek approval from the Superintendent or his/her designee.
- e. Additionally, in those special situations where a bargaining unit member, because of the nature of his/her course of study and the limited course offerings available, believes a particular course offering will enhance his/her effectiveness, the teacher may submit a request for credit earned at a two (2) or four (4) year institution approved by the NCACS. The Superintendent may, at his/her discretion, approve such a request.
 - i. As used herein, "hours" or "hours of credit" means semester hours. One semester hour equals one and one-half (1-1/2) quarter hours.
- f. Credit will be recognized only if a passing grade has been earned in a course. Failing grades, grades of unsatisfactory or non-pass, and incompletes will not be recognized.
- g. Bargaining unit members who are regularly scheduled to teach on a part-time basis and who do not qualify for annual increments pursuant to Division (A) of Section 3317.13, Ohio Revised Code, will be eligible for an incremental adjustment, if the Superintendent determines that the teacher is entitled to an incremental adjustment. The Board shall grant such an adjustment upon the Superintendent's recommendation pursuant to Section 3317.14, Ohio Revised Code.
- h. In cases where courses are not approved, the Superintendent/designee will provide to the bargaining unit member written reasons for the denial. The bargaining unit member may appeal the decision of the Superintendent/designee to the OFPDC for a final and binding re-consideration.

17.2 Blocks of Credit

- a. Bargaining unit members shall be granted compensation beyond a salary level for blocks for programs related to elementary or secondary education or for approved degree programs related to the teacher's content area or areas that relate to instructional delivery or that enhance the educational process as follows:

- i. Bachelor's Degree - \$200.00 per 5 semester (7.5 quarter) hour block to a maximum of six (6) such blocks.
 - ii. V Level on Salary Schedule - \$300.00 per 5 semester (7.5 quarter) hour block of graduate credit to a maximum of six (6) such blocks, provided that these block(s) were earned concurrent with or after the teacher attained the 150 semester (225 quarter) hour level (the V level) on the salary schedule.
 - iii. Master's Degree - \$450.00 per 5 semester (7.5 quarter) hour block of graduate credit to a maximum of thirteen (13) such blocks.
- b. An application for approval of college course(s) must be completed by the teacher and approved by the Superintendent/designee prior to college registration. Effective July 1, 2003, video/correspondence and internet/web-based courses may be approved for blocks of credit. In cases where courses are not approved, the Superintendent/designee will provide to the bargaining unit member written reasons for the denial. The bargaining unit member may appeal the decision of the Superintendent/designee to the OFPDC for a final and binding reconsideration.
 - c. College transcripts or other evidence of completion of all hours earned must be in the Treasurer's office by the 15th day of September, and/or the 15th day of February of any school year for compensation to be given.

ARTICLE 18 - EXTENDED SERVICE CONTRACTS

- 18.1 Bargaining unit members who work in their regular assignments beyond the required 183.5 days in the school calendar, exclusive of summer school teachers, shall receive a supplemental contract. Extended service contract days shall be compensated at the bargaining unit member's per diem rate.
- 18.2 Extended service contracts shall be issued for a term of not more than one (1) year, and must be renewed annually.

ARTICLE 19 - PERIOD SUBSTITUTION

- 19.1 Bargaining unit members who substitute for absent bargaining unit members during the school day shall be compensated in either of the following manners:

- a. Twenty dollars (\$20) for a substitution during the bargaining unit member's planning period.
 - b. Fifteen dollars (\$15) for a substitution (a) during the bargaining unit member's duty assignment, (b) to both bargaining unit members where one bargaining unit member is removed from a two-bargaining unit member supervised study hall, and/or (c) where an additional group of students is added without additional supervision to a study hall.
- 19.2 Bargaining unit members who volunteer will be the first to be asked to substitute.
- 19.3 The principal may assign substitutes if no volunteers are available. The assigning of substitutes shall be on a rotational basis among available teachers.

ARTICLE 20 - SEVERANCE PAY

- 20.1 A bargaining unit member employed by the Board who has completed a total of at least ten (10) years of service with the Olmsted Falls City School District, the State of Ohio, or any other political subdivision of the State, may elect at the time of retirement from active service to be paid for one-fourth (1/4) of the value of his/her accrued but unused sick leave credit to a maximum of ninety (90) days effective July 1, 1999. The word "retirement" shall mean service retirement under the State Teachers Retirement System of Ohio. The rate paid shall be the per diem rate of the bargaining unit member's contract in effect at the time of retirement excluding supplementals under Article 25. Payment on this basis shall be considered to eliminate all accrued sick leave credit and such payment shall be made only once to any bargaining unit member.
- 20.2 In addition, any teacher who, at the time of retirement as defined in Section 20.1, has accumulated more than three hundred sixty (360) days of unused sick leave, will be paid an additional lump-sum at the rate of forty (\$40) dollars per day for each unused sick leave day accumulated beyond three hundred sixty (360) days, as certified by the Treasurer.
- 20.3 The bargaining unit member must present satisfactory evidence to the Treasurer that he/she has been accepted for retirement benefits by the State Teachers Retirement System. After approval of this evidence, the Treasurer will cause a lump payment to be deposited into the 403(b) Special Pay Plan within a period of thirty (30) days. If any severance pay remains after the total maximum amount allowable has been deposited into the 403(b) Special Pay Plan, that excess shall be deposited into the 403(b) Special Pay Plan no later than January 31st of the year following the initial severance payment deposit.
- 20.4 Any bargaining unit member who dies prior to severing employment, who would otherwise have been entitled to a severance payment, shall be deemed to have severed employment the day preceding his/her death. Said severance payment shall then be paid to his/her surviving spouse or, if there is no spouse, to his/her estate in the manner as prescribed by law. Such payment shall be deposited into

the 403(b) Special Pay Plan within a period of thirty (30) days. If any severance pay remains after the total maximum amount allowable has been deposited into the 403(b) Special Pay Plan, that excess shall be deposited into the 403(b) Special Pay Plan no later than January 31st of the year following the initial severance payment deposit.

20.5 Retirement Incentive

Any teacher who has not been eligible to retire prior to July 1, 2003 under the State Teachers Retirement System (STRS) pursuant to Ohio Revised Code Section 3307.38 and any applicable STRS regulations and who becomes eligible during the life of this Agreement will be eligible for a retirement incentive of One Thousand Two Hundred Dollars (\$1,200) for each year of STRS service up to a maximum of thirty (30) years, if the teacher retires at the end of the school year in which the teacher first becomes eligible. If an eligible teacher has not yet completed thirty (30) years of STRS service and does not retire at the end of the school year in which the teacher first becomes eligible, [e.g., at age 55 with twenty-five (25) years of STRS service or age 60 with five (5) years of STRS service], the teacher will have one more opportunity to take advantage of this incentive by retiring at the end of the school year in which the teacher reaches the number of years and age requirements to be eligible to receive an unreduced benefit under STRS regulations. This incentive, combined with any severance pay entitlement calculated in accordance with Sections 21.1 and 21.2 above will be paid in three (3) installments over a period of three (3) years, with any lump sum severance pay to be issued within thirty (30) days of the effective date of the teacher's retirement; fifty percent (50%) of the retirement incentive to be payable one (1) year following the teacher's effective retirement date, with the remaining fifty percent (50%) to be paid two (2) years after the effective date of retirement. To be eligible for this incentive, the teacher must submit a resignation on or before March 1 of the school year in which the teacher first becomes eligible to retire and must retire no later than June 30 of that school year. The teacher seeking this retirement incentive is responsible for insuring the Board has accurate information regarding the teacher's service credit. The Board will provide a courtesy reminder of a teacher's eligibility for this incentive by December 15 of the school year in which the teacher is first eligible for retirement. This courtesy does not impact the teacher's notice requirements.

If any provision of this Section is held unlawful by a court of competent jurisdiction, then this entire Section shall automatically be null and void from that date forth, and no teacher who retires after the date of the court's judgment shall be eligible for any retirement supplement.

20.6 403(b) Special Pay Plan

- a. Retiring members of the bargaining unit will have the total amount that otherwise would be payable to them as severance pay and/or retirement incentive under Article 20, Severance Pay, mandatorily paid into an annuity

contract referred to as the "403(b) Special Pay Plan." The terms of the 403(b) Special Pay Plan include the following:

- i. Participation in the 403(b) Special Pay Plan shall be mandatory for any bargaining unit member actively employed on or after January 1, 2006, who would be entitled to severance pay and/or a retirement incentive (if applicable) under Article 20, Severance Pay.
 - ii. An employer contribution shall be made on the behalf of the retiring teacher under the 403(b) Special Pay Plan in an amount equal to the lesser of:
 1. The total amount of the Participant's severance pay and/or retirement incentive (if applicable) in accordance with Article 20.
 - iii. The maximum contribution amount allowable under the terms of the 403(b) Special Pay Plan.
- b. The required retirement incentive contribution (if applicable) to the 403(b) Special Pay Plan shall be made within the timeframe described in Article 20, Sections 20.3 or 20.4, whichever is applicable.
 - c. If after the timelines for severance and retirement incentive (if applicable) disbursements are exhausted, there is a remaining excess, it shall be paid in cash to the retiring bargaining unit member.
 - d. A bargaining unit member who is a participant in the 403(b) Special Pay Plan shall complete the applicable enrollment forms; and unless and until a bargaining unit member does so, no contribution of severance pay shall be made to the 403(b) Special Pay Plan on behalf of the bargaining unit member.
 - e. If a bargaining unit member is entitled to have a contribution paid to the 403(b) Special Pay Plan and dies prior to such contribution being paid to the 403(b) Special Pay Plan, the contribution shall nevertheless be paid to the 403(b) Special Pay Plan and then be paid to a Beneficiary of the bargaining unit member in accordance with the terms of the 403(b) Special Pay Plan.
 - f. The Plan year of the 403(b) Special Pay Plan shall be from January 1st through and including December 31st, with the first Plan year beginning January 1, 2006.
 - g. After adoption of the 403(b) Special Pay Plan, any administrative fees shall be borne by the 403(b) Special Pay Plan Participants.

- h. All contributions to the 403(b) Special Pay Plan, all deferrals to a TSA, and all check payments to bargaining unit members, shall be subject to reduction for any tax withholding or other withholding that the Treasurer, in his/her sole discretion, determines is required by law. Neither the Board nor the Association guarantee any tax results associated with the 403(b) Special Pay Plan, deferrals to a TSA, or check payments made to a teacher.
- i. If for any reason the statute and/or rules and regulations pertaining to 403(b) plans should change so as to cause potential harm to members of the Association, the Board and Association agree to immediately bargain the effects of such changes.

ARTICLE 21 - MILEAGE REIMBURSEMENT

- 21.1 Bargaining unit members whose assignments require the use of their personal vehicles for travel will be compensated at the maximum IRS rate that does not require reporting such reimbursement as income for federal tax purposes. Adjustments to this rate shall be made as communicated by IRS. In no case shall adjustments be made retroactive.

ARTICLE 22 - PAY PERIODS

22.1 Pay Procedure

- a. Salary payments for employees hired prior to January 1, 1999 shall be made in either 24 equal installments or 20 equal installments beginning on or about September 15 of each school year and ending, for those on the 24-payment plan, on or about August 30 of the next succeeding school year. Any employee hired on or after January 1, 1999 will be paid in 24 equal installments.
- b. Staff members who were employed prior to January 1, 1999 shall elect their option for salary payments in writing to the office of the Treasurer not later than August 10 to commence with the next succeeding payroll year and, once having made the election, the election cannot be changed for the balance of that school year.

22.2 Direct Deposit

Bargaining unit members will have their pay directly deposited to any financial institution which is a member of the ACH (Automatic Clearing House) and can accept wire transfers. Direct deposit will be initiated upon notification to the Treasurer through submission of a direct deposit form and a voided check or copy of a cancelled check, blank deposit tickets with proper coding, routing, transit and account numbers. Such notification must be made to the office of the Treasurer not later than August 10 to be effective for the succeeding payroll year and, once having made the election, cannot be changed for the balance of that year.

ARTICLE 23 - PAYROLL DEDUCTIONS

23.1 Mandatory Salary Reduction Pick-Up Plan

- a. For the purpose of establishing an employee's federal and state taxable income, the Treasurer will report a reduction in salary to the Internal Revenue Service in the amount equivalent to the employee's annual contribution paid to the State Teachers Retirement System.
- b. The Board's contribution to the State Teacher's Retirement System, and hence the employee's salary for retirement purposes, shall be based on each employee's total wages prior to the reduction described in item 1 above.
- c. By state law, the employee's taxable income for local income taxes must be based on total wages prior to the reduction described in item 1 above.

23.2 Payroll Deduction

A bargaining unit member may request payroll deductions for OFEA, NEOEA, OEA, and NEA dues, OEA-FCPE, and other deductions as mutually agreed upon by the bargaining unit member and the Board. These deductions shall be provided in accordance with established procedures. In the event any employee's contributions to a 403(b) or 457 Plan or TSA exceed the IRS Maximums, the employee will hold the Board harmless and will reimburse the Board through payroll deductions for any liability or penalty imposed upon the Board by the IRS.

23.3 Association Dues Deductions

- a. Dues of the associations listed in Section 23.2 shall be deducted in ten (10) equal monthly payments beginning in October. This applies to both teachers and tutors. Tutors shall be deducted in nine (9) equal monthly payments beginning in October. These dues shall be transmitted to the appropriate association treasurer each month.
- b. Dues deduction authorization shall continue until such time as the individual gives written notice to the Association to discontinue such deductions or until employment with the Board terminates.
- c. Each teacher who leaves employment or takes a Board-approved unpaid leave will have his/her remaining dues deducted from his/her last paycheck.
- d. The list of continuing members and authorization forms for yearly members shall be forwarded by the Association to the Board Treasurer's office by October 1 of each year. Additional names shall be forwarded as soon as possible for members who join after October 1 of each year. Notification requesting the discontinuance of continuing membership and/or dues

deductions must be presented in writing to the Board Treasurer between September 1 and September 15.

- e. Dues deductions shall be made in accordance with Board policy and procedure. The Association President and the Association Treasurer shall be notified immediately in writing when any Association dues deduction is discontinued.

23.4 Hold Harmless

- a. If for any reason the Board fails to make a deduction for any employee as provided above, it shall make that deduction from the employee's next pay in which such deduction is normally made after the error has been called to the Treasurer's attention in writing by the employee. The Association agrees to hold the Board and its designees harmless for any and all errors arising out of the dues deduction procedure and out of or by reason of action taken in reliance upon authorization forms submitted for Association dues deductions. The Association agrees to assume full responsibility for correcting any and all errors arising out of the dues deduction process.
- b. All payroll deductions shall be at no cost to the bargaining unit member or any association.

23.5 Section 125 Plan

- a. Employees will be offered the opportunity to receive information about this option. It is understood that each individual's unique circumstances may make this Section 125 Plan more or less attractive as an option.
- b. Start-Up - There will be no on-going or direct start-up costs to the BOE.
- c. Third-Party Administrators - The parties agree that the BOE shall have the sole authority to select and contract with a Third-Party Administrator to manage and administrate the Section 125 Plan.
- d. Administrative Charges - The parties agree that for the initial contract period, the monthly administrative charges would be \$1.00 per employee per month for the Premium Pass-Through Option only and \$3.50 per employee per month for the Flexible Spending Account. For the initial contract period, the maximum cost per employee for any combination of options would total \$3.50 per month.
- e. Employee Paid Charges - The parties agree that those employees who enroll in the Section 125 Plan will be charged for administrative fees through payroll deduction.
- f. Enrollment - To enroll, an eligible employee shall also be required to execute a Salary Redirection Agreement during the Election Period for the

Plan Year during which he wishes to participate in this Plan. Any such Salary Redirection Agreement shall be effective for the first pay period beginning on or after the employee's effective date of participation.

- g. Termination of Participation - A participant shall no longer participate in this Plan upon the occurrence of any of the following events:
 - i. His termination of employment;
 - ii. His death;
 - iii. The termination of this Plan.

- h. Termination of Employment - If a participant terminates employment with the employer for any reason other than death, his participation in the Plan shall be governed in accordance with the following:
 - i. With regard to the Dependent Care Flexible Spending Account, the participant's participation in the Plan shall cease and no further Salary Redirection contributions shall be made. However, such participant may submit claims for employment related Dependent Care Expense reimbursements for the remainder of the Plan Year in which such termination occurs, based on the level of his Dependent Care Flexible Spending Accounts of his date of termination.

 - ii. With regard to the Health Care Flexible Spending Account, the participant's participation in the Plan shall continue for the remainder of the Plan Year in which such termination occurs. The participant may continue to seek reimbursement from the Health Care Flexible Spending Account and shall be required to make contributions to the fund based on the elections made prior to the beginning of the Plan Year. However, such contributions after termination of employment shall be payroll deducted in a lump sum from the participant's final pay. If termination from the Plan is due to non-renewal of the employee's contract, death or involuntary termination, the employer will fund the participant's account based on the elections made prior to the beginning of the Plan Year.

- i. Death - If a participant dies, his participation in the Plan shall cease. However, such participant's beneficiaries, or the representative of his estate, may submit claims for expenses or benefits for the remainder of the Plan Year or until the Cafeteria Plan Benefit Dollars allocated to each specific benefit are exhausted. A participant may designate a specific beneficiary for this purpose. If no such beneficiary is specified, the administrator may designate the participant's spouse, one of his dependents or a representative of the estate.

- j. Salary Redirection - Benefits under the Plan shall be financed by Salary Redirection sufficient to support benefits that a participant has elected

hereunder and to pay the participant's premium expenses. The salary administration program of the employer shall be revised to allow each participant to agree to reduce his pay during the Plan Year by an amount determined necessary to purchase the elected benefit. The amount of such Salary Redirection shall be specified in the Salary Redirection Agreement and shall be applicable for a Plan Year. Notwithstanding the above, for new participants, the Salary Redirection Agreement shall only be applicable from the first day of the pay period following the employee's entry date up to and including the last day of the Plan Year. These contributions shall be converted to Cafeteria Plan Benefit Dollars and allocated to the funds or accounts established under the Plan pursuant to the participant's elections made.

ARTICLE 24 - INCENTIVE FOR PERFECT ATTENDANCE

- 24.1 The Board will pay any bargaining unit member who has not been absent for any sick leave and/or personal leave and/or any unpaid leaves for the entire quarter of a school year, a bonus of one-half (1/2) day's pay (B-0 salary times index factor divided by 184); the bonus of qualifying part-time bargaining unit members will be adjusted in accord with the fraction of full-time service for which the part-time bargaining unit member is employed. This bonus will be paid by the Treasurer no later than July 30th following the school year in which the perfect attendance was achieved.

ARTICLE 25 - SUPPLEMENTALS/STIPENDS

25.1 Curriculum Writing/Instructional Projects

- a. For purposes of this article, curriculum writing is the initial development or major revision of courses of study. Instructional projects are one (1) time activities of a limited duration with a specific outcome relating to the teaching/learning process. Special instruction projects must have the approval of the Superintendent.
- i. Bargaining unit members who function as members of curriculum writing committees and other bargaining unit members whose task is the revision or development of courses of study shall be compensated in accordance with the following schedule:

Levels

- | | |
|----|-------|
| a. | \$ 60 |
| b. | \$150 |
| c. | \$240 |
| d. | \$330 |
| e. | \$420 |
| f. | \$480 |

- b. Placement on this schedule shall be made by the Assistant Superintendent in accordance with the scope of the project.
- c. Completed curriculum work must meet the approval of the Assistant Superintendent and the resulting courses of study must be completed to satisfy the standards of the Ohio Department of Education. Upon satisfactorily achieving special instructional targets, the Assistant Superintendent will approve compensation.
- d. Placement on the above schedule is not subject to the grievance procedure included herein.

25.2 Adjustments

The Superintendent and the OFEA President will mutually agree in writing through a memorandum of understanding to the creation of any new supplemental/stipend and to any minor additions, modifications, and deletions to the schedule of stipends or supplemental salary offerings and/or categories. Distribution of any memorandum of understanding to the OFEA membership will be the responsibility of the OFEA. Any disputes arising under this Article will be addressed by the Superintendent and will not be subject to the grievance procedure.

25.3 Unpaid Pilot Programs/New Supplementals or Stipends

- a. Bargaining unit members who have an interest in creating a new supplemental or stipend opportunity may indicate such interest by applying in writing to the building principal. The written application shall describe in detail the new supplemental/stipend concept. Upon receipt of the written application, the building principal will review and offer suggestions to the bargaining unit member. If agreement is reached by the principal and teacher, they will present the final proposal to the Superintendent/designee for his/her consideration.
- b. The Superintendent/designee will confer with the OFEA President regarding the submitted written application and the parties shall agree to one of the following:
 - i. acceptance and implementation of the new supplemental/stipend;
 - ii. rejection of the new supplemental/stipend; or
 - iii. creation of an unpaid pilot program.
- c. Subject to favorable annual review and by written mutual agreement of the Superintendent and the OFEA President, a pilot program may become a supplemental or stipend listed in Sections 25.7 or 25.8 of this Article.

25.4 Preemployment Commitments

- a. Effective May 31, 1999, any new bargaining unit member who agrees to accept one or more supplemental contracts will sign a preemployment commitment of no more than three (3) years.
- b. In the event of a mutual agreement to resign from the commitment or if circumstances occur which would alter the member's ability to continue the commitment during the term of the preemployment agreement, the agreement shall be set aside. Examples of such circumstances include, but are not limited to: illness or disability of the employee or of the employee's immediate family; an approved leave of absence; the reduction in force of the employee; a change in building assignments; a personal tragedy in the immediate family; or documented deficiencies. The bargaining unit member will meet with the Superintendent or designee to discuss the specific reasons for being released from the commitment.
- c. The OFEA, through its President or designee may, upon request, review and examine the terms of the preemployment commitment.
- d. No adverse action will be taken should the member need to set aside the commitment or opt not to continue in the supplemental position after the initial three (3) year commitment.

25.5 Changes in Supplemental Categories

Annually, the Board of Education shall denote any changes to and shall publish the "Supplemental Salary/Stipend Categories" found in this Article (Sections 25.7 and 25.8). Nothing in this Article shall be construed to require the Board to create or to fill any supplemental contract position.

25.6 Supplemental Compensation

Any member who held a supplemental contract for an Academic Stipend position reflected in section 25.8 during the 2013-14 school year and who is continuously reemployed under that same supplemental contract in subsequent years will be paid the greater of the salary received during the 2013-14 school year or the salary reflected in the Academic Stipend scale in section 25.8. Any member who is newly employed under a supplemental contract for an Academic Stipend position reflected in section 25.8 beginning with the 2014-15 school year will be paid in accordance with section 25.8.

25.7 Supplemental Salary/Stipend Categories as of July 1, 2014

<p><u>GROUP A</u> Band Director (Marching Band & Summer Band) Head Boys Basketball Coach Head Football Coach Head Girls Basketball Coach Head Wrestling Coach</p> <p><u>Group B</u> Head Baseball Coach Head Softball Coach Head Track Coach (Boys & Girls) Head Volleyball Coach Trainer</p> <p><u>Group C</u> Assistant Boys Basketball Coach Assistant Football Coach Assistant Girls Basketball Coach Assistant Wrestling Coach Athletic Events Supervisor Head Soccer Coach (Boys & Girls) Head Swim Coach</p> <p><u>Group D</u> 9th Grade Boys Basketball Coach 9th Grade Football Coach 9th Grade Girls Basketball Coach 9th Grade Wrestling Coach Assistant Band Director (Marching Band & Summer Band) Head Cross Country Coach (Boys & Girls)</p> <p><u>Group E</u> 9th Grade Baseball Coach 9th Grade Softball Coach 9th Grade Volleyball Coach Assistant Baseball Coach Assistant Soccer Coach (Boys & Girls) Assistant Softball Coach Assistant Swim Coach Assistant Track Coach (Boys & Girls) Assistant Volleyball Coach Dramatics/Stagecraft Advisor Head Cheerleading Advisor Head Gymnastics Coach Head Golf Coach Head Hockey Coach Head Tennis Coach (Boys & Girls) Middle School Events Coordinator Middle School Student Activities Coordinator</p>	<p><u>GROUP F</u> 7th-8th Grade Basketball Coach 7th-8th Grade Football Coach 7th-8th Grade Softball Coach 7th-8th Volleyball Coach 7th-8th Wrestling Coach Assistant Cheerleading Advisor (HS) Assistant Cross Country Coach Assistant Hockey Coach Assistant Tennis Coach Drama Club Director (MS)</p> <p><u>GROUP G</u> 7th-8th Grade Asst. Softball Coach 7th-8th Grade Cross Country Coach 7th-8th Grade Track Coach Activity Sponsor Art Club Advisor Assistant Golf Coach (Boys & Girls) Cheerleading Advisor (MS) Elementary Instrumental Director Ensemble and Additional Music Group Director (MS) Fitness Coach Intramural Director (MS Boys & Girls) Vocal Director</p> <p><u>GROUP H</u> Assistant Dramatics/Stagecraft Advisor District Football Coordinator District Basketball Coordinator District Volleyball Coordinator District Wrestling Coordinator Drill Team Advisor Intramural Director (HS) Photography Club Advisor (MS) Solo and Music Ensemble (HS/MS)</p>	<p><u>GROUP I</u> Assistant Intramural Director (MS Boys/Girls) Bowling Coach Director of Private Music Instruction Faculty Manager – Fall, Winter, Spring High School Weight Room Supervisor (Fall, Winter, Spring) Jazz Band Director (HS & MS) Pep Band Percussion Ensemble Director (MS) Ski Club Advisor (HS) (MS) Youth Program Activities Coordinator (1-8) After School Activities Director Enrichment (1-8) Basketball (1-8) Flag Football (1-8) Volleyball (1-8) Wrestling (1-8)</p> <p><u>GROUP J</u> Elementary Music Director</p> <p><u>GROUP K</u> K-5 Noontime Duty - \$500</p>
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25.8 Student-related Stipends – 2014-2017 School Years

Description	Amount per Full FTE
Academic Leadership Position Including	\$ 2,500.00
department chairs and grade level leaders	
Assistant Publications (HS)	\$ 1,500.00
Assistant Athletic Director	\$ 5,500.00
Art Show (IS, MS & HS)	\$ 400.00
Academic Coach (HS)	\$ 3,000.00
Asst. Academic Coach (HS)	\$ 1,000.00
Academic Coach (MS)	\$ 500.00
Assistant Cheerleading Coach \$125 (.50 of \$250 - not to exceed 6 competitions)	\$ 750.00
Athletic Event Game Day - Level 1	\$ 20.00
Athletic Event Game Day - Level 2	\$ 25.00
Athletic Event Game Day - Level 3	\$ 30.00
Athletic Event Game Day - Level 4	\$ 35.00
Athletic Event Game Day - Level 5	\$ 40.00
Athletic Event Game Day - Level 6	\$ 45.00
Athletic Event Game Day - Level 7	\$ 50.00
Chess Club Advisor (MS)	\$ 500.00
Chess Club Advisor (IS)	\$ 500.00
Family Literacy/Math/Science Night (F/L)	\$ 4,000.00
French Club Advisor (HS)	\$ 500.00
Forensics Advisor (HS)	\$ 2,600.00
Assistant Forensics Advisor	\$ 1,000.00
Gifted Coordinator (District)	\$ 2,475.00
Helping Hands Advisor (District)	\$ 1,000.00
Homework Club (MS)	\$ 2,000.00
IAT Membership (All Buildings)	\$ 1,000.00
International & Multi-Cultural Club (HS)	\$ 700.00
Jump Rope Club	\$ 350.00
Junior Class Advisor (HS)	\$ 1,200.00
Kiwanis Club Advisor (HS--Key Club)	\$ 2,300.00
Kiwanis Club Advisor (MS-Builders' Club)	\$ 1,850.00
Kiwanis Club Advisor (IS--K-Kids)	\$ 1,850.00
Lead Mentor (District)	\$ 4,000.00
Math Club Advisor (IS)	\$ 500.00
National Board Certification (1-time award)	\$ 1,000.00
National Honors' Society Advisor (HS)	\$ 1,100.00
Newspaper Advisor (HS)	\$ 1,800.00

25.8 Student-related Stipends – 2014-2017 School Years (Continued)

Description	Amount per Full FTE
Newspaper Advisor (MS)	\$ 1,800.00
Newspaper Advisor (IS)	\$ 1,200.00
OFPDC Committee Member	\$ 2,200.00
Power of the Pen Advisor (MS)	\$ 1,500.00
Prof Dev During Non-Contr. Time	\$ 100/day
SAAD	\$ 2,000.00
Science Olympiad (OFIS)	\$ 450.00
Student Council Advisor (HS)	\$ 2,300.00
Student Council Advisor (MS)	\$ 2,300.00
Student Council Advisor (IS)	\$ 2,000.00
Technical Director – Fall Play (HS)	\$ 1,000.00
HS Theater	
Business Director – Fall Play (HS)	\$ 750.00
Business Director – Spring Play (HS)	\$ 1,500.00
Choreographer – Spring Play (HS)	\$ 500.00
Music Director – Spring Play (HS)	\$ 1,500.00
Stage Technician – Spring Play (HS)	\$ 1,500.00
Tier 1 Mentor (per RE-1 capped at 2)	\$ 2,500.00
Tier 2 Mentor (per RE-2 capped at 3)	\$ 500.00
Tier 3 Mentor (lump sum capped at 4)	\$ 500.00
Traffic Control (MS)	\$ 1,000.00
Traffic Control (IS)	\$ 750.00
Traffic Control (F/L)	\$ 2,000.00
Washington DC Supervision (MS)	\$ 90/day
Web Coordinator	\$ 1,800.00
Yearbook Advisor (HS)	\$ 3,000.00
Youth Basketball Coordinator	\$ 1,200.00

ARTICLE 26 - TUTORS

- 26.1 Tutors, as identified under Article 1, subsection C, are certificated/licensed hourly employees hired on an as-needed basis. Tutors who have been employed five or fewer years will be employed under one-year limited contracts. Beginning in year six, tutors will receive two-year limited contracts. Tutors work with small groups of students and/or individuals and their positions are primarily funded by sources other than the general fund.
- 26.2 Tutors are employed by the Board of Education are not eligible for consideration or receipt of continuing teaching contracts. Tutors whose limited contracts are not renewed for the coming school year for reasons other than performance and who hold the appropriate certificates/licenses will be reemployed for positions which become available on the basis of seniority among all such tutors. Tutors will receive in writing no later than two weeks after the final workday of each year their tentative assignment for the next school year. Tutors' seniority will be maintained in the same manner as in Article 11, E, but shall only apply among tutors. The RIF process for tutors will follow the same process as used for teachers in Article 11 F.
- 26.3 Tutors shall report to their building principal who is the immediate supervisor and responsible for scheduling and evaluating tutors. All tutors will be evaluated in the same fashion as teachers under Article 10. For tutors for whom student growth measures cannot be linked, the tutor's summative rating will be determined based on only the OTES performance evaluation.
- 26.4 Tutors shall be granted fifteen (15) paid sick days per year, for personal illness or illness or death in the immediate family accumulated at the rate of one and one-quarter (1-1/4) days for each month of service. Accumulation of sick days shall be unlimited.
- 26.5 Consistent with the personal leave procedures set forth in Article 12 B, tutors who are scheduled for twenty-five (25) hours or more per week are eligible for three (3) days of non-cumulative paid personal leave each school year as defined in Article 12. Tutors who are scheduled less than twenty-five (25) hours per week are eligible for two (2) days of non-cumulative paid personal leave each school year. Except for emergencies beyond the tutor's control, a request for personal leave must be made at least five (5) days in advance. Any unused personal leave days at the end of the school year shall be converted to unused accumulated sick leave at the rate of one-half (1/2) sick leave day per unused personal leave day by the end of July of each year. Alternatively, the employee may elect a cash sum for each unused personal leave day calculated at the tutor's daily rate.
- 26.6 Tutors shall receive five (5) minutes of duty-free preparation time for each hour worked.
- 26.7 Tutors will be treated in the same fashion as other teaching employees in the event of a calamity day.
- 26.8 Tutors will be considered for teaching vacancies in the same manner as other certificated/licensed employees. Written notice of bargaining unit positions which

are newly created or become vacant, including positions filled during the school term by substitute teachers, shall be posted for a minimum of ten (10) days (1) in the Board office, (2) in all school buildings, (3) on the Board's website, and (4) via District email. Bargaining unit members interested in such positions may submit a written letter of interest. During summer vacation, notice of teaching vacancies will also be given via the District voicemail and will be mailed to employees who have specifically requested notice by regular first class mail. Such positions may be filled within five (5) days of the posting of the vacancy in the Board office.

26.9 Compensation

- a. Tutors who are not licensed to work with and/or are not assigned to work with students on individual education plans (IEPs) will be paid at an hourly rate on the following schedule:
 - i. First year of employment: .00055 of the teachers' base salary (BA column, step 0).
 - ii. Second year of employment: .0006 of the teachers' base salary (BA column, step 0).
 - iii. Third year of employment: .00065 of the teachers' base salary (BA column, step 0).
 - iv. Fourth year of employment: .0007 of the teachers' base salary (BA column, step 0).
 - v. Fifth year of employment and beyond: .00075 of the teachers' base salary (BA column, step 0).
- b. Tutors who are licensed to work with and are assigned to work with students on individual education plans (IEPs) will be paid at an hourly rate on the following schedule:
 - i. First year of employment: .00055 of the teachers' base salary (BA/V/MA column, step 0).
 - ii. Second year of employment: .00060 of the teachers' base salary (BA/V/MA column, step 0).
 - iii. Third year of employment: .00065 of the teachers' base salary (BA/V/MA column, step 0).
 - iv. Fourth year of employment: .00070 of the teachers' base salary (BA/V/MA column, step 0).
 - v. Fifth year of employment and beyond: .00075 of the teachers' base salary (BA/V/MA column, step 0).
- c. Tutors shall be compensated for all time between their report to work time and the time they leave work at the end of the workday. Any time worked

beyond the regular workday must be pre-approved by the building principal and will be compensated at the tutor's prorated per diem rate of pay. Tutors will not be eligible for compensatory time.

- d. Tutors shall be granted compensation beyond a salary level for blocks for programs related to elementary or secondary education or for approved degree programs related to the tutor's content area or areas that relate to instructional delivery or that enhance the educational process as follows:
 - i. \$200 per 5 semester (7.5 quarter) hour block to a maximum of ten (10) such blocks
- e. Upon completion of fifteen years in the district, a tutor will receive an annual longevity stipend of \$500. Upon completion of twenty years in the district, a tutor will receive an annual longevity stipend of \$750. Upon completion of twenty-five years in the district, a tutor will receive an annual longevity stipend of \$1,000.

26.10 Tutors who work at least six (6) hours per day will be considered to be full-time employees and shall be provided full participation in the Board's health insurance programs and waiver option, consistent with Article 16. Tutors employed less than full time shall be eligible for participation in the health insurance provisions on a pro rata basis.

ARTICLE 27 - MANAGEMENT RIGHTS

The Board retains and reserves those rights of management as set forth in R.C.4117.08(C)(1)-(9), except where modified by this Agreement.

ARTICLE 28 - WORKING CONDITIONS

28.1 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.

28.2 Resident Educator/Mentoring Program

a. Philosophy

- i. The Resident Educator Program for new teachers has been established to promote a sharing of information and expertise between a Mentor and those new to the District or those who have had a substantive change of assignment. The Mentor Program will help teachers grow professionally and receive needed professional development and personal support.

b. Purpose of Resident Educator Program

- i. The Resident Educator Program for beginning teachers will provide the newest educators with coaching, mentoring and guidance that are critical to improving their skills and knowledge and student achievement. The four-year Resident Educator Program created by statute is designed to provide newly licensed educators quality mentoring and guidance. Successful completion of the residency program is required to advance to a five-year professional educator license.

c. Definitions

i. Mentor

A mentor is an experienced teacher trained and assigned to provide professional support to a resident educator following the guidelines and protocols of the Resident Educator Program. A mentor may also provide professional support to a new-to-district teacher or a new-to-assignment teacher.

ii. Resident Educator

A resident educator (RE) is a teacher employed under a resident educator license.

iii. New-to-District Teacher/New-to-Assignment Teacher

These are experienced teachers with professional licenses who are either new to the district (NTD) or are new to assignment (NAT) involving a substantive change in teaching assignment (building, subject matter, or grade level).

d. Mentor Qualifications

- i. The mentor must have continuing contract status and have a minimum of three (3) consecutive years of teaching experience in the district.
- ii. The mentor must be trained through the Ohio Department of Education's state mentor training program, at no cost to the mentor.
- iii. The mentor must hold a valid teaching certificate/license and may be assigned to a NDT, a NAT, or a RE with the same area of certification/licensure.
- iv. The mentor must have demonstrated the ability to work cooperatively and effectively with professional staff members and have extensive knowledge of a variety of classroom management and instructional techniques.

e. Mentor Selections

i. Mentor

1. A bargaining unit member willing to serve as a Mentor for the forthcoming academic year will submit his/her name in writing to the building principal(s) on or before May 1.
2. The Superintendent/designee shall create a District-wide list of volunteers by building by May 15.
3. Building principal(s) will recommend to the Superintendent/designee an appropriate match of Mentor and Mentee. If no qualified volunteer is available from the building list, a trained Mentor shall be appointed by the principal with input from the Lead Mentor and approval from the Superintendent/designee. Efforts shall be made to house Mentors in the same building, grade level and/or subject area.
4. All qualifications being equal, OFEA members will be given first priority to become Mentors.
5. The Superintendent/designee will compile a current list of Mentors and Mentees and forward it to the Lead Mentor as soon as the assignments are completed. This list shall be updated as necessary throughout the school year.
6. The Lead Mentor will provide a list to the OFEA President.
7. In the event of irreconcilable differences, the Mentor and Mentee shall meet with the Lead Mentor for dispute

resolution. If the conflict cannot be resolved, the Superintendent/designee will assign a new Mentor. Compensation will be prorated.

ii. Lead Mentor

The Lead Mentor position shall be posted and filled in accordance with the supplemental posting procedures in Article 8.

f. Mentor Responsibilities

- i. A lead mentor is responsible for coordinating and organizing the Resident Educator/Mentoring Program.
- ii. The mentor teacher shall carry out the Resident Educator Program in conjunction with the RE as developed by ODE and/or mentoring of the NDT and NAT.
- iii. The mentor will use the Resident Educator Program formative assessment tools (collaborative log, Ohio Standards for the Teaching Profession reflection tool, goal-setting agreement), and protocols to support the RE. The mentor may voluntarily attend regional mentor network meetings, subject to the approval of the administration.
- iv. The mentor does not have a formative evaluative role. The mentor's sole role is to support the growth of the RE as an instructional mentor through the formative assessment tools.

g. Resident Educator Release Time

The RE shall be provided release time not to exceed two (2) days per year for the purpose of observing classes. The days may be used in half (1/2) day increments and shall be coordinated by the building principal/immediate supervisor.

h. Mentor Compensation

- i. Release time shall be provided to the mentor teacher as mutually agreed upon with the building principal. The maximum number of year one REs (RE-1) a mentor teacher may have is two (2) per year.
- ii. In addition to the mutually agreed upon released time, mentors shall be paid a stipend on the following basis:

Tier I Mentor	\$2500 per RE-1 (capped at 2)
Tier II Mentor	\$1000 per RE-2 (capped at 3)
Tier III Mentor	\$500 lump sum for support of RE-3, NDT, NAT (capped at 4)

[Note: A mentor may agree to a combination of assignments with corresponding compensation – i.e. an assignment to an RE-1, an RE-2 and 2 NDTs, for a total stipend of \$4000].

- iii. Lead Mentors will be compensated at Group E of the Supplemental Salary Schedule at the appropriate step.

- i. Resident Educator

- i. Each NDT, NAT, and RE shall be given an initial orientation on the following matters by their mentor:

- 1. The pupils and community to be served;
 - 2. School policies, procedures and routines;
 - 3. Courses of study, competency-based education programs and responsibilities for lesson plans;
 - 4. The layout of the facilities of the assigned school building(s);
 - 5. The nature of the Resident Educator Program which will be provided; and

- ii. Any additional information a resident educator may need to be adequately prepared for a specific assignment.

- j. Protections

- i. No RE shall be required to remain in a Resident Educator Program after advancing to a professional license.
 - ii. Mentor teachers shall not be requested or directed to make any recommendation regarding the continued employment of a teacher.
 - iii. No mentor teacher shall be requested or directed to divulge information from the written documentation, or confidential mentor/resident educator discussions except as may be required by law.
 - iv. No mentor teacher shall participate in any informal or formal evaluation of a RE, nor make, nor be requested or directed to make any recommendation regarding the continued employment of a RE.
 - v. REs shall be provided all due process provisions allowed by the master agreement and Ohio Revised Code.
 - vi. Every effort will be made to ensure that mentors are in the same building as their assignment.

k. Resident Educator/Mentor Program Committee

- i. A committee consisting of three (3) Association members who are practicing teachers and representative of elementary, middle school and high school appointed by the Association and up to three (3) administrators who are appointed by the Superintendent shall meet in any year when there are changes in program requirements by the District and/or State.
- ii. The committee shall be jointly chaired by the Superintendent/designee and the Lead Mentor.

28.3 Teacher Safety

- a. The Board, Administration, and bargaining unit members recognize the need for safety in the schools. Therefore, they agree that in order to ensure a safe environment in which to work, there will be a Zero Tolerance Policy for teacher assault, consistent with the applicable Student Code of Conduct, Board policy and federal and state laws governing the education, placement, and discipline of students (e.g., ORC 3313.66; 3323.01, et seq., IDEA, 20 USC Section 1401, et seq., and Section 504).
- b. Measures will be taken to maintain a safe building which is secure and adequately monitored. Visitors to the building will be required to sign in. Representatives of the OFEA are invited to participate on building safety committees to review current safety procedures and make recommendations. Minutes of the building safety discussions will be available.

28.4 Class Size

- a. The administration will strive to not exceed an academic class size of (1) 27-30 students in grades 9-12, with the exception of lab science classes which would be a range of 24-26 students, (2) 27-30 students in grades 6-8; (3) 24-27 students in grades 4-5; and, (4) 23-25 students in grades K-3. If the academic classes (inclusive of health, technology, home arts, art, and general music, but exclusive of band, choir, or physical education classes), exceed 30 students in grades K-12 for a period of five (5) school days, the teacher will be paid fifteen dollars (\$15.00) per day per student (\$7.50 per bargaining unit member in a team teaching/inclusion situation) on a prorated basis. In the event the academic classes (inclusive of health, technology, home arts, art, and general music) exceed the ranges above, the teachers may meet with the OFEA representative, the building principal, and the guidance counselor to explore possible remedies. This right to initiate a meeting also applies where the ranges are exceeded due to inclusion of special needs students. If band, choir, or physical education classes are in excess of 30 students, the administration will explore ways to address the problem.

- b. Additionally, in the event a teacher believes there are a disproportionate number of students with special needs in any class period, the teacher may initiate a meeting with the building principal. The purpose of the meeting will be to evaluate the class composition and attempt to better balance the class make-up.

28.5 Certification/Licensure

- a. No teacher will be assigned to teach in a subject matter outside of the area of certification/licensure except on a temporary basis as required by exigent circumstances. Any teacher hired after January 1, 2000 must maintain all teaching certifications/licensures held at the time of hire. It shall be the responsibility of the individual teacher to ensure that copies of all certificates/licenses held are on file with the District. Failure to do so may result in loss of an assignment for which the teacher is otherwise qualified.
- b. No teacher shall be required to obtain a temporary certification/licensure as a condition of continued employment except when a teacher may be RIF'd, non-renewed, where such was a condition of hiring, or where certification requirements have changed. The Association President shall be notified of this situation.

28.6 Schedule

The activities of the home base period at the middle school shall be cooperatively developed by teachers at the middle school and the administration. The Board will make reasonable efforts to minimize any disruption to the end of the workday at the respective buildings in making schedule adjustments.

28.7 Report Card/Grade Book Program

The Board agrees that no adverse action may be taken against any bargaining unit member as a result of a security breach in the software programs utilized within the district as part of the required methods of reporting students' grades, attendance, classroom activities, and/or communicating with parents or guardians.

28.8 Provision of a Free Appropriate Public Education for Disabled Students Under the Individuals with Disabilities Education Act and Section 504

- a. The Board and OFEA recognize the District's obligation to provide a free appropriate public education for students with disabilities under the IDEA and/or Section 504. The parties further recognize that federal statutes and regulations require that disabled students be educated "to the maximum extent appropriate" with children who are not handicapped by providing special education, related services, and supplemental aids and services in the least restrictive environment. In providing a free appropriate public education, the parties acknowledge that the needs of each individual disabled student will dictate the environment in which the child is educated and that each student's educational plan will be developed in accordance with their individual special needs.

- b. Recognizing these statutory obligations and the potential impact of these obligations in the regular education classroom setting, the following factors will be considered:
 - i. The educational benefits, both academic and nonacademic, available to a disabled student in the regular classroom setting;
 - ii. The effects of the disabled student's inclusion in the regular education classroom setting upon the other children in the class, both positive and negative; and
 - iii. The cost of necessary supplementary services.
- c. The regular education classroom teacher will be given the opportunity to participate in the development of the student's initial IEP and to provide input into the student's annual review.
- d. Recognizing that special classes, separate schooling, or removal of children with disabilities from the regular education environment may occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, the District will be proactive in:
 - i. Exploring outside resources that will support and assist the affected teachers in providing education in a least restrictive environment;
 - ii. Providing in-service training to teachers to assist in addressing the legal and educational needs of disabled students in a regular education classroom environment;
 - iii. Exploring successful models of inclusive programs in a regular education environment for consideration and possible implementation; and
 - iv. Providing the individualized supplementary aids and services, including personnel, that may be necessary to provide instruction, medical procedures, or custodial care in a regular education environment.
- e. Any disputes as to the application, interpretation or with regard to any other matter arising under Section 28.7 shall not be the subject of a grievance or arbitration, but shall be referred to the Labor-Management Committee for resolution, pursuant to Article 6, Section J, prior to referral to a special referee from the Ohio Department of Education.

ARTICLE 29 - DISCIPLINARY PROCEDURES

- 29.1 Teachers may be disciplined for just cause, which discipline will be progressive in nature. The Superintendent or designee may initiate action on any step in the procedure, depending upon the number of incidents, the teacher's past and present performance, and the seriousness of the offense.

- Step 1 - Oral Reprimand
- Step 2 - Written Reprimand
- Step 3 - Suspension Without Pay or Temporary Reassignment With Pay
- Step 4 - Termination for Just Cause consistent with ORC 3319.16

- a. With respect to oral reprimands, the following applies:
 - i. When an oral reprimand is issued, the administrator will prepare a written summary specifying the details giving rise to the oral reprimand and will provide a copy of those details to the teacher and Association President.
 - ii. The teacher may submit a specific written rebuttal which will be attached to the written summary of the oral reprimand.
 - iii. The oral reprimand summary and any rebuttal will remain in the administrator's working file for a period of one year.
- b. Any such discipline, other than termination, will be subject to the grievance procedure. Should such discipline result in a recommended termination of employment, the procedures set forth in Ohio Revised Code Section 3319.16 shall govern.

ARTICLE 30 - TUITION WAIVER

A bargaining unit member who wishes to enroll their child in the Olmsted Falls Schools, on a tuition-free basis, may annually submit a written request to the Superintendent. The Superintendent reserves the discretion to approve or disapprove such a request, depending upon the anticipated or actual enrollment of the particular grade, building, or educational program affected for the particular school year. The bargaining unit member will be responsible for the transportation needs of the student. Once the child of a bargaining unit member has entered high school, the bargaining unit member shall be permitted to continue that child's tuition-free status notwithstanding said bargaining unit member's retirement from the District.

ARTICLE 31 - OCCUPATIONAL SAFETY AND HEALTH

31.1 Report Internally First

The parties desire to first deal with safety and health complaints internally to attempt to correct any health or safety allegations. Accordingly, neither the Association nor a bargaining unit member may file a complaint with the Ohio Department of Industrial Relations until after the Board and administration have been notified of the complaint and have had at least a five (5) business day opportunity to resolve the complaint.

31.2 District's Right to Reassign

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

employee, the bargaining unit member will immediately notify his/her supervisor of the condition. The employee may be temporarily reassigned while the condition is being investigated and/or corrected.

31.3 Discrimination to be Grieved

A bargaining unit member who wishes to assert a claim of discrimination as defined in Chapter 4167 of the Revised Code may only use the grievance procedure in this Agreement as the means for asserting such a claim.

ARTICLE 32 - POSITION SHARING

- 32.1 Position sharing shall refer to a voluntary option available for teachers subject to the approval of the Superintendent or his/her designee. Approval shall not be unreasonably withheld. Cost, academic efficiency, or instructional process shall not be a basis for a claim that the Superintendent "unreasonably withheld" approval of a position sharing plan. Two teachers may share a full-time equivalent (1.0 FTE) certificated/licensed teaching assignment.
- 32.2 Teachers who wish to share a position shall submit a written plan for such arrangement to the building principal no later than April 1 (excluding 1999) of the school year preceding the proposed position share. The plan must include the following elements:
- a. The plan will be in effect for a full school year with an annual review.
 - b. The area of teaching assignment, including grade level, buildings and courses to be shared.
 - c. A full description of the teaching techniques and methods and grading practices employed by each teacher, with a full explanation of the steps that participants will employ to insure compatibility of such techniques and practices.
 - d. The percentage of the regular full-time workday each participant proposes to teach, including meetings scheduled beyond the student day.
 - e. A description outlining what will happen if one of the participants is unable or unwilling to complete the full school year under the position-sharing plan.
- 32.3 Teachers who wish to participate must locate their job-sharing partner. No teacher will be required to job share.
- 32.4 All negotiated salary and benefits, as contained in the master agreement, shall be split according to the percentage of a regular full-time workday served by the participant. In no event shall the Board incur more than 100% of the cost of one full-time teacher with the exception of parent conferences and in-service days which shall be paid at a prorated per diem rate.
- 32.5 Teachers shall acquire one (1) year seniority in each year of position sharing worked provided the teacher is assigned at least fifty percent of the workday under

the position-sharing plan. Otherwise, seniority shall be calculated according to Article 11, E, Seniority.

- 32.6 Position sharing teachers will be considered for change in contract status, evaluation and layoff on the same basis as other teachers.
- 32.7 A position sharing partnership shall last one (1) full school year and must be applied for on a yearly basis.
- 32.8 Upon dissolution of the position sharing partnership, each position sharing teacher shall be guaranteed a full-time position in the school from which he/she left if a position is available in that school. If a position is not available in his/her previous school, he/she shall be given a full-time position for which he/she is certificated/licensed within the school District.
- 32.9 Certificated/licensed substitutes will be provided for absent position sharing teachers. However, position sharing teachers may substitute for each other, with advance notice, at the prorated per diem rate before outside substitutes are secured.
- 32.10 Neither the decision to approve/reject a request nor the position-sharing plan is grievable.

ARTICLE 33 - PERSONNEL FILES

33.1 Official Personnel File

a. Personnel File Inspection and Rebuttal Material

Each bargaining unit member will be accorded the right to examine his/her personnel file in the presence of the Superintendent or his/her designee, to make additions of pertinent rebuttal material in accordance with Section 1347 Revised Code, and to request copies of items contained therein. There shall be no more than one (1) official personnel file maintained for each employee and such file shall be maintained in the Superintendent's Office.

b. Restrictions

The right to review letters of recommendation is excluded from the above provision. No item from any anonymous source may be placed in the official personnel file. This does not preclude retention of anonymous letters maintained by an administrator in furtherance of an investigation.

c. Expunging Material from File

Except for 1) evaluations, 2) letters of recommendation, and 3) information that may be relevant to potential disciplinary action, including information that may be grounds for termination, materials will be expunged from the personnel file after a period of three (3) years. For those materials which remain in question, the bargaining unit member and Superintendent or

designee shall meet to discuss the removal of these at the bargaining unit member's request.

d. Employee Knowledge of Items

Negative items may not be placed in an employee's personnel file unless the item has been made known to the employee, the employee has had an opportunity to read the item, and the employee has been given the opportunity to sign the item. The employee's signature shall indicate only that the employee has read the item and shall not indicate necessarily agreement with its contents.

e. Access by Others

Should there be a request by someone other than Olmsted Falls Administration to review a personnel file, a request shall be submitted to the Superintendent. The bargaining unit member affected shall be contacted as soon as possible after receipt of the request by the Superintendent/designee. The individual making the request will be asked to sign a log sheet, indicating full name, address, date and time of review. Confidential information, such as social security number, insurance claims, dependent information, bank account numbers, etc., shall not be shared.

33.2 Unofficial Building File

In addition to the one official personnel file, located at the Board of Education office building, a building administrator may maintain a working file that contains documentation relevant to a teacher's performance. At the end of each school year in which the teacher is formally evaluated, the information contained in the working file will either be placed in the official personnel file (through incorporation into the teacher appraisal document) or expunged. For convenient access, the building administrator may maintain in a teacher's working file an exact duplicate of the last two completed evaluation documents, formally maintained in his/her official personnel file. The term file, under this Section, includes both electronic files as well as hard copy files.

ARTICLE 34 - OLMSTED FALLS PROFESSIONAL DEVELOPMENT COMMITTEE

- 34.1 Pursuant to ORC 3319.22(A) and OAC 3301-24-08 (Teacher Licensure Law and Regulations), the Olmsted Falls Professional Development Committee (OFPDC) shall review professional development plans comprised of course work, continuing education units, and other equivalent activities, and to approve District programs for CEU credit. Additionally, the OFPDC will serve as the last level of appeal for bargaining unit members who are challenging the decision of the Superintendent/designee denying course credit and/or blocks of credit. As referenced in Article 17, Salary, this decision of the OFPDC will be final and binding. Under no circumstances is the involvement in the activities of the OFPDC process to be used for employment decisions by the Board. Nothing in the OFPDC process shall have an adverse impact on the educator's performance evaluation

as established in the Agreement. OFPDC and its individual members shall be responsible for complying with state law and regulations.

- 34.2 The term of office for the OFPDC members shall be three (3) years, with initial terms staggered (two years and three years for teachers and two and three years for administrators) to provide continuity. OFPDC members may be reappointed to additional terms.
- 34.3 The OFPDC shall have four (4) teacher members appointed by the OFEA President and three (3) administrator members appointed by the Superintendent or the Superintendent's designee. Vacancies shall be filled in the same manner. Should an administrator member of the OFPDC request an administrative majority to review an administrative IPDP, two teacher members will abstain from voting on the aforesaid IPDP. Otherwise, decisions will be made by majority vote of those members attending that particular meeting.
- 34.4 The OFPDC members shall be compensated at the rate of .06 times BA-0 per year. This compensation shall be paid in a separate check no later than June 15 of each year. Release time may be used without additional compensation when feasible upon prior approval by the Superintendent. If during each school year the OFPDC believes more funds are needed, the OFPDC shall so advise the Superintendent or the Superintendent's designee and seek approval for added funds. The OFPDC shall be allocated funds for supplies, equipment, professional development, and release time expenses for the same period.
- 34.5 The OFPDC will be responsible for developing and implementing in-service programs at staff meetings for professional staff to explain the professional development plan process and the function of the OFPDC.
- 34.6 The Board will provide the OFPDC with meeting space and secretarial support.
- 34.7 The first level of appeal process will be reconsideration by the OFPDC. The second level of appeal will be a third-party review composed of certified/licensed educators, with one member selected by the employee, one member selected by the OFPDC, and the third member jointly selected by the member and the OFPDC. The third level will be a state level appeal, if and when one is established.
- 34.8 The OFPDC shall establish its rules and operating procedures to at least include:
 - a. scheduling of meetings
 - b. defining a quorum
 - c. determining OFPDC member training
 - d. all other items required by the law
- 34.9 OFPDC members shall be granted release time to attend regional or state training programs not available outside the school day.
- 34.10 Decisions of the OFPDC, or any decisions reached through the appeals process, are not grievable under the terms of this Agreement.

- 34.11 The Association and its member representatives shall be held harmless in any suit, claim, or administrative proceedings arising out of or connected to actions taken by the OFPDC.
- 34.12 Other than a notation to the effect that a teacher served as a member of the OFPDC, the teacher's activities as a member shall not be part of his/her evaluation period, nor shall it be used for employment reasons by the Board of Education.
- 34.13 By the close of each school year, the OFPDC, through its chairperson, may submit a report of its activities and plans to the Superintendent of Schools and the President of the Olmsted Falls Education Association.

ARTICLE 35 - EMPLOYMENT OF RETIRED TEACHERS

- 35.1 Notwithstanding anything to the contrary in this Agreement, the Board may employ previously retired teachers/tutors under the following conditions:
- a. For purposes of salary schedule placement, a teacher who has previously been employed by this or another District and taken service retirement under the State Teachers Retirement System (referred to as a "previously retired teacher" or "PRT") shall be granted five (5) years' service credit. A previously retired tutor shall be granted one (1) year of service credit. The PRT shall remain at Step 5 (teacher) or Step 1 (tutor) for the remainder of his or her employment in the District at the applicable educational column held at the time of retirement.
- 35.2 PRTs shall be awarded one-year limited contracts of employment that shall automatically expire at the end of each school year without the requirement of notice (written or otherwise) of non-renewal or Board action.
- 35.3 PRTs may be reemployed from year to year, with Board approval, but shall not be eligible for continuing contract status.
- 35.4 For purposes of Reduction in Force, PRTs shall not accrue seniority and shall have no right of recall.
- 35.5 PRTs shall not carry over any accumulated and unused sick leave from any prior public employment.
- 35.6 Teachers who qualify for a retirement incentive payment under Article 20, Section 20.5 ("Retirement Incentive") prior to their re-employment as a PRT shall receive such payment in accordance with that provision and shall not forfeit such incentive payment by reason of their subsequent employment as a PRT. (Article 20 does not apply to tutors.)
- a. Once employed as a PRT, a member shall have no further eligibility for any applicable retirement incentive, severance pay, or sick leave buyout pay upon their final separation from employment as a PRT.
- 35.7 PRTs shall not be eligible to participate in the Board's insurance program offered to professional staff members under Article 16 unless they are ineligible to

participate in the STRS health plan. If the PRT is eligible for the Board's insurance program, the insurance will continue from the period the PRT retires through the time they are employed as a PRT. If the PRT remains covered under the Board's insurance program and does not return to employment as a PRT, the member will repay the Board for the Board's share of the premium for the covered months (July/August). If however, a PRT is eligible for coverage under a health plan provided by their spouse's employer (either with or without premium contributions), they shall remain ineligible under the District plan. PRTs who are ineligible for District coverage under this paragraph may participate in the District plan at their own expense. PRTs are not eligible for waiver of insurance payments.

35.8 With the exception of "first eligible" retirees, described below in paragraph (a), prior employment by the Board shall be no guarantee of post-retirement employment or a particular assignment if rehired.

a. Re-employment of previously retired teachers/tutors is solely at the discretion of the Board and shall be done on a case-by-case basis. The decision of the Board to hire or not hire any particular employee as a PRT shall not be subject to the grievance or arbitration provisions of this Agreement.

35.9 Effective July 1, 2012, teachers/tutors who elect to retire at the end of the school year in which they are first eligible for retirement under STRS laws and regulations shall be entitled to one year of automatic re-employment under this Article. Members must submit a resignation to retire on or before March 1 of the school year which the teacher/tutor is first eligible to retire. Members must agree to return to active service on the first workday of the next academic year. Re-employment is subject to, and conditioned upon, compliance with the procedures set forth in law for the re-employment of retired persons in the same position. This opportunity for one year of automatic re-employment does not apply to teachers who were eligible to retire on or before June 30, 2011.

a. Members employed at the start of the 2011-2012 school year and who were eligible to retire prior to July 1, 2011, will also qualify for this automatic re-employment opportunity for one year if they submit a resignation to retire on or before March 1, 2012 for purposes of retiring at the end of the 2011-2012 school year. Re-employment is subject to, and conditioned upon, compliance with the procedures set forth in law for the re-employment of retired persons in the same position.

35.10 PRTs shall not be entitled to blocks of credit under the provisions of this Agreement relating to salary.

35.11 The employment of PRTs shall not be subject to the provisions of Article 8 of this Agreement relating to job postings.

35.12 PRTs shall be subject to the Preemployment Commitments provision set forth in Article 25 of this Agreement.

- 35.13 Except as otherwise modified or limited by the provisions of this Article (either expressly or impliedly), PRTs shall have the same rights and responsibilities of other bargaining unit members.
- 35.14 All employment of PRTs shall be subject to, and conditioned upon, compliance with the procedures set forth in law for the re-employment of retired persons in the same position.
- 35.15 The parties intend for the provisions of this Article to supersede, to the maximum extent permitted by law, all sections of the Ohio Revised Code that may be in conflict with this section. These include, but are not limited to, ORC Sections 124.39, 3317.13, 3317.14, 3319.11, 3319.111, and 3319.17.

ARTICLE 36 - PUPIL SERVICES

- 36.1 In the event a bargaining unit member is required to participate in meetings outside of the member's workday for Individual Education Plans (IEP), evaluation team reports (ETRs), or 504 plans, they shall be compensated at \$28/hour, in ¼ hour increments. Priority will be given to scheduling these meetings during any scheduled collaborative time within the workday.
- 36.2 Annually, OFEA will survey its membership to determine professional development needs in the area of current special education issues, including legal requirements and behavioral issues, etc. After OFEA determines the needs of the membership, they will share that information with the DLT and a professional development plan will be developed and implemented.
- 36.3 Bargaining unit members responsible for writing IEPs plans shall be provided release days, as set forth below to be used for data collection and plan writing. Release days may be scheduled in full or half-day increments. The release days will be scheduled by the bargaining unit member in coordination with his/her building principal or immediate supervisor.

Caseload	Days (writing)
1-4 students	.50
5-8	1.0
9-12	1.5
13-16	2.5
17-20	3.0
21-24	3.5

- a. Whenever possible, IEP meetings will be scheduled during the work day with release time provided.

- 36.4 Whenever possible, teachers' schedules shall be arranged so that regular and special education teachers with overlapping responsibilities shall have collaborative time. The intervention specialists will schedule a time prior to September 15 to meet with the principal to share when they will meet with regular education teachers with overlapping responsibility.
- 36.5 Every instructional building in the Olmsted Falls School District shall establish a crisis response team that will provide assistance to students and support for teachers who face emergency behavioral and/or medical situations in their classroom. This team shall be trained yearly in crisis intervention and emergency support techniques and strategies. The team shall be made up of both teachers and administrators.
- 36.6 Every attempt will be made to limit students with IEPs in inclusion classes to six (6) or fewer students in grades K-5 and ten (10) or fewer students in grades 6-12. Principals will make reasonable efforts to rotate the assignment of special needs students among teachers over a period of school years.

APPENDIX A

**OLMSTED FALLS CITY SCHOOLS
TEACHER SALARY SCHEDULE INDEX**

<u>STEP</u>	<u>BACHELOR</u>	<u>V</u>	<u>MASTER</u>
0	1.00000	1.05129	1.10914
1	1.04475	1.10258	1.16699
2	1.08950	1.15387	1.22484
3	1.13425	1.20516	1.28269
4	1.17900	1.25645	1.34054
5	1.22375	1.30774	1.39839
6	1.26850	1.35903	1.45624
7	1.31325	1.41032	1.51409
8	1.35800	1.46161	1.57194
9	1.40275	1.5129	1.62979
10	1.44750	1.56419	1.68764
11	1.49225	1.61548	1.74549
12	1.53700	1.66677	1.80334
13	1.58175	1.71806	1.86119
14	1.62650	1.76935	1.91904
15	1.69125	1.84064	1.99689
16	1.73600	1.89193	2.05474
17	1.73600	1.89193	2.05474
18	1.78075	1.94322	2.11259
19	1.78075	1.94322	2.11259
20	1.78075	1.94322	2.11259
21	1.82550	1.99451	2.17044
22	1.82550	1.99451	2.17044
23	1.82550	1.99451	2.17044
24	1.87025	2.0458	2.22829
25	1.87025	2.0458	2.22829
26	1.87025	2.0458	2.22829
27	1.91495	2.0971	2.28619

APPENDIX B-1

FY2015

37411

OLMSTED FALLS CITY SCHOOLS
TEACHER SALARY SCHEDULE INDEX

<u>STEP</u>	<u>BACHELOR</u>	<u>V</u>	<u>MASTER</u>
0	37411	39330	41494
1	39085	41249	43658
2	40759	43167	45822
3	42433	45086	47987
4	44108	47005	50151
5	45782	48924	52315
6	47456	50843	54479
7	49130	52761	56644
8	50804	54680	58808
9	52478	56599	60972
10	54152	58518	63136
11	55827	60437	65301
12	57501	62356	67465
13	59175	64274	69629
14	60849	66193	71793
15	63271	68860	74706
16	64945	70779	76870
17	64945	70779	76870
18	66620	72698	79034
19	66620	72698	79034
20	66620	72698	79034
21	68294	74617	81198
22	68294	74617	81198
23	68294	74617	81198
24	69968	76535	83363
25	69968	76535	83363
26	69968	76535	83363
27	71640	78455	85529

APPENDIX B-2

FY2016

38440

OLMSTED FALLS CITY SCHOOLS
TEACHER SALARY SCHEDULE INDEX

<u>STEP</u>	<u>BACHELOR</u>	<u>V</u>	<u>MASTER</u>
0	38440	40412	42635
1	40160	42383	44859
2	41880	44355	47083
3	43601	46326	49307
4	45321	48298	51530
5	47041	50270	53754
6	48761	52241	55978
7	50481	54213	58202
8	52202	56184	60425
9	53922	58156	62649
10	55642	60127	64873
11	57362	62099	67097
12	59082	64071	69320
13	60802	66042	71544
14	62523	68014	73768
15	65012	70754	76760
16	66732	72726	78984
17	66732	72726	78984
18	68452	74697	81208
19	68452	74697	81208
20	68452	74697	81208
21	70172	76669	83432
22	70172	76669	83432
23	70172	76669	83432
24	71892	78641	85655
25	71892	78641	85655
26	71892	78641	85655
27	73611	80613	87881

APPENDIX B-3

FY2017

39497

OLMSTED FALLS CITY SCHOOLS
TEACHER SALARY SCHEDULE INDEX

<u>STEP</u>	<u>BACHELOR</u>	<u>V</u>	<u>MASTER</u>
0	39497	41523	43808
1	41264	43549	46093
2	43032	45574	48378
3	44799	47600	50662
4	46567	49626	52947
5	48334	51652	55232
6	50102	53678	57517
7	51869	55703	59802
8	53637	57729	62087
9	55404	59755	64372
10	57172	61781	66657
11	58939	63807	68942
12	60707	65832	71227
13	62474	67858	73511
14	64242	69884	75796
15	66799	72700	78871
16	68567	74726	81156
17	68567	74726	81156
18	70334	76751	83441
19	70334	76751	83441
20	70334	76751	83441
21	72102	78777	85726
22	72102	78777	85726
23	72102	78777	85726
24	73869	80803	88011
25	73869	80803	88011
26	73869	80803	88011
27	75635	82829	90298

FY 2015

APPENDIX B-4

Supplemental Index and Salary Schedules Effective 2014-2015 SY

BASE SALARY: \$37,411

YEAR: GROUP	1	2	3	4	5	8	11	14	17	20
A	0.1400	0.1460	0.1540	0.1640	0.1760	0.1848	0.1940	0.2037	0.2139	0.2246
B	0.1200	0.1260	0.1340	0.1440	0.1560	0.1638	0.1720	0.1806	0.1896	0.1991
C	0.1000	0.1060	0.1140	0.1240	0.1360	0.1428	0.1499	0.1574	0.1653	0.1736
D	0.0800	0.0860	0.0940	0.1040	0.1160	0.1218	0.1279	0.1343	0.1410	0.1480
E	0.0700	0.0760	0.0840	0.0940	0.1060	0.1113	0.1169	0.1227	0.1288	0.1353
F	0.0600	0.0660	0.0740	0.0840	0.0960	0.1008	0.1058	0.1111	0.1167	0.1225
G	0.0500	0.0560	0.0640	0.0740	0.0860	0.0903	0.0948	0.0996	0.1045	0.1098
H	0.0400	0.0430	0.0480	0.0550	0.0640	0.0672	0.0706	0.0741	0.0778	0.0817
I	0.0300	0.0320	0.0360	0.0420	0.0500	0.0525	0.0551	0.0579	0.0608	0.0638
J	0.0150	0.0160	0.0190	0.0230	0.0280	0.0294	0.0309	0.0324	0.0340	0.0357
K	0.0100	0.0120	0.0150	0.0190	0.0240	0.0252	0.0265	0.0278	0.0292	0.0306

YEAR: GROUP	1	2	3	4	5	8	11	14	17	20
A	\$5,237.54	\$5,462.01	\$5,761.29	\$6,135.40	\$6,584.34	\$6,913.55	\$7,257.73	\$7,620.62	\$8,002.21	\$8,402.51
B	\$4,489.32	\$4,713.79	\$5,013.07	\$5,387.18	\$5,836.12	\$6,127.92	\$6,434.69	\$6,756.43	\$7,093.13	\$7,448.53
C	\$3,741.10	\$3,965.57	\$4,264.85	\$4,638.96	\$5,057.90	\$5,342.29	\$5,607.91	\$5,888.49	\$6,184.04	\$6,494.55
D	\$2,992.88	\$3,217.35	\$3,516.63	\$3,890.74	\$4,339.68	\$4,556.66	\$4,784.87	\$5,024.30	\$5,274.95	\$5,536.83
E	\$2,618.77	\$2,843.24	\$3,142.52	\$3,516.63	\$3,965.57	\$4,163.84	\$4,373.35	\$4,590.33	\$4,818.54	\$5,061.71
F	\$2,244.66	\$2,469.13	\$2,768.41	\$3,142.52	\$3,591.46	\$3,771.03	\$3,958.08	\$4,156.36	\$4,365.86	\$4,582.85
G	\$1,870.55	\$2,095.02	\$2,394.30	\$2,768.41	\$3,217.35	\$3,378.21	\$3,546.56	\$3,726.14	\$3,909.45	\$4,107.73
H	\$1,496.44	\$1,608.67	\$1,795.73	\$2,057.61	\$2,394.30	\$2,514.02	\$2,641.22	\$2,772.16	\$2,910.58	\$3,056.48
I	\$1,122.33	\$1,197.15	\$1,346.80	\$1,571.26	\$1,870.55	\$1,964.08	\$2,061.35	\$2,166.10	\$2,274.59	\$2,386.82
J	\$561.17	\$598.58	\$710.81	\$860.45	\$1,047.51	\$1,099.88	\$1,156.00	\$1,212.12	\$1,271.97	\$1,335.57
K	\$374.11	\$448.93	\$561.17	\$710.81	\$897.86	\$942.76	\$991.39	\$1,040.03	\$1,092.40	\$1,144.78

FY 2016

**APPENDIX B-5
Supplemental Index and Salary Schedules Effective 2015-2016 SY**

BASE SALARY: \$38,440

YEAR: GROUP	1	2	3	4	5	8	11	14	17	20
A	0.1400	0.1460	0.1540	0.1640	0.1760	0.1848	0.1940	0.2037	0.2139	0.2246
B	0.1200	0.1260	0.1340	0.1440	0.1560	0.1638	0.1720	0.1806	0.1896	0.1991
C	0.1000	0.1060	0.1140	0.1240	0.1360	0.1428	0.1499	0.1574	0.1653	0.1736
D	0.0800	0.0860	0.0940	0.1040	0.1160	0.1218	0.1279	0.1343	0.1410	0.1480
E	0.0700	0.0760	0.0840	0.0940	0.1060	0.1113	0.1169	0.1227	0.1288	0.1353
F	0.0600	0.0660	0.0740	0.0840	0.0960	0.1008	0.1058	0.1111	0.1167	0.1225
G	0.0500	0.0560	0.0640	0.0740	0.0860	0.0903	0.0948	0.0996	0.1045	0.1098
H	0.0400	0.0430	0.0480	0.0550	0.0640	0.0672	0.0706	0.0741	0.0778	0.0817
I	0.0300	0.0320	0.0360	0.0420	0.0500	0.0525	0.0551	0.0579	0.0608	0.0638
J	0.0150	0.0160	0.0190	0.0230	0.0280	0.0294	0.0309	0.0324	0.0340	0.0357
K	0.0100	0.0120	0.0150	0.0190	0.0240	0.0252	0.0265	0.0278	0.0292	0.0306

YEAR: GROUP	1	2	3	4	5	8	11	14	17	20
A	\$5,381.60	\$5,612.24	\$5,919.76	\$6,304.16	\$6,765.44	\$7,103.71	\$7,457.36	\$7,830.23	\$8,222.32	\$8,633.62
B	\$4,612.80	\$4,843.44	\$5,150.96	\$5,535.36	\$5,996.64	\$6,296.47	\$6,611.68	\$6,942.26	\$7,288.22	\$7,653.40
C	\$3,844.00	\$4,074.64	\$4,382.16	\$4,766.56	\$5,237.84	\$5,489.23	\$5,762.16	\$6,050.46	\$6,354.13	\$6,673.18
D	\$3,075.20	\$3,305.84	\$3,613.36	\$3,997.76	\$4,459.04	\$4,681.99	\$4,916.48	\$5,162.49	\$5,420.04	\$5,689.12
E	\$2,690.80	\$2,921.44	\$3,228.96	\$3,613.36	\$4,074.64	\$4,278.37	\$4,493.64	\$4,716.59	\$4,951.07	\$5,200.93
F	\$2,306.40	\$2,537.04	\$2,844.56	\$3,228.96	\$3,690.24	\$3,874.75	\$4,066.95	\$4,270.68	\$4,485.95	\$4,708.90
G	\$1,922.00	\$2,152.64	\$2,460.16	\$2,844.56	\$3,305.84	\$3,471.13	\$3,644.11	\$3,828.62	\$4,016.98	\$4,220.71
H	\$1,537.60	\$1,652.92	\$1,845.12	\$2,114.20	\$2,460.16	\$2,583.17	\$2,713.86	\$2,848.40	\$2,990.63	\$3,140.55
I	\$1,153.20	\$1,230.08	\$1,383.84	\$1,614.48	\$1,922.00	\$2,018.10	\$2,118.04	\$2,225.68	\$2,337.15	\$2,452.47
J	\$576.60	\$615.04	\$730.36	\$884.12	\$1,076.32	\$1,130.14	\$1,187.80	\$1,245.46	\$1,306.96	\$1,372.31
K	\$384.40	\$461.28	\$576.60	\$730.36	\$922.56	\$968.69	\$1,018.66	\$1,068.63	\$1,122.45	\$1,176.26

FY2017

Appendix B-6

Supplemental Index and Salary Schedules Effective 2016-2017 SY

Base Salary \$39,497

Year:	1	2	3	4	5	8	11	14	17	20
Group										
A	0.1400	0.1460	0.1540	0.1640	0.1760	0.1848	0.1940	0.2037	0.2139	0.2246
B	0.1200	0.1260	0.1340	0.1440	0.1560	0.1638	0.1720	0.1806	0.1896	0.1991
C	0.1000	0.1060	0.1140	0.1240	0.1360	0.1428	0.1499	0.1574	0.1653	0.1736
D	0.0800	0.0860	0.0940	0.1040	0.1160	0.1218	0.1279	0.1343	0.1410	0.1480
E	0.0700	0.0760	0.0840	0.0940	0.1060	0.1113	0.1169	0.1227	0.1288	0.1353
F	0.0600	0.0660	0.0740	0.0840	0.0960	0.1008	0.1058	0.1111	0.1167	0.1225
G	0.0500	0.0560	0.0640	0.0740	0.0860	0.0903	0.0948	0.0996	0.1045	0.1098
H	0.0400	0.0430	0.0480	0.0550	0.0640	0.0672	0.0706	0.0741	0.0778	0.0817
I	0.0300	0.0320	0.0360	0.0420	0.0500	0.0525	0.0551	0.0579	0.0608	0.0638
J	0.0150	0.0160	0.0190	0.0230	0.0280	0.0294	0.0309	0.0324	0.0340	0.0357
K	0.0100	0.0120	0.0150	0.0190	0.0240	0.0252	0.0265	0.0278	0.0292	0.0306

Year:	1	2	3	4	5	8	11	14	17	20
Group										
A	\$5,529.58	\$5,766.56	\$6,082.54	\$6,477.51	\$6,951.47	\$7,299.05	\$7,662.42	\$8,045.54	\$8,448.41	\$8,871.03
B	\$4,739.64	\$4,976.62	\$5,292.60	\$5,687.57	\$6,161.53	\$6,649.61	\$6,793.48	\$7,133.16	\$7,488.63	\$7,863.85
C	\$3,949.70	\$4,186.68	\$4,502.66	\$4,897.63	\$5,371.59	\$5,640.17	\$5,920.60	\$6,216.83	\$6,528.85	\$6,856.68
D	\$3,159.76	\$3,396.74	\$3,712.72	\$4,107.69	\$4,581.65	\$4,810.73	\$5,051.67	\$5,304.45	\$5,569.08	\$5,845.56
E	\$2,764.79	\$3,001.77	\$3,317.75	\$3,712.72	\$4,186.68	\$4,396.02	\$4,617.20	\$4,846.28	\$5,087.21	\$5,343.94
F	\$2,369.82	\$2,606.80	\$2,922.78	\$3,317.75	\$3,791.71	\$3,981.30	\$4,178.78	\$4,388.12	\$4,609.30	\$4,838.38
G	\$1,974.85	\$2,211.83	\$2,527.81	\$2,922.78	\$3,396.74	\$3,566.58	\$3,744.32	\$3,933.90	\$4,127.44	\$4,336.77
H	\$1,579.88	\$1,698.37	\$1,895.86	\$2,172.34	\$2,527.81	\$2,654.20	\$2,788.49	\$2,926.73	\$3,072.87	\$3,226.90
I	\$1,184.91	\$1,263.90	\$1,421.89	\$1,658.87	\$1,974.85	\$2,073.59	\$2,176.28	\$2,286.88	\$2,401.42	\$2,519.91
J	\$592.46	\$631.94	\$750.44	\$908.43	\$1,105.92	\$1,161.21	\$1,220.46	\$1,279.70	\$1,342.90	\$1,410.04
K	\$394.97	\$473.96	\$592.46	\$750.44	\$942.93	\$995.32	\$1,046.67	\$1,098.02	\$1,153.31	\$1,208.61

APPENDIX C
OLMSTED FALLS CITY SCHOOL DISTRICT
UNPAID PARENTING LEAVE APPLICATION
FOR CERTIFICATED/LICENSED EMPLOYEES

Insofar as possible, this application shall be filed twenty (20) calendar days prior to commencement of the leave. Parenting leave without pay shall be granted subject to the terms and conditions of Article 12.6 (Parenting Leave). A parenting leave may begin at any time (a) upon commencement of the pregnancy, (b) in the event of adoption, the receipt of custody, or (c) upon completion of the period of sick leave used for pregnancy disability. Only one leave per child shall be granted, which may be extended one (1) additional school year as per the Master Agreement.

NAME _____ DATE _____

PRESENT POSITION _____ BUILDING _____

Anticipated Date of Birth/Adoption _____

Do you anticipate using paid sick leave related to the pregnancy or birth of the child prior to the beginning of the unpaid parenting leave? _____

If yes, what is the anticipated last day of work _____

What is the date on which you are requesting to begin unpaid parenting leave? _____

What is the anticipated date of return to work? _____

Additional information, if needed: _____

While on unpaid leave, I wish/do not wish to continue my health benefits.

I understand if my parenting leave runs concurrently with available Family and Medical Leave Act (FMLA) leave, the Board will continue to assume its costs per Article 16. If I have exhausted available FMLA leave, I will be responsible for all premium costs.

Signatures: _____

Signature of Parental Leave Applicant

Principal/Administrator Signature

Signature of Superintendent/Designee

APPENDIX D
OLMSTED FALLS EDUCATION ASSOCIATION
and
OLMSTED FALLS BOARD OF EDUCATION
INFORMAL GRIEVANCE FORM

Teacher _____

Date of Occurrence _____

School _____

Principal _____

STATEMENT OF CONCERN:

Copies to: Principal
Teacher
Association
Superintendent

Signature of Aggrieved Date

Signature of Principal/Administrator Date

APPENDIX E
OLMSTED FALLS EDUCATION ASSOCIATION
and
OLMSTED FALLS BOARD OF EDUCATION
GRIEVANCE FORM

Teacher _____

Date of Occurrence _____

School _____

Principal _____

Level _____

STATEMENT OF GRIEVANCE INCLUDING THE SPECIFIC PROVISIONS OF THE CONTACT ALLEGEDLY VIOLATED:

ACTION REQUESTED:

Copies to: Principal
Aggrieved
Association
Superintendent

Signature of Aggrieved _____

Signature of Principal _____

APPENDIX F
OLMSTED FALLS CITY SCHOOLS
GRIEVANCE REPORT

Level _____ Meeting

No. _____

Date of Meeting: _____

In Attendance:

Date of Occurrence: _____ Date Grievance Filed: _____

Disposition:

Signature _____

Date _____

APPENDIX G
OLMSTED FALLS CITY SCHOOLS
ASSAULT LEAVE

Name: _____ Date: _____

School: _____

Assault leave has been taken in accordance with ORC 3319.143 and Article 12.9 of the Agreement between the Olmsted Falls Board of Education and the Olmsted Falls Education Association.

_____ day(s) of assault leave was/were taken beginning at _____ (time) on
____/____ 20____ and ending at _____ (time) on ____/____ 20____.

Medical attention _____ (was/was not) required.

If medical attention was obtained or if your leave was for more than five (5) days, the following information must be stated:

Name of Physician: _____

Office Address: _____

Teacher's Signature

Principal's Signature

Superintendent's Signature

APPENDIX H

PERSONAL LEAVE REQUEST FORM

OLMSTED FALLS SCHOOLS - Olmsted Falls, Ohio 44138

AUTHORIZED RELEASED TIME

NAME: _____ DATE: _____

BUILDING: _____

DATE(S) REQUESTED FOR RELEASED TIME: _____

Please file with building principal at least five (5) days prior to date requested. In case of emergencies beyond the employee's control, notification shall be made as soon as possible.

- | | |
|---|---|
| <input type="checkbox"/> <u>UNRESTRICTED PERSONAL LEAVE</u> | <input type="checkbox"/> NUMBER OF DAYS
(Maximum 1 day/school year) |
| <input type="checkbox"/> <u>RESTRICTED PERSONAL LEAVE*</u> | <input type="checkbox"/> NUMBER OF DAYS
(Maximum 2 days/school year) |

** I verify that I will not be using restricted personal leave

1. For the purpose of extending a holiday
2. For recreation or vacation
3. To seek employment elsewhere

Holidays are defined as spring break, Easter break, Thanksgiving break, winter break, and federal holidays.

Employee _____ Circle One: Teacher/Tutor/Other

Principal _____ Superintendent/designee _____

* Upon request by the teacher, the Superintendent/designee may waive the restricted personal day limitations.

** Further clarification will be required of the teacher in situations in which facts come to the attention of the administration indicating possible abuse of restricted personal leave days.

APPENDIX I

EVALUATION FORMS

APPENDIX J.....	Teacher Self-Assessment (optional)
APPENDIX K.....	Teacher Performance Rubric
APPENDIX L..... (Mandatory)	Pre-Observation Conference Form
*APPENDIX M.....	Lesson Plan Template
*APPENDIX N.....	Lesson Plan Template
<i>*(A lesson plan will be required. However, the lesson plan templates in this document serve as examples. A teacher is free to use his/her format of a preferred lesson plan)</i>	
APPENDIX O.....	Walkthrough Form
<i>(This will be completed by the evaluator within 5 school days of the informal observation)</i>	
APPENDIX P.....	Post-Conference Talking Points
<i>(This is a guide that may be used by the evaluator at the post-conference)</i>	
APPENDIX Q.....	Professional Growth Plan
APPENDIX R.....	Sample Professional Growth Plan
APPENDIX S.....	Improvement Plan
APPENDIX T.....	Evaluation of the Improvement Plan
APPENDIX U.....	Record of Observations
<i>(This is to be completed by the evaluator and attached to the teacher's final summative rating report)</i>	
APPENDIX V.....	Teacher Performance Ratings and Evidence
<i>(This is to be completed by the evaluator and attached to the teacher's final summative rating)</i>	
APPENDIX W.....	Final Summative Rating of Teacher Effectiveness
<i>(This is to be completed by the evaluator and attached to teacher's final summative rating)</i>	

APPENDIX I-1

OTES Checklist

_____ Notification of teacher intent to submit a video	October 30
_____ Initial conference/Pre-Conference #1 <ul style="list-style-type: none">• Self-assessment summary• Pre-conference questions• Lesson Plan	October-November September-December
_____ Observation #1 <ul style="list-style-type: none">• Observation Rubric• Video will be submitted at a mutually agreed upon date by the teacher and evaluator.	October-December September-December
_____ Post-Conference <ul style="list-style-type: none">• Post-conference questions w/evidence	October-December September-December
_____ Formal Walkthroughs	September—May 1
_____ Pre-Conference #2 <ul style="list-style-type: none">• Pre-conference questions• Lesson Plan	January – April
_____ Observation #2 <ul style="list-style-type: none">• Observation Rubric	January – April
_____ Post-Conference <ul style="list-style-type: none">• Post-conference questions w/evidence	January – April
_____ Final Conference <ul style="list-style-type: none">• Appraisal Instrument completed• Professional Growth Plan or Improvement Plan assigned*• Signatures received	April - May

Appendix J (Optional)

Ohio Teacher Evaluation System

Self-Assessment

Self-Assessment Summary Tool

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.

Name: _____

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 • Maintain 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 			

Teacher Performance Evaluation Rubric

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

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

Teacher:

Preconference Date & Time:

Post Conference Date & Time:

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

Appendix K - 2

INSTRUCTIONAL PLANNING					
INSTRUCTIONAL PLANNING	KNOWLEDGE OF STUDENTS (Standard 1: Students) <i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference	The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information.	The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information.	The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.	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.
		The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.	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.	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.	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. The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Appendix K – 2 (Continued)

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

Appendix K - 3

Instruction & Assessment					
		Ineffective	Developing	Skilled	Accomplished
	<p>RESOURCES (Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	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	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Appendix K - 4

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<p align="center">CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	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.
		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Evidence					

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

Appendix K - 6

Professionalism					
		Ineffective	Developing	Skilled	Accomplished
PROFESSIONALISM	PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)	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 practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.
	<i>Sources of Evidence:</i> Professional Development Plan or Improvement Plan; Pre-conference; Post-conference; daily interaction with others	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 and 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 for 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	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Appendix K - 7

Appendix L-1

Olmsted Falls School District

Pre-observation conference form

Name: _____ Date: _____

Date of Pre-Conference: _____

Date of Observation: _____ Time of Observation: _____

Please make sure you are prepared to discuss the following questions during the pre-conference time.

1. Why is this learning important?

Teacher response:

Evaluator comments:

2. What assessment data was examined to inform this lesson planning?

Teacher response:

Evaluator comments:

Appendix L-2

3. What does pre-assessment data indicate about student learning needs?

Teacher response:

Evaluator comments:

4. What are the connections to previous and future learning? Other disciplines?

Teacher response:

Evaluator comments:

Appendix L-3

5. What should the evaluator know about the student population?

Teacher response:

Evaluator comments:

6. How will respect for all be modeled and taught?

Teacher response:

Evaluator comments:

Appendix L-4

7. What is your communication style with students? With families? With colleagues?

Teacher response:

Evaluator comments:

8. What are some proactive ways you further your own professional growth?

Teacher response:

Evaluator comments:

Appendix M-2

Technology connection: (National/state technology standards incorporated? If applicable)

Activities/Procedure: (What strategies will be used to engage students? What strategies will be used to ensure all students understand the lesson?)

Differentiation: (How will the instructional strategies address all students learning needs? What engaging strategies are there for intervention and enrichment? How will different grouping strategies be used?)

Appendix M-3

Home connection: (How are families kept up to date about student learning?)

Reflection: How will you use the lesson to inform your next steps? Was the lesson engaging for students? Did it reflect academic rigor?

Appendix N-1

Lesson Plan Template

Date:	Topic:	Course:
Standard(s):		Goal(s):
Essential Questions:		Review:
Anticipatory Set:		
Class Procedure:		
Differentiation:		
Closure/Homework:		

Various Methods utilized:			
	Individual work	Web Quest	Literacy Skill Practice
	Assigned Group Work	Concept Map	Real World Relations
	Self selected Group Work	Venn Diagram	OGT Practice

Marzano's Nine Use:			
	Identifying similarities and differences	Homework and practice	Setting objectives and providing feedback
	Summarizing and note taking	Nonlinguistic representations	Generating and testing hypotheses
	Reinformcing effort and providing recognition	Cooperative Learning	Cues, questions, and advance organizers

Appendix N-2

X	Assessment of Learning (Summative)	X	Assessment for Learning (Formative)	X	Resources	X	Differentiation
	Check and correct homework or class work		Observation & Walking around		Biology book		Choice of product
	Summative Lab Activity		Self-Evaluation		Student computers or computer lab		Flexible grouping
	Quiz		Webquest		ELMO		Tiered Assignment (based on readiness)
	Test		Exploratory Lab		Lab Equipment		Movement
	Presentation		Class work		TV/VCR		Manipulative
	Project		Oral questioning		PowerPoint		Choice provided
			Discussion		SmartBoard		Design OR perform lab
			SmartBoard		Cameras		Stations
			Exit Ticket		Clickers		Third-pair-share

Informal Observation: General Form

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

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

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

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

Evaluator Summary Comments:

Recommendations for Focus of Informal Observations:

Evaluator Signature: _____

 Photocopy to Teacher

APPENDIX P

Post -Conference Talking Points

Name: _____

Date: _____

1. How do you think the lesson went?

2. Reinforcement Area (AREA OF STRENGTH)
 - a. Discuss the item: _____

 - b. Ask a reflective (self-analysis question) of the teacher as it relates to the area of strength. (For example: Why do you think the students respond so well to your Classroom Expectations?)

 - c. Give evidence (through use of the notes) to the teacher of this strength in action:

3. Refinement Area (AREA TO FOCUS ON FOR THE YEAR)
 - a. Discuss the item: _____

 - b. Ask a reflective (self-analysis question) of the teacher as it relates to the area of focus.

 - c. Give evidence (through the use of notes):

 - d. Provide recommendations for future lessons/practice:

4. Present evidence and rating connected to the rubric.

Professional Growth Plan

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

Self-Directed

Collaborative

Teacher

Evaluator

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

Evaluator Signature

Date

Teacher Signature

Date

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

Appendix R – Sample Professional Growth Plan

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

___ Self-Directed

Teacher _____

___ Collaborative

Evaluator _____

<u>Annual Focus</u> These are addressed by the evaluator as appropriate for this teacher. (For training purposes – areas highlighted in yellow are the areas being concentrated for the current formal evaluation cycle)	<u>Date</u> Record dates when discussed (formal Observation in bold)	<u>Areas for Professional Growth</u> Supports needed, resources, professional development Comments during conference with teacher and evaluator are made appropriate to the needs of the teacher.
Goal 1: Student Achievement/Outcome for Students Goal Statement: (Standard 1) By the end of the year students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities as measured by formal and informal assessments. (Standard 2) By the end of the year students will demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities as measured by formal and informal assessments. Evidence Indicators: <ul style="list-style-type: none"> • Apply the critical elements of fundamental manipulative skills in a variety of physical activities. • Demonstrate and apply basic tactics and principles of movement. • Modify movement to meet the demands of a task (e.g., throw with more or less force to reach a target or teammate). • Identify similar patterns/concepts across related activities (e.g., striking with a bat and tennis forehand). 	9/6/11 11/19/11 12/4/11 2/9/12 3/5/12	Evaluator will provide actionable feedback and recommendations throughout the year regarding teacher practice (via walkthroughs, informal and formal observations). Evaluator will model, when appropriate, quality instructional techniques. Teacher will attend Professional Development, as appropriate, focused on Standard 1 & 2 of the Ohio Physical Education Standards
Goal 2: Teacher Performance on the Ohio Standards for the Teaching Profession Goal Statement: By the end of the year, the teacher will improve in the standard areas of lesson Delivery and Assessment as measured by the Teacher Performance Evaluation Rubric Evidence Indicators: <p>Lesson Delivery: Teacher explanations are clear and accurate</p> <p>Assessment: The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual student)</p> <p>Differentiation: The teachers instruction is differentiated for individual/group needs through...pacing</p>	9/6/11 11/19/11 12/4/11 2/9/12 3/5/12	Evaluator will provide actionable feedback and recommendations through the year regarding teacher practice (via walkthrough, informal and formal observations). Evaluator will provide appropriate and useful models of effective instructional practice related to teacher goal within or without the school. Teacher will attend Professional Development, as appropriate, focused on lesson Delivery and Assessment, specifically focused on providing clear and accurate explanations (Lesson Delivery) and checking for understanding at key moments and making adjustments to instruction (Assessment).

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.

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Date for this Improvement Plan to Be Evaluated:

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

Improvement Plan: Evaluation of Plan

Teacher Name: _____ Grade Level/ Subject: _____

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

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

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

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

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

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

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

**Olmsted Falls City Schools
Final Summative Teacher Performance Rubric**

Teacher: _____

Building: _____ Assignment: _____

Evaluator: _____ Evaluation Year: _____

Formal/Informal/Walkthrough Record:

Pre Conference Dates						
Formal Observation Dates						
Post Observation Conference Dates						
Informal Observation/Walkthrough Dates (minimum of 2 each semester)						
Final Summative Evaluation Conference Date						

Final Summative Teacher Performance Rating:

___ Ineffective	___ Developing	___ Skilled	___ Accomplished
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Administrator Signature: _____ Date: _____

Staff Signature: _____ Date: _____

(An attachment may be submitted responding to this evaluation or any part or item therein.)

APPENDIX V

TEACHER:
POSITION:

CLASS:

SCHOOL:
APPRAISAL YEAR:

I. GENERAL COMMENTS OF APPRAISER

Strengths noted during the observations and discussed during observation post conferences and the final evaluation conference are as follows:

Focus for Learning Rating _____
Assessment Data Rating _____
Prior Content Knowledge/ Sequence/ Connections Rating _____
Knowledge of Students Rating _____
Lesson Delivery Rating _____
Differentiation Rating _____
Resources Rating _____
Classroom Environment Rating _____
Assessment of Student Learning Rating _____
Professional Responsibilities Rating _____

Signature of Teacher _____

Signature of Evaluator _____

Final Summative Rating of Teacher Effectiveness

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

Check here if Improvement Plan has been recommended.

Teacher Signature ____ Date ____

Evaluator Signature ____ Date ____

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

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

Formal Observations: School Counselor Performance Evaluation Rubric Record of Evidence

Name of School Counselor:

PROGRAM PLANNING & IMPLEMENTATION					
		Ineffective	Developing	Skilled	Accomplished
PROGRAM PLANNING & IMPLEMENTATION	Standard 1: Comprehensive School Counseling Program	The school counselor does not understand the concept of the comprehensive, developmental school counseling program.	The school counselor understands the concept of the comprehensive, developmental school counseling program but has not yet developed one.	The school counselor plans and implements the comprehensive, developmental school counseling program that includes guidance curriculum, responsive services, individual planning, and system support.	The school counselor plans and implements a balanced, comprehensive, developmental school counseling program that includes guidance curriculum, responsive services, individual planning, and system support and is aligned with the ASCA National Model.
	School counselors collaboratively plan, implement, evaluate, and advocate for a comprehensive, developmental school counseling program which includes four components: guidance curriculum, responsive services, individual planning, and system support.	The school counselor does not use data to determine programming nor attempt to align programs with best practices.	The school counselor makes an attempt to use data to determine programming but is not completely successful with aligning their programs with best practices.	The school counselor uses data to determine programming and align the programs with best practices as outlined by the American School Counselor Association.	The school counselor continually uses data to evaluate programming and align the programs with best practices, as outlined by the American School Counselor Association.
	<i>Sources of Evidence:</i>	The school counselor does not discuss the programming with the school administrators.	The school counselor attempts to discuss the programming with the school administrators.	The school counselor discusses the comprehensive, developmental school counseling program with school administrators to ensure it meets the academic, career, and personal/social development needs of students.	The school counselor discusses the comprehensive, developmental school counseling program with school administrators to ensure it meets the academic, career, and personal/social development needs of students, including program priorities, student improvement goals, implementation strategies, resources management, and school counselor professional goals.
	School Counselor Advisory Council	The school counselor does not consider the needs of the school community and, therefore, does not implement school-wide programming.	The school counselor listens attentively to all stakeholders to identify issues and barriers that impede student success.	The school counselor listens attentively to all stakeholders and develops/utilizes assessments to identify issues and barriers that impede student success.	The school counselor listens attentively to all stakeholders to identify issues and barriers that impede student success and establishes a school counselor advisory council.
	Annual Agreement	The school counselor does not involve the staff in the comprehensive, developmental school counseling program.	The school counselor has not yet developed the rapport with the staff necessary to be involved in the effective implementation of the comprehensive, developmental school counseling program.	The school counselor encourages staff involvement to ensure the effective implementation of the comprehensive, developmental school counseling program.	The school counselor encourages staff involvement and serves on building and district level committees to ensure the effective implementation of the comprehensive, developmental school counseling program.
	Evidence				

PROGRAM PLANNING & IMPLEMENTATION					
		Ineffective	Developing	Skilled	Accomplished
PROGRAM PLANNING & IMPLEMENTATION	<p>Standard 2: Direct Services</p> <p>School counselors provide developmentally appropriate guidance and counseling activities to proactively assist all students to develop and apply skills for maximum academic, career, and personal/social growth during school years.</p> <p><i>Sources of Evidence:</i></p> <p>Program Calendar</p> <p>Action / Lesson Plans</p> <p>Closing The Gap</p>	<p>The school counselor does not use academic, behavior, and attendance data to plan appropriate programs for students.</p> <p>The school counselor does not assist students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, or make complex choices.</p> <p>The school counselor does not engage in individual student planning.</p>	<p>The school counselor attempts to use academic, behavior, and attendance data to plan appropriate programs for students.</p> <p>The school counselor attempts to assist students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, and make complex choices.</p> <p>The school counselor attempts to use a variety of activities, resources, and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.</p>	<p>The school counselor uses academic, behavior, and attendance data to plan appropriate programs for students.</p> <p>The school counselor assists all students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, and make complex choices.</p> <p>The school counselor uses a variety of activities, resources, and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.</p>	<p>The school counselor seeks out and collects academic, behavior, and attendance data to plan and implement appropriate programs for students. The school counselor shares this data with other stakeholders to facilitate a holistic program for students.</p> <p>The school counselor assists all students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections and make complex choices. The school counselor collaborates with other professionals to create quality partnerships that benefit student growth.</p> <p>The school counselor uses a variety of collected data and research-based activities and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.</p>
	Evidence				

APPENDIX XI-A

PROGRAM PLANNING & IMPLEMENTATION					
		Ineffective	Developing	Skilled	Accomplished
PROGRAM PLANNING & IMPLEMENTATION	<p>Standard 3: Indirect Services</p> <p>School counselors advocate for students and provide professional expertise to help school personnel, parents/guardians, and community members to increase the effectiveness of student success. Through consultation and coordination, school counselors make referrals to other resources as appropriate.</p> <p><i>Sources of Evidence:</i></p> <p>Community Partnerships</p> <p>Referral Sources</p> <p>Parent Meetings</p> <p>School Committees</p> <p>IAT, IEP, ETR, RTI Meetings</p>	<p>The school counselor does not recognize that educating students is a shared responsibility involving the school, parents/guardians, and the community.</p> <p>The school counselor does not improve communication and collaboration among the school, home, and community.</p> <p>The school counselor does not seek solutions or provide referrals to overcome barriers to effective involvement in the education and success of students.</p>	<p>The school counselor is starting to develop an understanding of how educating students is a shared responsibility involving the school, parents/guardians, and the community.</p> <p>The school counselor is starting to develop an idea of how to improve communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community.</p> <p>The school counselor is beginning to seek solutions and provide referrals to overcome barriers to effective involvement in the education and success of students.</p>	<p>The school counselor recognizes that educating students is a shared responsibility involving the school, parents/guardians, and the community.</p> <p>The school counselor improves communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community.</p> <p>The school counselor seeks solutions and provides referrals to overcome barriers to effective involvement in the education and success of students.</p>	<p>The school counselor takes a proactive role in connecting the school, parents/guardians, and the community.</p> <p>The school counselor proactively facilitates communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community.</p> <p>The school counselor goes out of his or her way to seek solutions and provide referrals to overcome barriers to effective involvement in the education and success of students.</p>
	Evidence				

PROGRAM EVALUATION					
		Ineffective	Developing	Skilled	Accomplished
PROGRAM EVALUATION	<p>Standard 4: Evaluation and Data</p> <p>School counselors create program assessments and evaluations to review and adjust current program strategies and activities, collect data to share with stakeholders, and to inform stakeholders of future program planning and goals.</p> <p><i>Sources of Evidence:</i></p> <p>Needs Assessment</p> <p>Curriculum Results Report (OSCAR)</p> <p>Curriculum Action Plan</p> <p>Closing The Gap Results</p> <p>Minutes From Advisory Council</p>	<p>The school counselor does not seek ways to improve the program or adhere to professional standards in the program.</p> <p>The school counselor does not use data to set new goals or try to ensure that each child has access to the needed academic curriculum.</p> <p>The school counselor does not look at academic, attendance, and behavioral data or provide any interventions in this area.</p> <p>The school counselor does not consider ethics when making decisions.</p> <p>The school counselor does not use data and works in isolation.</p> <p>The school counselor does not consider policy and procedures that may be limiting achievement for all students.</p>	<p>The school counselor attempts to use results data from the comprehensive, developmental school counseling program</p> <p>The school counselor attempts to use data and results to make program revisions and to set goals for access to a rigorous academic curriculum.</p> <p>The school counselor attempts to monitor academic, attendance, and behavioral data to provide interventions for student success.</p> <p>The school counselor is aware of the legal, ethical, and professional standards as outlined by ASCA.</p> <p>The school counselor attempts to use data to measure results but does not share it with stakeholders.</p> <p>The school counselor attempts to recommend change to policy and procedures but does not use data to do so.</p>	<p>The school counselor creates a comprehensive, developmental school counseling program that is multifaceted and designed with continuous evaluation and modification in mind.</p> <p>The school counselor uses results information from the program evaluation to make decisions about program revisions, to set new goals, and to ensure that every student has equal access to a rigorous academic curriculum.</p> <p>The school counselor monitors student academic, attendance, and behavioral data and provides interventions for student success.</p> <p>The school counselor adheres to legal, ethical, and professional standards as outlined by ASCA.</p> <p>The school counselor collects data to annually measure the school counseling program results and reports those results to all stakeholders.</p> <p>The school counselor uses the results data to recommend systemic change to policy and procedures that limit achievement for all students.</p>	<p>The school counselor uses data to continuously find ways to improve the comprehensive, developmental school counseling program.</p> <p>The school counselor continually seeks professional development to create a better program while keeping up on new technology. The school counselor constantly looks for new ways to improve academic achievement for all students.</p> <p>The school counselor has created a methodology to monitor and collect academic, attendance, and behavioral data to provide interventions for student success in cooperation with all stakeholders.</p> <p>The school counselor adheres to legal, ethical, and professional standards as outlined by ASCA and seeks professional development in this area.</p> <p>The school counselor collects data to annually measure the comprehensive, developmental school counseling program results and reports those results to all stakeholders at an Advisory Council meeting, seeking advice and cooperatively planning ways to improve the program.</p> <p>The school counselor uses the results data to recommend systemic change to policy and procedures that limit achievement for all students and educates the stakeholders in advocating for all students.</p>
		Evidence			

PROFESSIONALISM					
		Ineffective	Developing	Skilled	Accomplished
PROFESSIONALISM	<p>Standard 5: Leadership and Advocacy</p> <p>School counselors are committed professionals who provide leadership, advocate for students, and collaborate with school personnel and parents/guardians to create a positive learning environment for all students.</p> <p><i>Sources of Evidence:</i></p> <p>Bullying/Climate Surveys</p> <p>School Improvement Plan</p> <p>Building/Student Safety</p> <p>School-Wide Programming</p>	<p>The school counselor may recognize the need for respect within the school environment but does not make an effort to promote respect with the staff/administration.</p> <p>The school counselor does not make an effort to address the needs of all students and does not attempt to implement programs that advocate for diversity.</p> <p>The school counselor works in isolation and does not attempt to collaborate with others.</p>	<p>The school counselor attempts to promote a respectful environment. However, he or she may still be developing relationships with the staff/administration.</p> <p>The school counselor may recognize diversity and may treat students with respect but does not attempt to implement programs that advocate for diversity.</p> <p>The school counselor realizes that the adults share responsibility for educating students but he or she does not strive to collaborate with others.</p>	<p>The school counselor promotes a respectful school environment to ensure that each student is supported by a caring staff.</p> <p>The school counselor recognizes diversity and treats students as individuals, holding high expectations for every student, while understanding that students have varying needs.</p> <p>The school counselor recognizes that many adults share the responsibility for educating students and collaborates with them to facilitate student success.</p>	<p>The school counselor conducts a needs assessment/survey with staff, students and parents/guardians to gather data in order to assess the school's environment to ensure that each student is supported by a caring staff.</p> <p>The school counselor celebrates diversity, treats students as individuals, and advocate for practices, activities, and programs that promote understanding and that counteract stereotypes.</p> <p>The school counselor consults with the Advisory Council, community, staff, and administration to share the responsibility for educating the students.</p>
	Evidence				

PROFESSIONALISM		Ineffective	Developing	Skilled	Accomplished
PROFESSIONALISM	<p>Standard 6: Professional Responsibility and Growth</p> <p>School counselors engage in self-reflection, take responsibility for improving skills and knowledge through professional development, practice ethical principles, and promotion of the school counseling profession.</p> <p><i>Sources of Evidence:</i></p> <p>SC Self Assessment</p> <p>Professional Development Plan</p> <p>Code of Ethics</p> <p>Professional association membership/activities</p> <p>Conference presentations/attendance</p> <p>Publications</p> <p>Research and continuing education</p>	<p>The school counselor does not conduct self-assessments.</p> <p>The school counselor does not participate in professional development opportunities unless required by administration.</p> <p>The school counselor does not demonstrate knowledge of practices and policies aligned with the ASCA's Ethical Standards for School Counselors or state codes of professional conduct.</p> <p>The school counselor does not model professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, or the school community.</p> <p>The school counselor does not participate in activities that promote the profession of school counseling at any level.</p>	<p>The school counselor minimally conducts self-assessments to determine professional development needs, but does not use the data to impact the school's mission or the comprehensive, developmental school counseling program.</p> <p>The school counselor attends professional development, whether or not it aligns with the school's mission and goals or meets the needs of their students.</p> <p>The school counselor seeks to learn and develop knowledge of practices and policies aligned with the ASCA's Ethical Standards for School Counselors and state codes of professional conduct.</p> <p>The school counselor develops habits of professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community.</p> <p>The school counselor seldom attends activities that promote the profession of school counseling at any level.</p>	<p>The school counselor actively reflects on his or her practice through thoughtful self-assessment, striving to remove bias/prejudices from practice, set appropriate development goals, and link professional growth to the needs of the school's mission and the comprehensive, developmental school counseling program.</p> <p>The school counselor seeks to participate in high quality professional development that reflects best practices, aligns with the school's mission and goals, and meets the needs of their students.</p> <p>The school counselor applies knowledge to align personal and professional practices and policies with ASCA's Ethical Standards for School Counselors, as well as with state codes of professional conduct.</p> <p>The school counselor consistently models professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community.</p> <p>The school counselor regularly engages in activities that promote the profession of school counseling at the local, state, and/or national level.</p>	<p>The school counselor conducts annual self-assessments using the Ohio School Counselor Standards and ASCA's School Counselor Competencies, using the data to set rigorous development goals, and ensure all professional development links directly to the needs of the school's mission and the comprehensive, developmental school counseling program.</p> <p>The school counselor seeks, designs, and/or participates in ongoing, high quality professional development to address professional development goals, aligned with the school's mission, and embeds professional development experiences into daily practice.</p> <p>The school counselor models consistent alignment of personal and professional practices and policies with the ASCA's Ethical Standards for School Counselors, as well as state codes of professional conduct.</p> <p>The school counselor, at all times, models professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community.</p> <p>The school counselor systematically leads, reviews, and contributes to activities, programs, literature, research, and policies to promote the school counseling profession at the local, state, and national level.</p>
	<p>Evidence</p>				

Formal Post-Observation Conference Form

Name of School Counselor:

Reinforcement

Reinforcement Area (Standard or Portion of Standard from the Rubric):

--

Self-Analysis Question:

--

Evidence from Observation:

--

Formal Post-Observation Conference Form

Refinement

Refinement Area (Standard or Portion of Standard from the Rubric):

--

Self-Analysis Question:

--

Evidence from Observation:

--

Recommendations:

--

Final Summative Rating of Effectiveness

First Formal Observation Performance Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

Second Formal Observation Performance Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

Check here if Improvement Plan has been recommended.

School Counselor Signature: _____ Date __

Evaluator Signature: _____ Date __

The signatures above indicate that the school counselor and evaluator have discussed the Summative Rating.

Note: The school counselor 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.

Professional Growth Plan Form

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

Self-Directed

Collaborative

School Counselor

Evaluator

<p align="center"><u>Annual Focus</u></p> <p align="center">These are addressed by the evaluator as appropriate for this school counselor.</p>	<p align="center"><u>Date</u></p> <p align="center">Record dates when discussed</p>	<p align="center"><u>Areas for Professional Growth</u></p> <p align="center">supports needed, resources, professional development</p> <p align="center">Comments during conference with school counselor and evaluator are made appropriate to the needs of the school counselor.</p>
<p>Goal 1:</p> <p><i>Goal Statement:</i></p> <p><i>Evidence Indicators:</i></p>		
<p>Goal 2 :</p> <p><i>Goal Statement:</i></p> <p><i>Evidence Indicators:</i></p>		

Evaluator Signature

Date

School Counselor Signature

Date

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

Improvement Plan Form

Counselor Name: _____ Grade Level: _____

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

Written improvement plans are to be developed in the circumstances when a school counselor receives an overall ineffective rating or an ineffective rating on any of the components of the OSCES 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 School Counseling Profession*. Attach documentation.

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

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

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

Improvement Plan Form (continued)

Section 3: Specific Plan of Action

Describe in detail specific plans of action that must be taken by the school counselor 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:

School Counselor Signature: _____ Date: ____

Evaluator Signature: _____ Date: ____

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

Improvement Plan: Evaluation of Plan

Name: _____ Level: _____

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.

School Counselor Signature: _____ Date: __

Evaluator 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 school counselor's years of experience. Beginning school counselors—specifically in Years 1 through 4—are expected to perform at the Developing level or above. Experienced school counselors—with five or more years of experience—are expected to meet the Skilled level or above.

OLMSTED FALLS SCHOOL DISTRICT
SPEECH LANGUAGE PATHOLOGIST EVALUATION RUBRIC

PLANNING	Ineffective	Developing	Skilled	Accomplished
<p>FOCUS FOR LEARNING (Standard 4)</p> <ul style="list-style-type: none"> ❖ Objectives ❖ Standards/ curriculum 	<p>Speech Language Pathologist does not have a clear focus for student learning or the objective is too general to guide lesson planning or the objective is inappropriate for the students.</p>	<p>Speech Language Pathologist communicates a focus for student learning, develops learning objectives that are appropriate for students and reference IEP Goal or objective ,but do not include measurable goals.</p>	<p>Speech Language Pathologist develops measurable objectives for student learning that aligns with the IEP or Intervention Plan</p> <p>Speech Language Pathologist can explain the importance of the objective and its appropriateness for students.</p>	<p>Speech Language Pathologist develops an ambitious and measurable objective for student learning that aligns with the IEP or Intervention Plan.</p> <p>Speech Language Pathologist can explain how the objective fits into the broader therapeutic outcome goals and course goals for content learning and skills.</p>
<p>ASSESSMENT DATA (Standard 3)</p> <ul style="list-style-type: none"> ❖ Data based ❖ Diagnostic evidence 	<p>Speech Language Pathologist plans instruction without analyzing student assessment or learning data.</p> <p>Speech Language Pathologist does not use or only uses one measure of student performance.</p>	<p>Speech Language Pathologist demonstrates an understanding that assessment is a means of evaluating and directing student learning. There is evidence of more than one measure of student performance. Speech Language Pathologist may, however, have difficulty analyzing data to effectively inform instructional planning and delivery.</p>	<p>Speech Language Pathologist utilizes assessment data to identify students' strengths and needs to plan and modify instruction. Evidence indicates that student learning needs were accurately identified.</p> <p>Speech Language Pathologist demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning.</p>	<p>Speech Language Pathologist purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles; incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans.</p> <p>Student learning needs are accurately identified through an analysis of student data; the Speech Language Pathologist uses assessment data to identify student strengths and areas for student growth.</p>
<p>PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS (Standards 1, 2,4)</p> <ul style="list-style-type: none"> ❖ Interdisciplinary ❖ Authentic inst. ❖ Real world connections 	<p>Speech Language Pathologist makes no effort to have the lesson build on or connect to students' prior knowledge, or the Speech Language Pathologist may make an effort that is ineffective or may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.</p>	<p>Speech Language Pathologist states how the lesson connects to students' prior knowledge and/or to previous lessons and will prepare students for future learning.</p>	<p>Speech Language Pathologist makes clear and coherent connections with students' prior and future learning—both explicitly to students and within the lesson.</p> <p>When relevant, the Speech Language Pathologist connects the content being learned to other disciplines and to real-world experiences and careers.</p>	<p>The lesson builds on students' prior knowledge in a significant and meaningful way.</p> <p>Speech Language Pathologist can accurately explain how the lesson fits within the structure of the discipline.</p> <p>Speech Language Pathologist makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers.</p>
<p>KNOWLEDGE OF STUDENTS (Standard 1)</p> <ul style="list-style-type: none"> ❖ Relationships ❖ Needs ❖ Learning styles ❖ Readiness 	<p>Speech Language Pathologist demonstrates a lack of understanding of why it is important to become familiar with students' backgrounds, does not know how to find this information, and lacks familiarity with students' backgrounds.</p> <p>Speech Language Pathologist's plan for instruction does not suggest an understanding of:</p> <ul style="list-style-type: none"> ○ Student development (physical, social, emotional, cognitive, linguistic) ○ Student learning and preferred learning styles ○ Students' backgrounds/prior experiences 	<p>Speech Language Pathologist demonstrates some understanding of why it is important to become familiar with students' background experiences, describes one procedure used to obtain this information, and has some familiarity with the background knowledge and experiences of students in the class.</p> <p>Speech Language Pathologist makes an attempt to tailor the instructional plan to the specific population of students in the classroom.</p>	<p>Speech Language Pathologist can describe the population of students in the classroom and articulate their instructional needs.</p> <p>Speech Language Pathologist describes multiple procedures used to obtain this information.</p> <p>Speech Language Pathologist's plan shows evidence of an analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.</p>	<p>Speech Language Pathologist demonstrates a comprehensive understanding of why it is important to become familiar with students' background experiences, describes several procedures used to obtain this information, and demonstrates a clear understanding of students' background knowledge and experiences.</p> <p>Speech Language Pathologist analysis of student data shows a deep understanding of how to connect the data to specific instructional strategies and plans.</p> <p>The Speech Language Pathologist plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.</p>

TEACHING I	Ineffective	Developing	Skilled	Accomplished
<p>DELIVERY OF SPEECH AND LANGUAGE SERVICES (Standards 2 & 4)</p> <ul style="list-style-type: none"> ❖ Developmentally appropriate ❖ Clear explanations ❖ Inquiry-based 	<p>The lesson is disorganized and students seem confused.</p> <p>Explanations may be unclear or incoherent, and they are generally ineffective in building student understanding.</p> <p>Speech Language Pathologists' strategies fail to engage students, are inappropriate to the content, or discourage independent or creative thinking.</p> <p>Students may frequently ask questions that show confusion or frustration.</p> <p>Or, the Speech Language Pathologist presents information inaccurately, leaving students with a significant misunderstanding.</p>	<p>Speech Language Pathologist explanations are generally clear and coherent and accurate.</p> <p>Some language, but not necessarily all, is developmentally appropriate and precise.</p> <p>Speech Language Pathologist demonstrates an effort to re-explain when students show confusion, but is not always able to provide an effective alternative explanation.</p> <p>Students may ask some clarifying questions.</p>	<p>Speech Language Pathologist explanations are clear and coherent and accurate.</p> <p>The language the Speech Language Pathologist uses is developmentally appropriate and precise.</p> <p>When students demonstrate confusion, the Speech Language Pathologist provides an alternative explanation or uses different instructional strategies.</p> <p>Speech Language Pathologist encourages students to think independently, creatively, or critically about the content.</p>	<p>Speech Language Pathologist explanations are clear, coherent, and accurate.</p> <p>Speech Language Pathologist uses developmentally appropriate language and explanations, using specific academic language as appropriate.</p> <p>Speech Language Pathologists' questions show engagement and connections.</p> <p>Speech Language Pathologist develops high-level understanding through effective questioning and varied levels of questions.</p> <p>Speech Language Pathologist uses strategies that are designed to actively encourage independent, creative, and critical thinking among all.</p>
<p>DIFFERENTIATION (Standards 1&4)</p> <ul style="list-style-type: none"> ❖ Purposeful varied instruction 	<p>The lesson is not accessible to most students.</p> <p>The lesson is not challenging to most students.</p> <p>Speech Language Pathologist may give students only one way to engage with the content.</p>	<p>Speech Language Pathologist makes the lesson accessible to most students, though some may not be able to access certain parts of the lesson or some students may not be challenged.</p> <p>Speech Language Pathologist provides student with more than one way to engage with content.</p>	<p>Speech Language Pathologist attempts to differentiate for individual and/or group needs through based on IEP goals/objectives or Intervention goals using varying strategies, activities, materials, and/or pacing.</p>	<p>Speech Language Pathologist matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom.</p> <p>Speech Language Pathologist effectively uses varying therapeutic techniques instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.</p>

APPENDIX X2-A

TEACHING II	Ineffective	Developing	Skilled	Accomplished
<p>LEARNING ENVIRONMENT (Standards 1&5)</p> <ul style="list-style-type: none"> ❖ Transitions ❖ Rapport ❖ Routines and procedures ❖ Appropriate tasks ❖ Classroom management/behavioral expectations ❖ Two way communication with families 	<p>There is little or no evidence of a positive rapport between the Speech Language Pathologist and students.</p> <p>There are no evident routines or procedures; students seem unclear about what they should be doing.</p> <p>Transitions are inefficient and lessons progress slowly enough that students are frequently disengaged.</p> <p>The learning environment may pose safety hazards for students.</p> <p>Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The Speech Language Pathologist responds to misbehavior inappropriately.</p>	<p>Routines and procedures are in place, but require Speech Language Pathologist prompting and direction when students are unclear or idle.</p> <p>The Speech Language Pathologist is fair in the treatment of students and establishes a basic rapport with them.</p> <p>Attention is paid to the safety of the classroom environment.</p> <p>Speech Language Pathologist transitions between learning activities, but occasionally loses some instructional time in the process.</p> <p>Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The Speech Language Pathologist inconsistently monitors behavior.</p>	<p>Speech Language Pathologist transitions between learning activities and uses instructional time effectively.</p> <p>Speech Language Pathologist has positive rapport with students and demonstrates respect for and interest in all students.</p> <p>Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.</p> <p>Speech Language Pathologist engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.</p> <p>A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident</p> <p>Monitoring of student behavior is consistent, appropriate, and effective.</p>	<p>Speech Language Pathologist has positive rapport with students and demonstrates respect for and interest in individual student's experiences, thoughts and opinions.</p> <p>Routines and procedures run smoothly and the lesson progresses at a quick pace.</p> <p>Speech Language Pathologist effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.</p> <p>Speech Language Pathologist engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development.</p> <p>A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior.</p> <p>Speech and Hearing therapist uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.</p>
<p>RESOURCES (Standards 2&4)</p> <ul style="list-style-type: none"> ❖ Engaging materials ❖ Efficient routines ❖ Differentiated and purposeful use of technology 	<p>Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.</p> <p>Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.</p> <p>Technology is not used or is used ineffectively or without meaningful integration into lesson or support for student use.</p>	<p>Instructional materials and resources are only partially suitable to instructional purposes, or students are only partially engaged with them.</p> <p>Routines for handling materials and supplies function moderately well, but with some loss of instructional time.</p> <p>Technology is used to support the lesson.</p>	<p>Instructional materials and resources are aligned to the instructional purposes, appropriate for students, and engage students mentally.</p> <p>Routines for handling materials and supplies occur smoothly with little loss of instructional time.</p> <p>Technology is used effectively to meet the objectives of the lesson and Speech Language Pathologists facilitate student access to technology.</p>	<p>Instructional materials are varied and appropriate to ability levels of students, actively engage students and are suitable to instructional purposes.</p> <p>Routines for handling materials and supplies work effectively, with Speech Language Pathologist and students assuming responsibility for smooth operation.</p> <p>Technology is meaningfully integrated into the lesson to convey key subject matter concepts and serves a clear purpose for student learning and/or engagement.</p>

APPENDIX X2-A

ASSESSING	Ineffective	Developing	Skilled	Accomplished
ASSESSMENT OF STUDENT LEARNING (Standard 3) <ul style="list-style-type: none"> ❖ Student mastery ❖ Checks for understanding ❖ Formative/summative adjustments ❖ Descriptive feedback ❖ Rubrics/exemplars 	<p>Speech Language Pathologist does not routinely use assessments to measure student mastery.</p> <p>Speech Language Pathologist rarely or never checks for understanding of content.</p> <p>Speech Language Pathologist fails to get an accurate read of the class's understanding.</p> <p>Speech Language Pathologist fails to make adjustments in response to student confusion.</p> <p>Speech Language Pathologist persists in using a particular technique for responding to misunderstandings, even when it is not succeeding.</p> <p>The plan for evaluation may be inappropriate to either the lesson or the students.</p> <p>Speech Language Pathologist does not provide students with feedback about their learning.</p>	<p>Speech Language Pathologist uses assessments to measure student mastery, but may not differentiate instruction based on this information.</p> <p>Speech Language Pathologist checks for student understanding and makes attempts to adjust instruction accordingly, but may sometimes persist in using a particular technique even when it is not succeeding.</p> <p>Speech Language Pathologist gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.</p> <p>Students receive feedback about their performance.</p>	<p>Speech Language Pathologist routinely uses assessments to measure student mastery.</p> <p>Speech Language Pathologist responds to some student misunderstandings with effective remediation techniques.</p> <p>Speech Language Pathologist plans products or demonstrations of understanding that will show whether students can apply knowledge appropriately, correctly, and independently in new situations.</p> <p>Students receive feedback about their performance and demonstrate understanding of how they are doing.</p>	<p>Speech Language Pathologist routinely uses assessments to measure student mastery and provides different ways to demonstrate mastery.</p> <p>The Speech Language Pathologist checks for understanding at most key moments and makes adjustments accordingly.</p> <p>When an explanation is not effectively leading students to understand the content, the Speech Language Pathologist adjusts quickly and uses an alternative way to explain the concept.</p> <p>The Speech Language Pathologist can articulate what the students' best understood, what areas remain challenges, and how these will be woven into subsequent lessons.</p> <p>Students receive substantive and specific feedback.</p> <p>Students are engaged in self-assessment and show awareness of their own strengths and weaknesses.</p>

PROFESSION-ALISM	Ineffective	Developing	Skilled	Accomplished
PROFESSIONAL RESPONSIBILITIES (Standards 6&7) <ul style="list-style-type: none"> ❖ Effective communication ❖ Collaboration ❖ Goal setting ❖ Ethical behavior 	<p>Speech Language Pathologist fails to communicate clearly with students and families or collaborate effectively with professional colleagues.</p> <p>Speech Language Pathologist fails to understand and follow regulations, policies, and agreements.</p> <p>Speech Language Pathologist fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.</p>	<p>Speech Language Pathologist uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.</p> <p>Speech Language Pathologist understands and follows district policies and state and federal regulations at a minimal level.</p> <p>Speech Language Pathologist identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</p>	<p>Speech Language Pathologist uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.</p> <p>Speech Language Pathologist meets ethical and professional responsibilities with integrity and honesty.</p> <p>Speech Language Pathologist models and upholds district policies and state and federal regulations.</p> <p>Speech Language Pathologist sets data-based short- and long-term professional goals and takes action to meet these goals.</p>	<p>Speech Language Pathologist communicates effectively with students, families, and colleagues.</p> <p>Speech Language Pathologist collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching, and other collegial learning activities.</p> <p>Speech Language Pathologist meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the school setting.</p> <p>Speech Language Pathologist sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.</p>

APPENDIX X2-A

OLMSTED FALLS CITY SCHOOL DISTRICT
OBSERVATION SUMMARY FORM

Speech Hearing Therapist Name		Grade/Subject Area(s)	
Evaluator Name		Date/Time	

Planning	
FOCUS FOR LEARNING _____	
ASSESSMENT DATA _____	
PRIOR CONTENT KNOWLEDGE _____	
KNOWLEDGE OF STUDENTS _____	
Teaching I	
DELIVERY OF SERVICES _____	
DIFFERENTIATION _____	
Teaching II	
LEARNING ENVIRONMENT _____	
RESOURCES _____	
Assessment	
ASSESSMENT OF STUDENT LEARNING _____	
Professionalism	
PROFESSIONAL RESPONSIBILITIES _____	

OTES WALKTHROUGH FORM--SLP

APPENDIX X2-C

Teacher Name: _____

Grade(s)/Subject Area(s) _____

Evaluator Name: _____

Date: ___/___/___

Time Walkthrough Begins: _____

Time Walkthrough Ends: _____

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

<input type="checkbox"/> Instruction is developmentally appropriate LD	<input type="checkbox"/> Lesson content is linked to previous and future learning
<input type="checkbox"/> Clear Learning Targets are communicated LD	<input type="checkbox"/> Classroom learning environment is safe and conducive to learning CE
<input type="checkbox"/> Varied Instructional tools and strategies reflect student needs. DIF	<input type="checkbox"/> Teacher provides students with timely and responsive feedback LD
<input type="checkbox"/> Content presented is accurate and grade appropriate LD	<input type="checkbox"/> Instructional time is used effectively, Transitions are smooth CE
<input type="checkbox"/> Teacher connects lesson to real-life applications LD	<input type="checkbox"/> Routines support learning goals and activities CE
<input type="checkbox"/> Instruction and lesson activities are accessible and challenging for all students. LD DIF	<input type="checkbox"/> Multiple methods of assessment of student learning are utilized to guide instruction. ASL
<input type="checkbox"/> Teacher has rapport, respect, and connects with students CE	<input type="checkbox"/> Teacher has high expectations and monitors behavior consistently CE
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

Recommendations for Focus of Informal Observation:

Evaluator Summary Content:

Evaluator Signature: _____

Date _____

Teacher Signature: _____

Date _____

OLMSTED FALLS CITY SCHOOL DISTRICT
FINAL SUMMATIVE SPEECH-LANGUAGE PATHOLOGIST EVALUATION FORM
(OFFICE)

APPENDIX X2-D

Speech-Language Pathologist Name		School Year	
Evaluator Name		Date	

Final Summative Rating	Ineffective	Developing	Skilled	Accomplished
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Overall Area(s) of Strength</i>				
<i>Recommendation(s) for Growth</i>				
<i>To be considered for next Annual Professional Growth or Improvement Plan</i>				

If final summative rating is Ineffective, an **Improvement Plan** will be collaboratively created by the Speech-Language Pathologist and evaluator.

Check here if Improvement Plan has been created. A copy of the Improvement Plan will be submitted by the evaluator with the **May Summative Evaluation Form**.

Speech-Language Pathologist's Signature _____ Date _____

Evaluator's Signature _____ Date _____

OLMSTED FALLS CITY SCHOOL DISTRICT
PROFESSIONAL GROWTH PLAN SPEECH-LANGUAGE PATHOLOGISTS

Speech/Hearing Therapist Name		School Year		
Evaluator Name		Date Created		Date(s) Reviewed

Self-Directed **Collaborative**

- ❖ As a result of the evaluation process, Speech Language Pathologists and evaluators should focus on accelerating and continuing Speech Language Pathologist growth.
- ❖ Professional goals should be individualized to the needs of the Speech Language Pathologist and specifically relate to his/her areas of refinement/growth as identified in the evaluation.
- ❖ The evaluator and Speech Language Pathologist should have collaborative and ongoing discussions related to activities aligned to the goals.
- ❖ This plan may also be used as a guide for creating professional development goals aligned with licensure renewal.

<p align="center"><u>Professional Goals</u></p> <p align="center">These are addressed by the evaluator as appropriate for this Speech Language Pathologist</p> <p align="center">Consider creating goals that meet SMART criteria</p> <p>S- Specific (What do I want to measure?) M- Measurable (How am I going to measure it?) A- Attainable (Is this a reasonable goal?) R- Results-oriented (What will my goal look like when I've reached it?) T- Time-Bound (When will I reach my goal?)</p>	<p align="center"><u>Evidence Indicators</u></p> <p align="center">What will show your progress toward the goal?</p> <p align="center">What will show your achievement of the goal?</p> <p align="center"><i>Include tentative deadlines</i></p>
<p><u>Goal 1: Goal Statement:</u></p> 	
<p><u>Goal 2: Goal Statement:</u></p> 	

Speech/Hearing Therapist's Signature _____ Date _____ Evaluator's Signature _____ Date _____ Signatures above
 verify acknowledgement of receipt of final documented plan by both parties.

**OLMSTED FALLS SCHOOL DISTRICT
SPEECH LANGUAGE PATHOLOGIST IMPROVEMENT PLAN**

Speech Language Pathologist Name		School Year/Building	
Evaluator Name		Date of Conference	

Written improvement plans are to be developed in 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 on the January Formative Evaluation. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support.

Area(s) Needing Improvement From Evaluation Rubric/Evaluation Forms	Improvement Statement List specific areas for improvement	Specific Plan of Action <ul style="list-style-type: none"> • Describe in detail specific plans of action that must be taken by the Speech Language Pathologist to improve his/her performance. • Indicate the sources of evidence that will be used to document the completion of the improvement plan. 	Assistance & Professional Development Examples include: <ul style="list-style-type: none"> • Mentoring • Observing other colleagues • PD 360 • Attend workshops

Speech Language Pathologist's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

*The evaluator's signature above verifies that the proper procedures in the local contract have been followed.
A copy of this plan should be submitted to the Personnel Office with the **January** or **May** Evaluation Forms as applicable.
If the evaluator is a peer, the building administrator should be notified.*

**OLMSTED FALLS SCHOOL DISTRICT
EVALUATION OF IMPROVEMENT PLAN FOR SPEECH LANGUAGE
PATHOLOGISTS**

Speech-Language Pathologist Name		School Year/Building	
Evaluator Name		Date of Conference	

The improvement plan will be evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following actions have been taken:

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

Improvement Plan Evaluation 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.

Speech-Language Pathologist's Signature: _____ **Date:** _____

Evaluator's Signature: _____ **Date:** _____

The evaluator's signature above verifies that the proper procedures in the local contract have been followed. Evaluator should send a completed copy of this form including signatures to Personnel Office by May 1.



2014 Olmsted Falls City Schools Certification of Spousal Coverage

Must be completed by all married employees with family coverage

Appendix Y

Olmsted Falls City Schools Employee Information (Please Print Clearly):

Olmsted Falls City Schools Employee Name: _____

Spouse Name ("Spouse"): _____

Spouse Company Name ("Company"): _____

To Be Filled Out by Spouse's Employer Representative:

I, _____ ("Representative") do hereby acknowledge that the above
 Print Company Representative Name

spouse is currently an employee of _____ ("Company").
 Print Company Name

Our Company currently (select ONLY one situation):

- A.** does not offer any employer sponsored healthcare plan at this time. **(No spousal surcharge)**
- B.** offers an employer sponsored healthcare plan but the above named Employee does not qualify to participate in plan. **(No spousal surcharge)**
- C.** offers an employer sponsored healthcare plan and the above named Spouse currently does qualify to participate but has waived coverage. **(Spousal surcharge does apply)**
- D.** above named employee does participate in the employer sponsored healthcare plan. **(No spousal surcharge)**

I understand that the above named Spouse will be eligible to elect coverage during open enrollment. Plan information is as follows:

Healthcare Insurance Carrier's Name: _____

Date of Open Enrollment: _____

Spouse's Company Representative: _____ **Date:** _____

To be filled out if spouse is not employed and/or is retired:

- A.** My spouse is currently unemployed or retired and does not have access to medical insurance **(No Spousal surcharge)**
- B.** My spouse is currently unemployed or retired and does have access to medical insurance but is waiving that coverage **(Spousal surcharge does apply)**
- C.** My spouse is participating in his/her retirement plan's medical coverage **(No spousal surcharge)**

I do hereby attest that the above information is complete and accurate to the best of my knowledge:

OFCS Employee Signature: _____ **Date:** _____

2003 CONSENSUS STATEMENTS

A. Traveling Teachers

The following understandings were reached in an attempt to facilitate the education process and to provide options for teachers who are assigned to and must travel between two or more buildings:

- Cell phones and/or walkie-talkies will be available for those teachers who must travel to or from another building
- Meetings will not be scheduled in rooms where student classes are being held
- The classrooms of "regular" teachers will be used to schedule activities of the traveling teacher when the "regular" teacher is assigned a duty away from his/her regularly assigned classroom
- Music teachers at Falls-Lenox will be assigned by the principal to the music room on a rotating basis, by quarters

B. Elementary Planning Time/Back-to-Back "Specials"

In order to address the concerns raised by elementary classroom teachers related to the planning time lost while escorting students to and from "specials" while attempting to maintain classroom instruction for the "specials," the following understandings were reached:

- The building principal may need to assign a rotating "delivery/pick-up" schedule for the regular classroom teacher and the "specials" teacher
- The "specials" teachers may voluntarily agree to escort students from class to class on a regular or rotating basis
- The regular classroom teacher and the "specials" teacher may agree to alternate "delivery/pick-up" duty
- The principal may utilize high school "Senior Services" and/or "CBE" to escort students between classrooms

C. Summer School Physical Education

The Board and the OFEA had discussion regarding the desire to allow high school students to take full advantage of the educational opportunities available to them. The following understandings were reached:

The Board and the OFEA agree that summer school opportunities will continue to be made available in several areas, including physical education, and that this practice will not negatively impact staffing throughout the regular school year.

D. Revisions to Article 7.2(a)(iii) and 7.2(a)(iv)

The Board and the OFEA agreed that the revisions to Article 7.2(a)(iii) and 7.2(a)(iv) are intended to allow up to twenty (20) minutes of additional instruction time during the regular 7 hour and 40 minute normal workday. This additional instructional time is to be allotted to the core academic areas in grades K-5.

2007 CONSENSUS STATEMENTS

A. Release Time for the OFEA President

Regarding release time for the OFEA President: At the high school, the mutually agreed to schedule will include release time in lieu of a 6th teaching assignment or duty period, unless the President's teaching area requires that a 6th class be assigned in order to provide programming. If that is the case, then other options will be explored. In grades K-8, the OFEA President and building principal will explore times available throughout the teacher day that will come as close as possible to a period of time that is comparable to one class period at the high school. This may include having no morning hall duty or homeroom, using the second or end-of-the-day conference/collaboration time, or, as a last resort, using the lunch period. Pending approval of the OFEA executive board on a case by case basis, this would involve the Board of Education and Association sharing the cost of ten dollars (\$10) total per lunch used in this manner.

2011 CONSENSUS STATEMENTS

A. Indoor Recess

A good faith will be made to clear the playgrounds so as to minimize the need for indoor recess.

2014 CONSENSUS STATEMENTS

A. High School IEP meetings

The Board agrees for the life of this Agreement to continue with the 2013-14 process for scheduling IEP meetings at the high school, with the priority being to set aside school days to schedule IEP meetings in the Spring.

B. Board Guidelines for Continuing Contract Eligibility

For the term of this Agreement, the minimum guidelines utilized for consideration of continuing contract eligibility for a teacher who has complied with Article 11(a-c) include the following:

- Completed at least eight (8) years of teaching experience before submitting the request for continuing contract.
- At least five (5) years teaching experience in Olmsted Falls.
- Three (3) consecutive teacher evaluations of "Meets Expectations" or for evaluations completed beginning with the 2014-15 school year, a summative rating of Skilled or Accomplished.
- A record of leadership that extends beyond the classroom (i.e., DLT/BLT participation) investments in students that extend beyond the normal work day, and involvement in school/community activities.

If a bargaining unit member requests a continuing contract and is denied, the Superintendent shall provide specific and written reasons as to why the request was not approved.

C. Salary

Notwithstanding Paragraph A 1, above, teachers will not move vertically on the salary schedule for the 2011-2012 school year. (This freeze does not impact horizontal movement based on educational credits.) Beginning with the 2012-2013 school year, teachers will resume movement on the salary schedule (i.e., a teacher at Step 10 with a Masters at the end of the 2010-2011 school year will remain at Step 10 for the 2011-2012 school year. Effective with the 2012-2013 school year, that teacher will move to Step 11).

D. Supplemental Compensation

For the 2011-2012 school year, compensation on the supplemental index and salary schedule (Appendix M) will be frozen. Bargaining unit members who are eligible to move on the

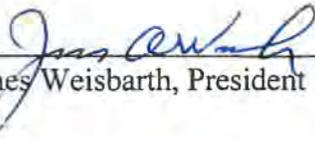
supplemental index beginning with the 2012-2013 school year will not be “caught up” for the period in which the teacher was frozen (i.e., a supplemental contract holder in Group A with two years’ experience will remain at Step 2 for the 2011-2012 school year. That same supplemental contract holder will move to Step 3 on the supplemental index effective with the 2012-2013 school year.)

MEMORANDUM OF UNDERSTANDING
between the
OLMSTED FALLS BOARD OF EDUCATION
and
OLMSTED FALLS EDUCATION ASSOCIATION

The Olmsted Falls Board of Education (hereafter the "Board") and the Olmsted Falls Education Association (hereafter the "Association") hereby enter into this Memorandum of Understanding (hereafter "MOU") related to the scope of the recognition clause contained in Article 1 – Recognition with respect to the District's employment of Sue Selby as "Teacher Evaluation System- Advisor".

1. The Board will employ Sue Selby, a retired Olmsted Falls teacher, to advise and assist the District in the development of the new teacher evaluation system, with such employment not to exceed One Hundred (100) work days at a One Dollar (\$1.00) per diem not to exceed One Hundred Dollars (\$100.00). The parties understand and agree that Mrs. Selby will also be working with the School District on the new teacher evaluation system in the capacity of a consultant hired through the Educational Service Center with her consultant compensation to be paid through the District's city county funds.
2. The parties agree that the employment of Mrs. Selby by the District as Teacher Evaluation System – Advisor will be paid via a supplemental stipend and will constitute employment for the purpose of defining Mrs. Selby as a licensed teaching employee of the Board for purposes of application of the recognition clause under Article 1.2. The parties agree that this relationship is mutually advantageous as it will enable Mrs. Selby to remain on the state level OEA committee dedicated to new teacher evaluation systems and will allow Mrs. Selby to represent the interests of the OFEA in the District's development of the new teacher evaluation system.
3. For purposes of this unique and limited arrangement, the only provisions of the collective bargaining agreement that pertain to the employment of Mrs. Selby are Article 1.1 and 1.2; Article 2; Article 3; Article 4; Article 5; Article 6; Article 27; and Article 33. No other provisions of the collective bargaining agreement shall apply and Mrs. Selby's compensation will be consistent with this MOU.
4. This MOU is not intended to be precedent setting nor intended to revise the current agreement between the parties. Upon completion of Mrs. Selby's employment (not to exceed one hundred (100) workdays) or the conclusion of the 2014-15 school year, whichever occurs first, this MOU will expire.

OLMSTED FALLS BOARD OF
EDUCATION



James Weisbarth, President

DATE: 8-21-2014

OLMSTED FALLS EDUCATION
ASSOCIATION



Jeffrey Kho, President

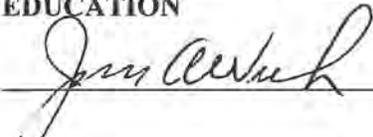
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MEMORANDUM OF UNDERSTANDING
between the
OLMSTED FALLS BOARD OF EDUCATION
and
OLMSTED FALLS EDUCATION ASSOCIATION

The Olmsted Falls Board of Education (hereafter the "Board") and the Olmsted Falls Education Association (hereafter the "Association") hereby enter into this Memorandum of Understanding (hereafter "MOU") related to the advancement of sick leave outside of the Sick Leave provisions under Article 12, Section 3(c) of the collective bargaining agreement ("Agreement") between the Board and the Association.

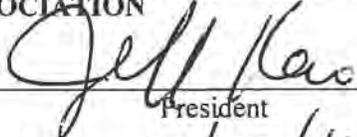
1. The parties desire to establish a mechanism to meet the unique needs of Thimi Kemock, a teacher and member of the Association who is anticipated to be absent for frequent, intermittent periods, due to her child's catastrophic medical condition requiring ongoing and intensive treatment. This situation is not addressed in Article 12, Sections 12.3 or 12.11 of the Agreement.
2. If needed, the Board will advance Mrs. Kemock all 15 of the sick days available to her under Article 12, Section 12.3(a) in order to facilitate her caring for her child, who has a catastrophic medical condition. Any advanced days must be repaid.
3. As established in Article 12, Section 11(b)(i), "catastrophic medical condition" is defined as "an extraordinary debilitating or life-threatening illness or injury." Mrs. Kemock has provided the Board with certification from the attending physician verifying the existence of such illness and the need for continued intermittent absences due to the child's catastrophic medical condition.
4. If Mrs. Kemock does not use all 15 of her sick days by the end of the 2014-2015 school year, they will accumulate in the same manner described in Article 12 Section 12.3(a). If Ms. Kemock should leave the system prior to accumulating the total sick leave used, Article 12, Section 12.3(c) shall apply.
5. This MOU is not precedent setting and is not intended to revise the current Agreement between the parties. This MOU terminates on June 2, 2015.

**OLMSTED FALLS BOARD OF
EDUCATION**



 Date: 11-20-2014

**OLMSTED FALLS EDUCATION
ASSOCIATION**



 President
 Date: 10/29/14