



MASTER AGREEMENT CONTRACT

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K32137

BETWEEN THE

WILLARD BOARD OF EDUCATION

AND THE

WILLARD EDUCATION ASSOCIATION



EFFECTIVE JULY 1, 2014 THROUGH JUNE 30, 2017

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ARTICLE I - NEGOTIATIONS AGREEMENT

1.01 DEFINITION OF "DAY"

For the purposes of clarification, the following definitions of "day" shall apply throughout the Agreement.

- | | | |
|----|---------------|---|
| A. | Calendar Day: | Monday through Sunday inclusive |
| B. | Day: | Calendar day |
| C. | Workday: | Day teachers are expected/scheduled to work |
| D. | School Day: | Day students are in attendance |

1.02 CALCULATION OF DAYS

In computing any period of time specified by the terms of this Agreement, the date of the act or event from which the designated period of time begins to run shall not be included. The last day of the period so computed shall be included.

1.03 RECOGNITION

The Willard City Board of Education (hereinafter referred to as the "Board") recognizes the Willard Education Association, an affiliate of the Ohio Education Association and the National Education Association, hereinafter referred to as the "Association" or the "WEA" as the sole and exclusive bargaining representative for all the full and part time certificated personnel hired under a regular teaching contract in the district for the purposes of negotiating and representing bargaining unit members with respect to salary, hours, and terms and conditions of employment. Substitutes who work less than one hundred twenty (120) consecutive days, aides, confidential employees, classified employees, and administrative supervisory staff are specifically excluded from the bargaining unit. Supervisory staff is defined as those employees serving under an administrative contract and who have the authority to hire, transfer, suspend, lay-off, recall, promote, discharge, assign, reward, or discipline other public employees; to responsibly direct them; to adjust their grievances; or to effectively recommend such action if the exercise of that authority is not of a merely routine or clerical nature, but requires the use of independent judgment.

1.04 PRINCIPLES OF NEGOTIATIONS

Attaining the objectives of the educational program of the Willard City School District requires mutual understanding and cooperation among the Board of Education, superintendent of schools, and the educational staff. Therefore, free and open exchange of views is desirable and necessary in the negotiations process.

"Good-Faith" negotiations requires that the Association and the Board be willing to react to each other's proposals. If a proposal is unacceptable to one of the parties, that party is obligated to give its reasons. "Good-Faith" requires both parties to recognize negotiations as a shared process.

1.05 AREAS FOR DISCUSSION AND AGREEMENT

The "Good-Faith" process constitutes an agreement to attempt to reach mutual understanding regarding subjects which are mandatory subjects of bargaining.

Negotiations shall be limited to wages, hours, terms, and other conditions of employment and the continuation, modification, or deletion of an existing provision of the collective bargaining agreement.

The Association may be consulted on policy matters, but policy adoption is a Board responsibility and not a negotiable item. The Board and the Association recognize that the Board is the legally constituted body responsible for determination of policies covering all aspects of the Willard School System. The Board recognizes that it must operate in accordance with all statutory provisions of the state, and such other rules and regulations as are promulgated by the Department of Education in accordance with such statutes. The Board cannot reduce, negotiate, or delegate its legal responsibilities.

1.06 PROCEDURES FOR CONDUCTING NEGOTIATIONS

A. Notification

If either of the parties desires to commence bargaining on salaries or other matters of mutual concern, it shall notify the other party, in writing, of its intent to bargain at least ninety (90), but no more than one hundred twenty-five (125), days prior to the expiration of the contract. Notification, in writing, from the Association shall be served on the superintendent; and from the Board shall be served on the president of the Association. If neither party serves such written notice during the above-mentioned time period, the contract between the parties shall be deemed to be extended for one (1) additional year.

B. Negotiation Meetings

1. Within fifteen (15) school days of written notification of intent to bargain, an initial meeting shall be held between the parties. All proposals shall be exchanged, in writing, by the Association and the Board at this first meeting. No new proposals shall be submitted by either party after the initial meeting unless by mutual agreement.

The Willard Board of Education and the Willard Education Association agree that all sections of the existing Master Agreement between the Willard Board of Education and the Willard Education Association which are not re-negotiated shall be included in the Master Agreement.

2. Original proposals shall be written and in language suitable for inclusion in the final agreement. Topical listings of items proposed for negotiations shall constitute a clear failure of compliance and may be disregarded.
3. Meetings shall be scheduled with the least interruption of work schedules. All meetings, including mediation, shall be in executive session unless otherwise mutually agreed upon by both parties. Other rules for conducting negotiations procedures which are deemed necessary and not covered by this procedure shall be discussed and agreed upon at the first meeting.

C. Negotiation Time Limits

1. Either party may call for a caucus of up to thirty (30) minutes unless extended by mutual agreement.

2. Bargaining sessions shall last a maximum of three (3) hours unless extended by mutual agreement.
3. Items under negotiation must be resolved to the mutual satisfaction of both parties within sixty (60) calendar days of the first scheduled meeting. However, if both parties agree, extensions of time for negotiations may be granted. If no agreement is reached, the Disagreement Procedure outlined in this document shall be implemented.
4. Any time limits established under this article may be modified by mutual agreement of both parties.
5. "Days" means calendar days unless otherwise specified.

D. Representation

1. Each team shall limit its representation to three (3) members unless otherwise agreed upon at the first meeting. Each team shall designate one (1) chief spokesperson who shall be responsible for signing any tentative agreements. In addition, each team may admit two (2) observers to negotiating sessions. The observers shall adhere to all rules of protocol adopted at the first negotiations meeting and contained within this agreement, shall maintain the executive session nature of meetings, and shall not participate in discussion at the bargaining table.
2. Either party may call upon consultants at the expense of the requesting party. Such consultants may be used in the negotiating meetings as team members or for the purpose of providing information pertinent to negotiations.

E. Information

The parties agree during negotiations to provide each other, upon reasonable request and within a reasonable time, regularly and routinely prepared information for development and evaluation of proposals. Access to such information in such form as it exists constitutes compliance with this provision, and neither party is obligated to develop data or information not in existence or to re-work, re-draft, summarize, compute, or otherwise develop data or information in other than its existing form.

F. While Negotiations Are in Process

1. During any phase of negotiations, including mediation, there will be no public releases of information to the media unless agreed upon by both parties. In such instances that releases are agreed upon said releases shall be in writing, and both parties shall approve of the release prior to its dissemination. Both parties may issue progress reports to their members so as to keep their members informed with respect to the progress of negotiations.
2. It shall be the responsibility of both parties to inform their respective members that all progress reports are confidential and any information derived from such reports shall not be disclosed to the general public.

G. Agreement

1. When final agreement is reached through negotiations, the outcome shall be reduced to writing and submitted to the Association for ratification. Following ratification by the Association, the agreement shall be submitted to the Board. Upon official adoption by the Board, the agreement shall be signed by both parties.
2. The Association shall be responsible for the typing of the final negotiated agreement. The parties shall each proofread and approve the agreement before and after printing. The Association shall be responsible for the duplication and distribution of the contract to the Board, to the Administration, and to all bargaining unit members.

H. Disagreement

In the event an agreement is not reached by negotiations after full consideration of proposals and counterproposals, or within forty-five (45) days prior to the expiration of the contract, either of the parties shall have the option of declaring impasse. Upon the declaration of impasse, the parties shall jointly request the appointment of a mediator from the staff of the Federal Mediation and Conciliation Service. The mediator shall meet with the representatives of the parties either jointly or separately, and shall take such steps as he/she deems appropriate to persuade the parties to resolve their differences and to effect a mutually acceptable agreement.

The period of mediation shall last for a maximum of thirty (30) days or until the expiration of the contract, whichever is later, unless an extension of time is agreed to by both parties. Should the parties be unable to reach agreement as the result of this mediation process, the impasse provisions of this collective bargaining agreement shall be deemed exhausted and members of the bargaining unit may exercise their right to strike pursuant to Ohio Revised Code Chapter 4117, provided that all relevant provisions of Chapter 4117 and the administrative rules thereunder have been complied with.

The parties agree that the mediation process as outlined above shall constitute a mutually agreed upon dispute settlement procedure that supersedes the statutory procedures set forth in ORC 4117.14. The parties further agree that this mediation process shall be utilized for bargaining leading to a successor contract as well as for any in-term bargaining which may occur during the life of the Collective Bargaining Agreement between the parties, subject to ORC 4117.18 unless specifically agreed otherwise.

ARTICLE II - GRIEVANCE PROCEDURE

2.01 DEFINITIONS

A grievance is a claim of a teacher or group of teachers that the bargained contract has been misinterpreted, violated, misapplied, or infringed upon.

The term "grievant" or "aggrieved" shall include any and all members of the bargaining unit or any group of members of the bargaining unit.

A day as used in this procedure shall mean a school day.

2.02 GENERAL PROCEDURES

Rights of Grievant: A grievant may appear on his own behalf or may be represented at any and all steps of the grievance procedure by the bargaining agent, or by any other person of the aggrieved's choice, except that the aggrieved may not be represented by an officer or employee of any teachers' organization other than the recognized bargaining agent.

A grievant shall have the right to present a claim in accordance with the procedure described herein, free from interference, coercion, discrimination, or reprisal, except that it shall be subject to the right of the bargaining agent to be present at the settlement and offer testimony provided that the settlement is not inconsistent with the terms of the agreement.

No grievance may be submitted to arbitration without the consent of the bargaining agent.

Any grievance may be dealt with by the grievant seeking redress with the immediate supervisor; however, this informal procedure does not preclude the filing of any grievance at the formal level.

Any grievance not settled at an informal level shall be reduced to writing (see Appendix A) and shall state the alleged violation, misapplication, infringement, or misinterpretation, and the relief sought.

The fact that a grievant files a grievance shall not be recorded in the grievant's personal file, or in any file used in the transfer, assignment, or promotion process, nor shall such fact be used in any recommendation for re-employment or recommendation for other employment, nor shall the grievant be placed in jeopardy or be the subject for reprisal or discrimination for having followed or utilized this grievance procedure.

Time limits specified herein are considered maximum; however, they may be extended by written agreement of the parties. If the grievance is not filed in a timely fashion or advanced to the next step by the grievant in a timely manner, it shall be deemed waived. If the Board or its agent fails to meet the timelines, the grievance shall advance to the next step.

2.03 PROCEDURAL STEPS

Informal Step

If a grievant believes there is a basis for a grievance, the grievant shall first discuss the matter with an immediate supervisor in an effort to resolve the problem informally.

Step 1

If the grievance is not resolved within five (5) days of such informal meeting, the aggrieved may present a formal claim to their immediate supervisor by submitting a grievance report form (see Appendix A). The grievance must be filed within sixty (60) days (calendar) of the event in dispute. Within five (5) days of receipt of the grievance, the immediate supervisor shall meet with the aggrieved and the aggrieved's representative (s), if elected by the aggrieved, in an effort to resolve the matter. The immediate supervisor shall indicate his/her disposition of the grievance within five (5) days after such meeting by completing the report form and returning it to the aggrieved. If such disposition is not timely returned, the grievance would be advanced to the next step.

Step 2

If the aggrieved is not satisfied with the disposition of the grievance in Step 1, the grievant shall complete the grievance report form, Step 2, and submit the grievance to the superintendent within five (5) days of receipt of the disposition notice. Within five (5) days of receipt, the superintendent and/or designated representative shall meet with the grievant and/or his/her representative to resolve the matter. Within five (5) days of this meeting, the superintendent shall indicate, in writing, his disposition of the grievance by completing his portion of Step 2 and forwarding it to the aggrieved. The bargaining agent shall be notified, in writing, of said disposition. If such disposition is not timely returned, the grievance would be advanced to the next step.

Step 3

If the aggrieved is not satisfied with the disposition of the grievance at Step 2, the grievance may be appealed, in writing, to the Board of Education. The superintendent shall place the matter on the agenda for the next regular meeting of the Board of Education.

The aggrieved employee (s) shall have the right to be represented at such meeting by counsel and/or by a representative of his/her employee organization.

The Board of Education shall act upon such appeal no later than its next regular meeting. The Board of Education act shall be based upon the recommendation of the superintendent and the arguments presented by or on the behalf of the employee(s). Copies of the final action and supporting reasons shall be sent to the employee(s), superintendent, and building principal.

Step 4

If the aggrieved, with concurrence of the bargaining agent, is not satisfied with the disposition of the grievance at Step 3, it may, within ten (10) days, submit the grievance to arbitration by the American Arbitration Association whose rules and regulations shall likewise govern the proceedings. The arbitrator may not add to, alter, or delete from the

terms of the negotiated items. The arbitrator shall have all power and remedies, within lawful statutes, to render an award which shall be final and binding to all parties. In cases where the arbitrability of an issue is questioned, the matter of arbitrability shall be ruled upon by the arbitrator in an expedited fashion prior to a ruling by the arbitrator on the merits of the issue. The cost for the services of the arbitrator will be borne by the losing party, either the Board of Education or the bargaining agent.

ARTICLE III - SALARY/COMPENSATION

3.01 SALARY SCHEDULE

Effective July 1, 2014, the base salary shall be \$32,674 (see Appendix B-1). Effective July 1, 2015, the base salary shall be \$33,654 (see Appendix B-2). Effective July 1, 2016, the base salary shall be \$34,664 (see Appendix B-3).

3.02 EXPERIENCE CREDIT

A newly hired teacher must be granted a year of experience on the salary schedule for each full year of teaching experience or military service, to a maximum of five (5) years. Credit for years of experience beyond five (5) years shall be within the Board's discretion.

3.03 STRS PICK-UP (Salary Reduction Method)

A. The Board agrees to STRS "pick-up" utilizing the salary reduction method. Contributions to the State Teachers Retirement System will be paid on behalf of the employees in the bargaining unit, at no cost to the Board, under the following terms and conditions:

1. The amount to be "picked-up" on behalf of each employee shall be a percentage of the employee's gross annual compensation which equals the rate established by STRS as required employee contributions. The employee's annual compensation shall be reduced, at no cost to the Board, by an amount equal to the amount "picked-up" by the Board for the purpose of state and federal tax only.
2. The pick-up percentage shall apply uniformly to all members of the bargaining unit as a condition of employment.
3. No employee covered by this provision shall have the option to elect a wage increase or other benefit in lieu of the employer pick-up.

Payment of all paid leaves, sick leave, personal leave, and severance including unemployment and workers' compensation, shall be based on the employee's daily gross pay prior to reduction as basis (ex: gross pay divided by the number of days worked).

B. Each employee will be responsible for compliance with Internal Revenue salary exclusion allowance regulations, with respect to the "pick-up" in combination with other tax deferred compensation plans.

C. If the foregoing "pick-up" provisions are nullified by subsequent Internal Revenue Service rulings, Ohio Attorney General Opinions, or other governing regulations, the Board will be held harmless and this article of agreement shall be declared null and void. The Board shall then return to the former method of employer and employee retirement system contributions as soon as is necessary.

3.04 SALARY PAYMENT

All bargaining unit employees shall be paid in twenty-six (26) payments. Pay will be direct deposited every other Friday. In the event a pay day falls on a holiday, pay will be direct deposited in advance of Friday.

On occasion twenty-seven (27) payments may be implemented to prevent a three or four week lapse between payroll direct deposits. The WEA will receive advance notice of the necessity to utilize the twenty-seven (27) pay option.

3.05 EXTRACURRICULAR

All persons other than head coaches will start at a level commensurate with their experience in the area of specialization to a maximum of one-half (1/2) or the midpoint of the range. Head coaches will be placed on the extracurricular schedule at the discretion of the Board of Education.

The compensation for each position shall be based upon a percentage (see Appendix C) of \$32,674 for the contract. Each eligible position will move one (1) percentage point automatically each year until the midpoint is reached. After the midpoint is reached, movement on the schedule will occur at the rate of one (1) percentage point for each three (3) years experience in a specific extracurricular position, since July 1, 1995. Merit and/or performance may cause a percentage increase after the midpoint is reached in which case a new three (3) year period will begin.

The high school athletic director and assistant athletic director shall confer with their respective principals in regards to evaluation of assignments when appropriate.

Extra duties will be paid per schedule. Pay will start with your first check and be divided by the twenty-six (26) pays.

Additional extracurricular positions may be requested during the school year if needs arise. The proper procedure would be requesting additional help to the building principal. The building principal will send the request and his recommendation to the superintendent of schools. The superintendent will then recommend to the Board of Education whether or not to add the position. If the Board's decision is negative, the assignment may be considered again through the negotiations procedure.

3.06 PAYROLL DEDUCTIONS/FAIR SHARE FEE

A. Payroll Deductions

Deductions from the regular salary will be the applicable taxes in accordance with the employee's claim for exemption and retirement. Hospitalization, savings bonds, association dues or fees, income protection insurance, savings account deductions, annuities, mutual funds, and FCPE contributions can be deducted, if so directed, in writing, by the employee. If, for any reason, the Board fails to make a dues deduction for any employee, it shall make that deduction from the employee's next pay.

B. Right to Fair Share Fee

1. Payroll Deduction of Fair Share Fee

The Board shall deduct from the pay of members of the bargaining unit who elect not to become or to remain members of the Willard Education Association 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.

2. 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 Association, shall be transmitted by the Association to the treasurer of the Board on or about September 15 of each year during the term of this contract for the purpose of determining amounts to be payroll-deducted, and the Board agrees to promptly transmit all amounts deducted to the Association.

3. Schedule of Fair Share Fee Deductions

a. All Fair Share Fee Payors

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

b. Upon Termination of Membership During the Membership Year

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

4. Transmittal of Deductions

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

5. Procedure for Rebate

The Association 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 Association 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.

6. Entitlement to Rebate

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

7. Indemnification of Employer

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

- a. The Board shall give ten (10) days written notice of any claim made or action filed against the employer by a non-member for which indemnification may be claimed.
- b. The Association shall reserve the right to designate counsel to represent and defend the employer.
- c. The Board agrees to: 1) give full and complete cooperation and assistance to the Association and its counsel at all levels of the proceedings, 2) permit the Association or its affiliates to intervene as a party if it so desires, and/or 3) to not oppose the Association or its affiliates' application to file brief amicus curiae in the action.
- d. The Board acted in good faith compliance with the fair share fee provision of this 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 provision herein.

3.07 ATTENDANCE INCENTIVE

Each bargaining unit member shall receive one (1) day's pay if he/she uses one (1) day or less of sick leave during the contract year. The payment shall be made at the time of the first pay period in July and shall be based upon the bargaining unit member's daily rate of pay.

An employee shall lose his/her right to this attendance incentive if he/she uses any deduct days during a school year.

Each bargaining unit member shall receive two (2) days' pay if he/she uses zero (0) days of personal leave, sick leave and dock days during the contract year. The payment shall be made at the time of the first pay period in July and shall be based upon the bargaining unit member's daily rate of pay.

Payment for any days of unused personal leave will eliminate any balance of personal leave.

3.08 CURRICULUM WORK

Employees who participate in textbook selection committees, course of study revisions and/or preparation, and various other types of curriculum related work shall be compensated at the rate of twenty-two dollars (\$22.00) per hour for all scheduled time worked on days which are not on the school calendar as required workdays (e.g., weekends, holidays, and summer) or beyond the regular workday.

3.09 PAYMENT FOR COLLEGE REIMBURSEMENT

A teaching employee who earns college credit shall be reimbursed to a maximum of three hundred dollars (\$300.00) per semester hour (tuition only) or a maximum of two hundred dollars (\$200.00) per quarter hour (tuition only). A maximum of nine (9) semester hours or fourteen (14) quarter hours may be applied for and encumbered during one calendar year. Hours reimbursed must be graduate hours and reflect an out-of-pocket expense to the employee. An "Application for Reimbursement for College Credit" must be submitted and approved by the superintendent prior to the start of the scheduled class.

Within two (2) weeks of providing evidence that the coursework has been satisfactorily completed and an official college transcript has been filed along with proof of payment in the superintendent's office, payment will be made.

3.10 SEVERANCE PAY

The Willard Board of Education shall grant severance pay to all certified personnel under the following provisions:

1. The employee's effective date of retirement with the State Teachers Retirement System (STRS) has been substantiated, and the Willard City Board of Education has made the last payment in his/her name to STRS.
2. Employees shall receive severance pay based on twenty-five percent (25%) of accumulated sick days.
3. Payment will be based on the employee's rate of pay at the time of retirement from the Willard City Schools.

In the event of the death of an employee who meets the qualifications of the STRS for retirement, the severance payment shall be paid to the employee's estate.

3.11 TRAVEL EXPENSE

Employees of the Board of Education shall be paid at rate of fifty-five cents (55¢) per mile for travel expenses incurred while conducting school business authorized by the superintendent.

3.12 TUTORS

Students may be tutored by bargaining unit members for academic credit if approved by the school principal and the superintendent. If the bargaining unit member is tutoring, he/she will be paid at the rate listed in Appendix C, Extracurricular Salary Schedule. Such tutoring shall be instruction performed outside school hours.

Tutoring to help the student who is having difficulty in an academic subject is a matter between the parent and teacher.

Tutors for the above must be approved by the superintendent. Tutors must be qualified and certified/licensed in the specific area.

3.13 MIGRANT SUMMER SCHOOL TEACHERS

Notification of openings for migrant summer school teachers will be made available to all district personnel annually. Such teaching assignments shall be performed at the rate listed in Appendix C, Extracurricular Salary Schedule.

ARTICLE IV - INSURANCE PROGRAM

4.01 HOSPITALIZATION

Subject to the provisions of Section 4.05 below, the Willard Board of Education will provide for each eligible full-time member of the bargaining unit, hospitalization and major medical insurance, which includes an HUR/SOS \$200.00 penalty. Each bargaining unit member will be provided single coverage if they so desire and meet the insurance carrier's term of eligibility. Family coverage will be provided to those eligible bargaining unit members with dependents who do not choose to have family coverage through their spouse. It is the responsibility of the bargaining unit member to contact the superintendent or his designated representative if he/she wishes family coverage.

Employees may elect to receive twenty-five percent (25%) of the current single premium in lieu of participating in the hospitalization insurance program. Payment is to be made the first pay in July.

When both the husband and wife are employees of the Willard City School District and when both the husband and wife elect to each take single coverage in lieu of family coverage, the couple shall be entitled to receive one (1) twenty-five percent (25%) payment.

Coverage will change to the Wellness Plan effective July 1, 2015.

4.02 PRESCRIPTION INSURANCE

Subject to the provisions of Section 4.05 below, the Board will provide prescription insurance coverage for each member of the bargaining unit. The prescription retail card deductible is seven dollars (\$7.00) for generic and twelve dollars and fifty cents (\$12.50) for brand through June 30, 2015. The deductible for the mail order which may be up to a ninety (90) day supply is fourteen dollars (\$14.00) for generic and twenty-five dollars (\$25.00) for brand through June 30, 2015.

Employees may elect to receive twenty-five percent (25%) of the current single premium in lieu of participating in the prescription insurance program. Payment is to be made the first pay in July.

Coverage will change to the Wellness Plan effective July 1, 2015.

4.03 DENTAL INSURANCE

Subject to the provisions of Section 4.05 below, the Board shall provide family dental insurance for bargaining unit members.

4.04 VISION INSURANCE

Subject to the provisions of Section 4.05 below, the Board shall provide Vision insurance for bargaining unit members beginning July 1, 2015.

4.05 PAYMENT OF INSURANCE PREMIUMS

Effective July 1, 2001, the Board will pay ninety percent (90%) per month and employees will pay ten percent (10%) per month for any premium costs.

Employees are encouraged to tax shelter all insurance premium payments via an employee-funded Section 125 Flexible Spending Account.

4.06 LIFE INSURANCE

The Board will provide each certified employee with a forty-five thousand dollar (\$45,000.00) term life policy which includes accidental death and dismemberment.

4.07 OTHER INSURANCE PROVISIONS

Those certified/licensed employees who teach less than full time and who were employed after September 1, 1983, shall have the option of having all insurance paid on a prorated basis. Certified/licensed employees working less than half time will be charged seventy-five percent (75%) of premium of all insurance desired. Certified/licensed employees working less than full time will be charged fifty percent (50%) of premium of all insurance desired. Certified/licensed employees working less than full time, who are currently receiving insurance benefits equal to full-time employees, shall continue to receive said benefits on the same basis as regular full-time employees.

4.08 SECTION 125 ACCOUNT

A Section 125 Flexible Spending Account shall be available to each employee. Participation in such account shall be at the option of each individual employee. Participation shall be by payroll deduction, with all administrative and handling cost charged by the carrier being the responsibility of the employee(s). Full explanation of this program shall be the sole responsibility of the WEA.

The Board will deposit five hundred dollars (\$500) into the FSA for each member participating in the District's insurance plan under Section 4.01 (above) on July 1, 2015 and July 1, 2016. Program sunsets on June 30, 2017.

- 4.09** A. The Board will offer an optional HDHP Medical Insurance Plan. For those employees who choose this option the Board will contribute two hundred and fifty dollars (\$250) to a Health Savings Account for the employee.
- B. Medical insurance coverage will change effective July 1, 2015 from the Ideal Plan to the Wellness Plan.

4.10 INSURANCE COMMITTEE

The Association and the Board agree to establish an Insurance Committee to determine if there are changes that should be considered to the insurance program for the next negotiations time period.

This Committee will also be responsible for studying any changes imposed by the state and the potential impact thereof.

The Association will select the Association representatives to this Committee and the superintendent will select the Administrative representatives. There will be equal representation from the Association and the Administration.

4.11 HURON-ERIE SCHOOL EMPLOYEE INSURANCE ASSOCIATION (HESE) WORKING SPOUSE COVERAGE

If an employee's spouse is eligible to participate, as a current employee, self-employed individual (other than a sole proprietor) in a business or organization (e.g., partner, member), or retiree in group health insurance and/or prescription drug insurance sponsored by his/her employer, business, organization, or any retirement plan, the spouse must enroll for coverage in such employer, business, organization, or retirement plan sponsored group insurance coverage(s) no later than August 1, 2007.

This requirement does not apply to any spouse who:

- Works less than 20 hours per week and is required to pay more than 50% of the single premium to participate in his/her employer's, business's, organization's, or retirement plan's group health insurance coverage and/or prescription drug insurance.
- Is employed by another Huron-Erie School Employee Insurance Association (HESE) district, provided the spouse does not receive any available payment (or any other form of remuneration) from that HESE district for waiving health insurance and/or prescription drug insurance coverage.

Upon the spouse's enrollment in any such employer, business, organization, or retirement plan sponsored group insurance coverage, that coverage will become the primary payor of benefits and the coverage sponsored by HESE will become the secondary payor of benefits according to the primary plan's Coordination of Benefits and participation rules.

Any spouse who fails to enroll in any group insurance coverage sponsored by his/her employer, business, organization, or any retirement plan, as required by this section, shall be ineligible for benefits under such group insurance coverage sponsored by HESE.

It is the employee's responsibility to advise the HESE Health Benefit Plan (the "Plan") immediately (and not later than 30 days after any change in eligibility) if the employee's spouse becomes eligible to participate in group health insurance and/or prescription drug insurance sponsored by his/her employer, business, organization, or retirement plan after August 1, 2007. Upon becoming eligible, the employee's spouse must enroll in any group health insurance and/or prescription drug insurance sponsored by his/her employer, business, organization, or retirement plan unless he/she is exempt from this requirement in accordance with the exemptions stated in this section.

Every employee whose spouse participates in HESE's group health insurance coverage and/or prescription drug insurance coverage shall complete and submit to the Plan, 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, business, organization, or any retirement plan. If any employee fails to complete and submit the certification form by the required date, such employee's spouse will be removed immediately from all group health insurance and/or prescription drug insurance coverages sponsored by HESE. Additional documentation may be required.

If you submit false information, or fail to timely advise the Plan of a change in your spouse's eligibility for employer (or business, organization, or retirement plan) sponsored group health insurance and/or prescription drug insurance, and such false information or such failure by you results in the Plan providing benefits to which your spouse is not entitled, you will be personally liable to the Plan for reimbursement of benefits and expenses, including attorneys' fees and costs, incurred by the Plan. Any amount to be reimbursed by you may be deducted from the benefits to which you would otherwise be entitled. In addition, your spouse will be terminated immediately from group health insurance and/or prescription drug insurance coverage under the Plan. If you submit false information, you may be subject to disciplinary action, up to and including termination of employment.

ARTICLE V - ABSENCE/LEAVES

5.01 ASSAULT LEAVE

Notwithstanding the provisions of Section 3319.141 of the Ohio Revised Code, the Board will grant assault leave to cover employees absent due to physical disability resulting from assault under the following conditions.

Any certified/licensed teacher who must be absent from his/her duties due to physical disability resulting from an assault while teaching or in school related activities, on or off school premises, before, during, or after school hours, will be paid his/her full scheduled compensation for the period of such absence. Assault shall be defined as an unlawful attempt to do bodily injury to a teacher. Before assault leave will be granted, the teacher shall furnish to the superintendent, a written, signed statement describing the circumstances and events surrounding the assault, including the location and time of the assault, names and addresses of witnesses (if known), and a physician's statement as to the nature of the disability and its possible duration. The superintendent shall review the statement and make any further investigation he/she deems advisable. Should the injury render the teacher incapable of performing his/her duties for a period of more than five (5) days, then a medical examination may be made by a physician selected by the Board of Education, at the expense of the Board of Education. Any injury that would be presumed to be of a permanent nature (at least twelve (12) months duration) would require the teacher to apply for disability retirement.

5.02 ASSOCIATION LEAVE

- A. One (1) hour will be scheduled during the general staff meeting at the beginning of the school year for the Association to conduct business.
- B. The Board shall provide the Association with an allowance of eight (8) absence days for the specific purpose of conducting Association business. Further, the Association may purchase an additional four (4) days at the substitute teacher pay rate in effect on date leave is taken plus the retirement costs to the Board based on said payment. Association leave shall be subject to the following conditions and provisions:
 - 1. All expenses or costs beyond substitute pay for the annual allowance of days shall be the responsibility of the individual(s) and/or Association.
 - 2. Request(s) for use of Association leave shall be submitted to the superintendent on the Association leave form at least five (5) days in advance for approval and in order to obtain a substitute teacher. This request shall have the Association president's signature of approval before being submitted to the superintendent.
 - 3. Association leave shall be separate and apart from personal leave, professional leave, and extracurricular leave, and shall not be reflected in any individual personal accumulation. In the same respect, professional leave and extracurricular leave shall not be used for Association business or in lieu of Association leave.

5.03 EXTRACURRICULAR LEAVE

Extracurricular leave may be used in lieu of, but not in addition to, professional leave. All extracurricular persons may use two (2) days of professional leave for clinics of their choice and expenses will be paid by the Board of Education on the same basis as professional leave. Expenses for state tournaments will be paid by the athletic department governed by the approval of the high school principal. Substitute expense will be paid for by the Board of Education. Personal leave will be used by coaches. Expenses, with the exception of mileage, for the head coach will be paid for any tournament that involves a Willard student as a participant and absence will not be charged against professional or personal leave. Extracurricular leave must be requested and will be reimbursed the same as professional leave.

5.04 FAMILY AND MEDICAL LEAVE

The parties agree to abide by the terms and provisions of the federal Family and Medical Leave Act of 1993. All benefits guaranteed by the Act will be provided to employees covered by this Agreement and shall be in addition to any other benefits provided herein. Furthermore, the benefits of the FMLA are not intended to supersede or diminish any other leave provisions contained in this Agreement.

Family and Medical Leave will be granted up to twelve (12) weeks in any continuous twelve (12) month period for the following reason(s):

1. Birth of a child
2. Adoption of a child or placement of a foster child
3. To provide care for a sick spouse, child (biological, adopted, or legal ward), or parent
4. To address the individual employee's own serious health condition

Definition of Serious Health Condition: An illness, injury, impairment, physical or mental condition that involves:

- A. Inpatient care in a hospital, hospice, or residential medical facility
- B. Continuing treatment by a health care provider

Providing the employee has worked twelve (12) months and at least 1,250 hours of compensated time in the prior year, hospitalization, prescription, dental, and life insurance benefits will be continued at the employee's current level. Failure to return to work will require the employee to pay back the premiums paid by the Board during the absence.

At least thirty (30) days notice, in the event of a "foreseeable" leave (example: childbirth) shall be submitted, in writing, to the superintendent. If due to a family member or the employee's own serious health condition and "foreseeable" based on planned medical treatment, the employee shall give thirty (30) days notice or as soon as practical. The employee shall make all reasonable efforts to schedule treatment so as not to unduly disrupt operations of the district.

Leave may be taken "intermittently" or "reduced time" except for Number 1 and 2 above, when medically necessary. The employee may, however, be temporarily transferred to an available alternate position with equivalent pay or benefits which may better serve the district during the recurring periods of leave.

When a husband and a wife are employed by the Willard City Schools, an aggregate level of leave shall commence and be limited to twelve (12) weeks in any continuous twelve (12) month period if leave is taken for childbirth, adoption of a child, or placement of a foster child.

A Family and Medical Leave Request form (3430.01F1) must be submitted to the superintendent prior to the leave being granted. Family and medical leave is unpaid leave with previously defined benefits paid by the Board of Education for the duration of leave. The Board of Education may require certification by a physician.

Return to work rules following a family or medical leave shall be governed by the Family and Medical Leave Act of 1993.

Any alleged violation(s) of the Family and Medical Leave Act may be processed as a grievance utilizing the provisions contained herein; however, pursuit of such grievance shall not prevent an employee from otherwise enforcing his/her rights under FMLA as provided by law.

5.05 INJURY LEAVE

In the event of an injury to an employee in the course of duty, the injured employee shall elect whether:

1. to receive paid injury leave until workmen's compensation benefits begin
2. to receive sick leave.

The election, once made, shall not be changed. Injury leave shall not be charged to sick leave. As soon as practicable, the principle shall be notified. A written statement of all facts of the injury shall be submitted to the principal or immediate supervisor. If the employee received medical attention, a certificate from a licensed physician stating effect and duration shall be presented to the principal or immediate supervisor as soon as practicable. Injury leave cannot be accumulated.

5.06 MATERNITY/PARENTAL LEAVE

Leaves of absence, without pay, for maternity/paternity reasons shall be granted teachers, upon proper application, by the Board, subject to the restrictions stated herein as follows:

It is agreed that the teacher who becomes pregnant may continue to work provided that she is physically able and the rights of the pregnant employee will be pursuant to law. Further, the pregnant teacher wishing to take a leave of absence (child bearing) shall do so by written request.

The teacher wishing to take a leave of absence for the purpose of childcare shall request such leave within two (2) weeks of the date of birth of the child or of the date of adoption of the child. The Board shall approve leave of absence requests for childcare purposes for up to a maximum of one (1) year.

The teacher on leave of absence shall notify the superintendent, in writing, of his/her intent to return to employment with the school district by March 1 of the school year previous to the school year he/she intends to return.

Upon receipt of notification from the teacher of intent to return to work at the conclusion of the leave, a determination shall be made by administration if a vacancy is available. In the absence of a vacancy, a teacher with less seniority may be released from employment.

While the teacher is on leave, there shall be no accrual of seniority.

5.07 PERSONAL LEAVE

- A. Teachers shall be granted three (3) unrestricted days of absence during each school year without loss of salary to transact personal business or to attend to affairs of a personal nature which cannot be conducted outside the regular school day. No personal leave may be used during the first and last five (5) days of the school year. Exceptions may be granted at the discretion of the superintendent.
- B. Personal leave will not be deducted from sick leave.
- C. Personal leave cannot be used for leave which would otherwise be available through sick leave. Misuse of personal leave will result in an appropriate deduct in pay. Teachers requesting personal leave on the day before or after district holiday or vacation break must comply with provisions 1 and 3 of Section D below even if the request is submitted prior to five (5) school days before the expected absence.
- D. An employee must submit a written request to his/her principal (see Appendix D-1) for personal leave at least five (5) school days in advance of the taking of personal leave. The principal shall initial the request and forward to the superintendent's office. All requests must be approved, in writing, by the superintendent of schools or his designee.

If five (5) school days advance notice is not given, the following shall apply:

- 1. An explanation for the reason for the use of the personal day, and
 - 2. An explanation as to why five (5) school days notice was not given.
 - 3. Failure to provide the aforementioned explanations may constitute grounds for denial of the leave request.
- E. Requests for personal leave may be limited as to use on a specific date by the following formula:

<u>Assignment</u>	<u>Number of Teachers</u>
High School (7-12)	four (4)
Central Elementary (PK-3)	three (3)
New Haven Elementary (4-6)	two (2)
Richmond Elementary (4-6)	two (2)
Pupil Personnel	one (1)

The superintendent shall approve or deny the request on a first application for use basis. The superintendent may increase at his/her discretion the number of approved leaves in the event of an emergency.

5.08 PERSONAL LEAVE CONVERSION AND/OR CARRYOVER

- A. A teacher may carry over one (1) unused personal day per contract year up to a maximum of two (2) carry-over personal days. These carry-over days added to the three (3) personal days granted on a yearly basis will give the employee a potential maximum of four (4) personal days. (See Appendix D-2)
- B. A teacher may choose the option A from above or he/she may choose one of the following options:
 - 1. Convert two (2) unused personal leave days to sick leave.
 - 2. Carry over one (1) unused personal leave day to the next school year as personal leave and convert one (1) unused personal leave day to sick leave.

Each teacher will be responsible for notifying the treasurer's office with regard to options 1 and 2 by the last teacher workday. If the teacher does not notify the Board by the last teacher workday, the leave will be carried over as per Section A.

The potential maximum for personal leave accumulation remains at four (4). Sick leave may be accumulated to the maximum permitted by this Agreement.

5.09 PROFESSIONAL LEAVE/CONFERENCES

Employees will be granted three (3) days to attend at least one (1) academic or two (2) extracurricular professional meetings that contribute to the educational program or extracurricular program. A written request should be submitted well enough in advance to allow the principal to secure a qualified substitute, if necessary. Final approval of all requests will be made by the superintendent. If any request is denied, a written reason will be noted on the request form.

Reimbursement will be made for expenses upon presentation to the treasurer of the appropriate receipts and forms for all expenses. Meals, lodging, registration, mileage, and parking are allowable expenses as follows:

- a) Lodging expense is not to exceed ninety dollars (\$90.00) for a single occupancy; one hundred ten dollars (\$110.00) for a double occupancy; and one hundred twenty-five dollars (\$125.00) for a triple occupancy.
- b) Meals will be reimbursed to a maximum of thirty dollars (\$30.00) per day when attending an all-day conference. When attending a conference that lasts less than a full day, meals will be reimbursed up to a maximum of fifteen dollars (\$15.00).
- c) Transportation mileage shall be reimbursed at the rate of fifty-five cents (55¢) per mile, to a maximum of one hundred dollars (\$100.00).
- d) Registration fee will be limited to two hundred dollars (\$200.00).

Professional meetings include national, state, regional, district education meetings and/or workshops, and visitations. Extent of professional leave will be governed by each

year's appropriation and budget. Substitute teachers will be paid by the Board of Education for all professional meetings approved.

Each teacher may be given time during the school year to observe teaching methods and procedures. These assignments shall be made under the guidance and direction of the principal and superintendent.

A written report of the professional day shall be made to the principal and superintendent before expenses will be paid.

Each teacher may use one (1) night lodging, and if no expenses are requested for the next day, then only one (1) day professional leave will be charged. Additional nights' lodging must have prior approval of the superintendent. No overnight trips will be approved unless necessary to attend the conference.

5.10 REASONS FOR LEAVE OF ABSENCE

School employees may, with the approval of the Board of Education, secure a leave of absence for the following reasons:

1. Personal Illness
2. Disability
3. Educational or Professional Advancement
4. Maternity
5. Military Service (as provided in ORC 3319.14)
6. Child Care (including adoption)

A leave of absence for illness or disability will require a signed statement from the attending physician stating approximately the length of the absence.

Any approved unpaid leave, except family and medical leave, of more than ten (10) calendar days, will require the employee to begin paying for hospitalization, prescription, and dental benefits on a monthly basis. Providing that a leave is a "COBRA" qualifying event, the employee may make application to the insurance carrier to maintain medical benefits.

5.11 SICK LEAVE (Bereavement included)

- A. Each full-time bargaining unit member shall receive one and one-fourth (1 1/4) days sick leave per month of service, or a total of fifteen (15) days per year. All new employees without prior sick leave from another Ohio school district shall be granted five (5) days of sick leave credit with the effective date of their contracts. Sick leave shall accumulate for members of the bargaining unit to a maximum of two hundred sixty (260) days.
- B. New bargaining unit members shall receive credit for sick leave previously accumulated in any elementary or secondary school chartered by the State Department of Education including licensed parochial schools or similar institutions or public agencies in Ohio. It will be the responsibility of the individual to supply the treasurer with the address of the former employer to secure a certified record of the accumulated sick leave from the former employer.
- C. Sick leave hours may be used to cover personal illness, injury, pregnancy, exposure to contagious disease which could be communicated to other

employees, medical appointments, and illness in the immediate family. Employee's immediate family for this policy shall include spouse, children, father, mother, brother, sister, in-laws, grandparents, grandchildren, aunts, uncles, nieces, nephews, or other persons who have assumed similar positions regardless of residence.

- D. Bereavement information: Sick leave hours may be used to cover a death in the immediate family. Employee's immediate family for this policy shall include spouse, children, father, mother, brother, sister, in-laws, grandparents, grandchildren, aunts, uncles, nieces, nephews, or other persons who have assumed similar positions regardless of residence.

Should a situation arise where the above definition does not include any individual for whom an employee wishes bereavement leave, he/she may request leave approval from the superintendent.

5.12 ADOPTION LEAVE

A bargaining unit member adopting a child may be granted up to six (6) weeks of paid sick leave from accumulated sick leave. Additional unpaid leave may be available under FMLA (Family Medical Leave Act).

ARTICLE VI - EMPLOYMENT PRACTICES

6.01 MENTOR TEACHER PROGRAMS/RESIDENT EDUCATOR PROGRAM

A. Lead Mentor

A bargaining unit member or administrator employed by the District who does not perform evaluations of any current Resident Educators, designated by the Superintendent with input from the Association, who is responsible for managing the District's Resident Educator Program. The final authority for appointing the Lead Mentor rests with the Superintendent.

Responsibilities and qualifications will be based on rules, regulations and guidelines established by ODE and the Ohio Revised Code. The Lead Mentor must have completed all training required by ODE to serve as a Resident Educator Mentor. The Lead Mentor will work with principals to assign a Mentor for each Resident Educator.

The Lead Mentor will meet with each Resident Educator Mentor and Resident Educator once every three (3) weeks after the student day throughout the school year. Each meeting will last approximately thirty (30) minutes. The first ten (10) minutes of the meeting will be with the Resident Educators and the Resident Educator Mentors. Building administrators may join the meeting following the first ten (10) minutes.

The Lead Mentor will be a bargaining unit member. He/she will be issued a supplemental contract with a pay range of 16%-25% of the supplemental base salary. If there are no Resident Educators in a given school year, then no supplemental contract will be awarded. If there is no bargaining unit member who accepts the position of Lead Mentor, the Superintendent may appoint an administrator to the position.

B. Resident Educator Mentor

Resident Educator Mentors will be issued a supplemental contract in the pay range of 5%-10% of the supplemental base salary for the entire school year. The position will consist of two (2) six (6) month periods of July 1 through December 31 and January 1 through June 30. The supplemental pay will be prorated for each of the two (2) six (6) month periods. One (1) extended day will be given to each Resident Educator and his/her Mentor during each six (6) month period. All required training that must be conducted outside the school day will be through the use of extended days. Each Resident Educator and his/her Mentor will receive one full day of release time each grading period to be used for observations and collaboration related to the Resident Educator program. The release days for a Resident Educator and his/her mentor do not necessarily have to coincide. Any additional release days must be approved by the building principal.

6.02 NON-RENEWAL OF LIMITED CONTRACTS

- A. The non-renewal of a limited contract of a bargaining unit member who has taught in the district for three (3) or more years shall be pursuant to the following procedure:
1. Prior to the non-renewal of a bargaining unit member's contract who has taught in the district for three (3) or more years, the affected individual shall be advised by the evaluating administrator of the deficiencies forming the grounds of the administrator's recommendation for non-renewal. The bargaining unit member shall be given a reasonable opportunity to correct such performance prior to non-renewal of his/her contract.
 2. When the superintendent intends to recommend the non-renewal of an employee's limited contract, the employee shall be given a written statement describing the circumstances that led to the superintendent's recommendation at least ten (10) days, of which a minimum of three (3) shall be school days, prior to any official Board action being taken upon the superintendent's recommendation.
 3. An employee who is notified that his/her contract will be recommended for non-renewal shall have the right to request, through the superintendent, a meeting with the Board of Education. Such meeting shall occur prior to Board action on the superintendent's recommendation of non-renewal. At this meeting, the employee shall be entitled to Association representation.
 4. Neither the superintendent's recommendation nor the Board's action to non-renew shall be without just cause.
 5. Notice of the Board's intent to non-renew the limited contract of a bargaining unit member shall be provided in writing by April 30 either by personal service upon the teacher or by certified mail, return receipt requested.
 6. The non-renewal of a limited contract shall be subject to the grievance procedure and such grievance shall be filed at Step 4 of the grievance procedure. The grievant shall be entitled to immediate reinstatement/re-employment under the appropriate contract if there is any violation of the procedures contained herein or if the non-renewal was without just cause.
 7. The procedures outlined above supersede the procedures set forth in ORC 3319.11 specifically as they pertain to the non-renewal of limited contracts.
- B. For teachers who have taught in the district for less than three (3) years, the non-renewal of a limited contract shall be governed by the procedures set forth in ORC 3319.11.
- C. Supplemental contracts are excluded from the provisions of this section.
- D. For all non-renewals, the evaluation procedure in this contract shall supersede the evaluation requirements of Revised Code Section 3319.111.

6.03 REDUCTION IN FORCE

A reasonable reduction of instructional staff members may be made in the event that a reduction becomes necessary as a result of a decreased enrollment of pupils, return to duty of regular teachers after leaves of absence, or by reason of suspension of schools or territorial changes affecting the district, or lack of funds. When such reduction is deemed necessary, the reduction will be made in accordance with the following provisions:

1. Prior to proceeding with an anticipated staff reduction, the Association president shall be notified by the superintendent of schools of the Board's intent to consider a staff reduction. A meeting shall be held between representatives of the Association and representatives of the Board to review appropriate data indicating a need for a reduction in staff. The parties shall discuss why the reduction is deemed necessary, what teaching fields are to be affected, the extent of the anticipated reduction, and the possible effects of said reduction. Also, at this meeting, the Association will be provided with a seniority list of all bargaining unit members.
2. The seniority list shall be prepared by listing all teachers according to continuous service in the district within all areas of certification/licensure. Those on continuing contract shall be listed first according to continuous service in the district; then those on limited contracts shall be listed by continuous service in the district. The list shall include the date of initial employment (continuous) for each employee. Teachers using any Board-approved leave of absence shall not lose the seniority held prior to the leave, nor shall they gain additional seniority for the time on leave, i.e., a leave of absence shall not break an employee's continuous employment. If ties occur in seniority, regarding years of service, the teacher with the earliest date of board action to employ will be considered most senior. If ties still remain, the ties will be broken by the flip of a coin if and when such becomes necessary in order to implement a staff reduction.
3. Any reduction in staff will first be accomplished through attrition insofar as it is possible to do so, i.e., the number of persons affected by a reduction in staff will be kept to a minimum by not employing replacements for employees who retire or resign or by not replacing individuals who are non-renewed. If further reductions are necessary, the Board shall proceed to suspend contracts in accordance with the recommendation of the superintendent of schools who shall, within each teaching field affected, give preference to teachers on continuing contracts. Within each teaching field affected the teacher with the lowest rating on his/her evaluation will be the teacher whose contract is suspended. If two (2) or more teachers have comparable evaluations, layoff will occur in reverse order of seniority. For the 2013-2014 and 2014-2015 school years, all evaluations will be deemed comparable for RIF purposes.
4. Teachers whose continuing contracts are suspended shall have the right of restoration to continuing service status in reverse order of layoff, if and when teaching positions become vacant or are created for which any of such teachers are or become qualified. After restoration of teachers with continuing contracts, those on limited contracts shall also be restored in the manner described above. Restoration rights for teachers whose limited contracts were suspended shall commence upon the effective date of suspension and shall continue through the next three (3) full school years, unless removed from the recall list as stated below. For teachers with continuing contracts, restoration rights shall continue

until the teacher is returned to a teaching position or removed from the recall list as stated below.

5. A teacher whose contract is suspended shall be placed on a recall list stating years of continuous service to the district, subject(s) certified/licensed to teach, and type of contract held prior to suspension. A teacher on the recall list shall be offered a contract for a position for which he/she is certificated/licensed (or can become certificated/licensed) as positions become available and in inverse order - last discharged, first recalled. No teacher new to the district will be employed until all properly certificated/licensed teachers on the recall list have been offered a contract for a vacant position. The refusal of a recall to a part-time position shall not result in the teacher being removed from the recall list, unless the teacher was employed part-time prior to the layoff. A refusal of a recall to a full-time position shall result in a teacher being removed from the recall list. Recall notices shall be sent to the last address on file with the Board. Teachers shall be responsible for updating the Board on any change of address.
6. Insurance coverages provided to the certified/licensed staff may be continued by the teacher whose contract has been suspended under this provision, at his/her own cost, for the time period required by federal law.

6.04 LAYOFF

Reductions in force that are effectuated by financial reasons shall be subject to arbitration using the services of the American Arbitration Association.

The Board or bargaining unit may choose to use the expedited arbitration service of the American Arbitration Association. The party choosing to use the expedited service shall be responsible for the additional expense of said service.

6.05 TEACHER CONTRACTS/CONTINUING CONTRACTS

- A. As a general rule, a teacher new to the system will be given a one-year limited contract and upon a satisfactory completion of the year's work, a second limited contract of one (1) to three (3) years may be granted to a qualified degree teacher. Part-time teachers will receive one (1) year contracts.
- B. Eligibility for and the granting of continuing contracts shall be governed by Revised Code Section 3319.11, except as noted herein. Evaluation requirements of Revised Code, Section 3319.111, are superseded by the evaluation procedure in this contract. If a teacher becomes eligible for a continuing contract in the year his/her limited contract expires, or if a teacher becomes eligible for a continuing contract during the term of a multi-year contract, he/she may request consideration for a continuing contract. In both cases the following procedure shall be followed:
 1. The teacher is required to inform the treasurer in writing of his/her request to be considered for a continuing contract no later than September 1 of the year he/she wishes to be considered for a continuing contract. The treasurer will take the necessary actions to notify the immediate supervisor (for evaluation purposes) and the superintendent.

2. The teacher must submit a valid certificate or other appropriate verification to the superintendent by March 1 of the year in which the teacher is requesting consideration for a continuing contract.
 3. The Board of Education, prior to April 30, shall at a regular meeting consider on individual merit the teacher's request.
 4. If the Board rejects the request or fails to take action on the request, it shall be based on reason(s) that have been identified in the evaluation process between the employee and his/her evaluator(s). If the teacher is not granted a continuing contract, the teacher will receive a one-year contract for the next school year, unless non-renewal proceedings were properly instigated during the contract year in question.
- C. Teachers who are not to be re-employed shall be notified in writing on or before April 30. If a teacher does not desire re-employment, he/she should notify the Board, in writing, at the earliest possible date, preferably not later than May 31. Final deadline is July 10.
- D. Notice of annual salary will be given by the treasurer no later than July 1.

6.06 FBI / BCII (BACKGROUND) CHECK

Any current licensed professional staff member shall be required to undergo a criminal record check upon renewal of any license, certificate, or permit. In the case of a professional staff member holding a permanent teaching certificate, such criminal background check shall occur no less than every five (5) years on or before September 5 of the fifth year.

Bargaining unit employees will be responsible for a total of twenty dollars (\$20.00) for the combined cost of the BCI / FBI checks. The Willard Board of Education is responsible for the remaining costs associated with the background check.

6.07 TEACHER EVALUATION

A. Evaluation Procedure Defined

The evaluation procedure established in this agreement shall conform to the framework for the evaluation of teachers developed pursuant to Section 3319.112 of the Ohio Revised Code. Each completed evaluation will result in the assignment of a teacher effectiveness rating. The teacher effectiveness rating shall be derived from a summative evaluation where 50% of the overall evaluation is based on student growth measures as provided for in this agreement and 50% of the overall evaluation is based on a teacher's performance rating as provided for in this agreement.

B. Purpose

The purposes of teacher evaluation are:

1. To serve as a tool to advance the professional development of teachers.
2. To improve instruction.

3. To assist teachers and administrators in identifying and developing best educational practices in order to provide the greatest opportunity for student learning and achievement.

C. Application

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

1. Teachers working under a license issued under Chapter 3319 of the Revised Code or working under a professional or permanent certificate issued under former Section 3319.222 of the Revised Code who spend at least 50% of their time providing student instruction.
2. The evaluation of other bargaining unit personnel will comply with the same procedures and documents except without the student growth component.

D. Schedule for Evaluation

1. Each teacher shall be evaluated at least once each school year.
2. Each evaluation shall consist of at least two (2) formal observations and at least two (2) classroom walkthroughs.
3. The evaluation shall be completed no later than the first day of May and the teacher being evaluated shall receive a written report of the results of this evaluation not later than the tenth day of May.
4. Notwithstanding paragraph 1, the Board may evaluate each teacher who received a rating of Accomplished on the teacher's most recent evaluation conducted under this article once every three school years, so long as the teacher's student academic growth measure, for the most recent school year for which data is available, is average or higher, as determined by the department of education. In that case, the triennial evaluation shall be completed by the first day of May of the applicable school year, and the teacher shall receive a written report of the results of the evaluation by the tenth day of May of that school year. In any year that a teacher is not formally evaluated pursuant to this Article as a result of receiving a rating of Accomplished on the teacher's most recent evaluation, an individual qualified to evaluate a teacher under Article 6.07(I) shall conduct at least one formal observation of the teacher and hold at least one conference with the teacher.
5. Notwithstanding paragraph 1, the Board may evaluate each teacher who received a rating of Skilled on the teacher's most recent evaluation conducted under this article once every two school years, so long as the teacher's student academic growth measure, for the most recent school year for which data is available, is average or higher, as determined by the department of education. In that case, the biennial evaluation shall be completed by the first day of May of the applicable school year, and the teacher shall receive a written report of the results of the evaluation by the tenth day of May of that school year. In any year that a teacher is not formally evaluated pursuant to this Article as a result of receiving a rating

of Skilled on the teacher's most recent evaluation, an individual qualified to evaluate a teacher under Article 6.07(I) shall conduct at least one formal observation of the teacher and hold at least one conference with the teacher.

6. Notwithstanding paragraph 1, the Board may elect not to conduct an evaluation of a teacher who meets one of the following requirements:
 - a. The teacher was on leave from the School District for fifty percent (50%) or more of the school year, as calculated by the Board.
 - b. The teacher has submitted notice of retirement and that notice has been accepted by the Board not later than the first day of December of the school year in which the evaluation is otherwise scheduled to be conducted.
7. Notwithstanding the foregoing, teachers in their first three (3) years of employment with the Board will be evaluated each year. Nothing contained herein shall affect the Board's ability to evaluate a teacher in accordance with Article 6.07(F)(1)(b).

E. Criteria for Performance Assessment

1. A teacher's performance shall be assessed based on criteria set forth in the Evaluation Instrument, Appendix F, of this contract.
2. All monitoring or observation of the work performance of a teacher shall be conducted openly and with full knowledge of the teacher.

F. Observations

1. Schedule of Observations
 - a. A minimum of two (2) formal observations shall be conducted to support each performance assessment. A formal observation shall last a minimum of thirty (30) minutes. A teacher shall receive written documentation/feedback after the completion of each formal observation. Such documentation shall be supplied within five (5) school days.
 - b. If the Board has entered into a limited contract or extended limited contract with the teacher pursuant to Section 3319.11 of the Revised Code, the Board shall perform a minimum of three formal observations during the evaluation cycle in any school year in which the Board may wish to declare its intention not to reemploy the teacher pursuant to ORC 3319.11.
 - c. A teacher may request a formal observation at any time in addition to those required by this procedure which may then be held.
2. Observation Conference
 - a. The initial formal observation may be preceded by a conference between the evaluator and the teacher in order for the teacher to

explain plans and objectives for the work situation to be observed. Subsequent observations may be preceded by a conference.

- b. A post-observation conference shall be held after each formal observation.

G. Walkthroughs

1. An informal observation/classroom walkthrough is a:
 - Tool to inform evaluation that provides the opportunity to gather evidence of instruction over a series of short classroom visits;
 - Process for giving targeted evidenced-based feedback to teachers; and
 - Means for evaluators to visit classrooms more frequently and more purposefully.
2. An informal observation/classroom walkthrough is not a(n):
 - Formal observation;
 - “Gotcha” opportunity for supervisors or evaluators;
 - Isolated event; or
 - Shortcut to the observation protocol required as part of the teacher evaluation process.
3. All teachers benefit from informal classroom observations. Informal observations should not last more than 10 minutes. All walkthroughs should include written documentation returned to the teacher in a timely manner.
4. Informal classroom observations should be consistent and frequent. Evaluators should make an effort to observe teachers at varying times of the day and/or instructional period.
5. Although there may be no predetermined focus established (because of no preconference), the evaluator will find a focus based on the instruction, events, or discussions that are occurring in the classroom. A focus may also occur based upon past conferences and the need for follow-up observations.
6. Follow-up communication to informal classroom observations is a critical component. Follow-up will often be in writing and the teacher will be provided an opportunity to submit written comments on the observation form. The evaluator may also offer resources to help teachers refine their practice.
7. Teachers may identify instructional periods for the evaluator to observe as a means for the evaluator to collect evidence related to a specific focus the teacher and evaluator may be working on.
8. Data collected as evidence of teacher practice may be quantitative, qualitative, or a combination of both. Accuracy is essential to ensure the credibility of the process and the evaluator.

H. Finalization of Evaluation

1. Written Report

Before the evaluation cycle is final, and no later than May 10, a copy of the performance rubric and formal written evaluation report shall be given to the teacher and a conference may be held between the teacher and the evaluator upon request.

2. Completion of Evaluation Process

a. The summative evaluation of a teacher shall be based upon student growth measures and performance that is assessed during the walkthroughs and observations. The evaluation shall acknowledge the performance strengths of the teacher evaluated as well as performance deficiencies, if any. The evaluation report shall be signed by the evaluator and the teacher to verify notification to the teacher that the evaluation will be placed in the teacher's personnel file, but the teacher's signature should not be construed as evidence that the teacher agrees with the contents of the evaluation report.

b. The teacher shall have the right to make a written response to the evaluation and to have it attached to the evaluation report to be placed in the teacher's personnel file. A copy, signed by both parties, may be retained by the teacher.

I. Evaluators

1. An evaluator must be a credentialed person listed in R.C. 3319.111(D).

2. The person who is responsible for assessing a teacher's performance shall be:

a. Generally a District administrator or an ESC employee contracted by the District who is working in the District for those teachers with an expected level of student growth or a below expected level of student growth on the student growth measure dimension of the evaluation.

b. In the event a teacher performs work under the supervision of more than one supervisor, one evaluator shall be designated.

J. Training

1. Training on the evaluation framework and system will be provided for all credentialed evaluators and all teachers prior to the implementation of the evaluation framework, no later than September 15, 2013. In the case of a new teacher hired after this date, time will be allowed for the teacher to meet with his/her mentor to review the evaluation framework and system.

2. Training on the teacher evaluation framework and system will include the tools, processes, methodology, and the use of student growth measure data as necessary due to changes in framework and/or system.

K. Student Learning Objectives (SLOs) Committee

1. A committee consisting of four teachers and three administrators (one of whom must be the person completing the evaluation) must approve all SLOs.
2. The interval of instruction should generally be the length of the course.
3. The teacher must completely fill out the SLO application which must contain all seven components of an SLO; it must be submitted to the committee prior to the first Friday after the first Tuesday of the school year.
4. The classes being tested must have a minimum of 15 students.
5. The teacher must use at least two SLOs and no more than four SLOs.
6. The test being used for the SLO must be approved by the committee.
7. The final results of the SLO must be reported to the evaluator prior to May 1.
8. Once approved the SLO may not be changed without approval from the committee.
9. The following SLO cycle must be followed:
 - a. SLO approval
 - b. Mid-course Check-in
 - c. Final review of SLO Attainment and Scoring
 - d. Discussion of the Summative Rating and Impact on Practice.
10. It is strongly encouraged that teachers who teach the same subjects use the same assessments when they are appropriate and in no case should a single teacher create an assessment. Teachers are encouraged to collaborate throughout the SLO development process.

L. Evaluation Committee

1. A committee will be established to recommend any modifications to the evaluation procedure contained in the negotiated agreement and to develop and implement the training described in Section J above.
2. The committee shall be comprised of three (3) Association members appointed by the Association President and three (3) administrators appointed by the Superintendent.
3. The committee will establish the ground rules by which it will operate.

6.08 TEACHER TRANSFER

A. Voluntary Transfer (Teacher Initiated)

1. All members of the bargaining unit shall have the opportunity to apply for newly created, certified/licensed positions and/or existing job openings.
2. These positions shall be provided by list to all members of the bargaining unit monthly during the school year. If a vacancy occurs during the summer months when time is a critical factor in filling vacancies, the superintendent shall notify directly by mail and/or telephone service all employed staff that are certified/licensed for the position that is vacant or that is anticipated to be vacant. Notification shall also be made to the Association president.
3. The list/notification so provided will specify for each position:
 - a. the grade level and/or subject area
 - b. any known salary differentials
 - c. building

It is recognized that all building assignments are tentative and that a change in building specifications will entitle the teacher to withdraw his/her application.

4. Applications for positions must be submitted to the superintendent of schools within five (5) school days.
5. The final decision on teacher assignment rests with the superintendent of schools.

B. Necessary Transfers

1. Teachers will not be involuntarily transferred from one position to another without first having an opportunity for a conference with the superintendent of schools, and being notified, in writing, at the earliest possible time before the effective date of transfer.
2. A teacher transferred because a position is closed may file a written request to return to that position if it is reopened.
3. When involuntary transfers are made, teachers affected shall receive notice of open positions. Such teachers may submit a written request listing, in order of preference, those open positions to which they feel they possess the necessary certification/licensure and qualifications and to which they would like to be transferred.
4. A teacher subject to involuntary transfer shall be placed in another teaching position.
5. The final decision on teacher assignments rests with the superintendent of schools.

6.09 PROFESSIONAL DEVELOPMENT COMMITTEE

A. Purpose

A Local Professional Development Committee (LPDC) shall be established to oversee and review professional development plans for course work, continuing education units, and/or other equivalent activities. In addition, the LPDC shall be responsible for scheduling, planning, and providing appropriate professional development activities for certificated/licensed employees. Such activities shall be in keeping with the mission statement of the school district and the needs of the teachers and students. The LPDC shall have no authority to alter the terms of this Collective Bargaining Agreement nor any individual's employment contracts.

B. Term of Office

The term of office for members serving on the Committee shall be two (2) years. Terms shall be staggered. One-half (1/2) of the initial appointments shall be for three (3) years to facilitate the staggered terms.

C. Committee Composition and Selection

1. The Committee shall be comprised of five (5) members as follows:

three (3) teachers
two (2) administrators.
2. The teacher members shall be appointed by the WEA president. The administrator members shall be appointed by the superintendent.
3. In the event of a vacancy, the Committee member shall be replaced in accordance with 2 above.

D. Committee Guidelines

The LPDC shall be responsible for establishing the guidelines by which the Committee is to function. These guidelines should include, but not necessarily be limited to, the following:

1. A set of bylaws governing its operation, subject to statute and provisions herein. Decisions shall be made by majority vote of the Committee members present and voting, including the selection of the chairperson.
2. The criteria that will be used to determine whether or not an Individual Professional Development Plan (IPDP) will be approved, as well as the procedures for assessing the extent to which a staff member's IPDP has been accomplished.

E. Training

1. Members of the LPDC shall be afforded the opportunity to attend training on the purpose, responsibilities, functioning, and legal requirements of LPDC's.

2. LPDC training for Committee members shall constitute appropriate “equivalent activities” for purposes of the Committee members own individual development plans if they so decide by majority vote.

F. Meetings and Compensation

1. The LPDC shall meet as often as the members deem necessary to complete their work. Not later than September 10 each year, the Committee shall post in each building their meeting schedule. Additional meetings may be scheduled as necessary.
2. Each teacher member shall be paid eighteen dollars (\$18.00) per hour for up to forty (40) hours annually for committee work performed outside the regular workday or work year.

G. Appeals Process

Within thirty (30) days of publication of the Ohio State Department of Education regulations/guidelines on LPDC appeals, the WEA and the Board shall meet to bargain the appeals procedure which will herein apply.

6.10 PROFESSIONAL CONDUCT

The Association and the Board agree that all employees should exhibit appropriate conduct in accordance with established policies of the Willard City Schools. Should disciplinary measures be necessary, employees are guaranteed the following procedural rights. These measures are designed to encourage appropriate conduct and ensure that staff members adhere to the standards established by the Willard Board of Education, as well as to provide due process rights for teachers.

All disciplinary actions will be conducted in a fair and consistent manner. Nothing herein shall preclude the Administration from issuing more than one (1) warning or written reprimand. Based upon the severity of the situation, deviation from the procedural order may be warranted. Disputes over application of these procedures shall be subject to the negotiated grievance procedure.

Step One: NOTIFICATION Written notification of the problem with expected corrective action. Appropriate administrative help will be offered. This warning is to be written by the building principal with a copy being issued to the teacher and a copy provided to the superintendent. A copy will be placed in the employee’s personnel file.

Step Two: REPRIMAND A written reprimand shall be made by the building principal. It shall include a copy of previous warning(s) and corrective action to be taken. Appropriate administrative help will be offered. A copy will be issued to the teacher and a copy provided to the superintendent. A copy will be placed in the employee’s personnel file.

Step Three: SUSPENSION A one (1) day suspension from work with or without a corresponding loss of pay may be given by the superintendent. Copies of the written notice shall be provided to the building principal, placed in the employee’s

personnel file, and to the treasurer of the Board of Education.

Step Four: SUSPENSION A three (3) day suspension from work with or without a corresponding loss of pay may be given by the superintendent. Copies of the written notice shall be provided to the building principal, placed in the employee's personnel file, and to the treasurer of the Board of Education.

DUE PROCESS FOR SUSPENSION

Due process for suspensions shall consist of the following:

1. Written notification of the nature of the offense;
2. Opportunity for the teacher to have a conference with the building principal (if applicable);
3. Opportunity for a just cause hearing before the superintendent;
4. Right of representation at such hearing by an individual of his/her choice;
5. Written disposition by the superintendent within five (5) workdays of the date of the conference.
6. Written appeal by the teacher to meet with the Board within seven (7) days of the written disposition of the superintendent; and
7. Meeting with the Board within thirty (30) days of written appeal. The Board shall have the authority to modify or vacate the superintendent's disposition. All hearings related to suspensions shall be in executive session.

FILES

After three (3) years, a warning or written reprimand on file shall not be the basis of future disciplinary action provided there has been no reoccurrence of the offense in the subsequent three (3) years.

6.11 REHIRE OF RETIRED TEACHERS

- A. A retiree, with ten (10) or more years of service in a public, private, or parochial school accredited by the State of Ohio and public school experience accredited by a State Department of Education, shall be paid at the ten-year salary step level of the BS column. A retiree with less than ten (10) years of service in a public, private, or parochial school accredited by the State of Ohio and public school experience accredited by a State Department of Education, shall be paid at the actual salary step level of experience of the BS column and will advance up to ten (10) years. The retiree will not advance past ten (10) years on the salary schedule based on additional years of service or additional training so long as employed by the Board. This section shall expressly supersede Chapter 3317 of the Ohio Revised Code. A retiree may be hired on a part-time basis, in which case salary shall be prorated based upon a full workday.
- B. A retiree shall receive a one-year limited teaching contract which shall expire automatically at the end of the stated term. No notice of non-renewal is required. Continuation of the employment of a retiree through offering new one-year limited contracts which automatically expire shall be at the election of the Board and upon recommendation of the superintendent. A retiree is not eligible for a continuing teaching contract regardless of years of employment as a retiree with the Board.

The parties specifically waive all rights for such employees pursuant to ORC §§3319.11 and 3319.111. Other provisions of the Negotiated Agreement and ORC §3313.53 are waived with respect to retiree eligibility for supplemental contracts, which shall only be offered to a retiree at the superintendent's discretion.

- C. A retiree shall accumulate and may use sick leave but shall not be entitled to severance pay upon conclusion of employment as a retiree. The district may advance a re-employed teacher up to five (5) days sick leave.
- D. A retiree is entitled to participate in insurances provided to bargaining unit members only by paying the full cost of such insurances.
- E. A retiree shall not accumulate seniority in the bargaining unit, and has no right of recall in the event of a reduction in force.
- F. The Board and the Association expressly intend that this article supersede any differing or inconsistent terms of the Negotiated Agreement or provisions of the Ohio Revised Code which pertain to teacher employment, including but not limited to, terms, provisions and statutes pertaining to teacher salary and salary schedule advancement, contract status, duration of contract, procedural requirements for contract non-renewal, evaluation requirements related to teacher contract non-renewal, reduction in force, seniority and severance pay, and regardless of whether such terms or provisions are specifically cited herein.
- G. Any provisions of the Negotiated Agreement governing mentorship shall not apply to a retiree.

ARTICLE VII - WORKING CONDITIONS

7.01 ACADEMIC FREEDOM

- A. Academic Freedom will be guaranteed to professional staff members in order to create in the classroom an atmosphere of freedom which permits students to raise questions dealing with critical issues of the time and which maintains an environment conducive to the study, investigation, presentation and interpretation of facts which stress the interplay of ideas. The professional staff member is responsible for exercising his/her judgment in selection of educational methodology and/or selecting for discussion those relevant issues which he/she may deem to be of value to the maturity and understanding of the students involved.
- B. The private life of a professional staff member is not within the appropriate concern or attention of the Board except as it may directly prevent the professional staff member from properly performing his/her assigned functions.
- C. Each teacher is the final authority in evaluating students in his/her charge with respect to grades. It is understood that all grading and evaluating of students must comply with all relevant Board policy and with the Administrative policies and procedures as stated in the teacher's handbook of the respective buildings.

A change of any student's grade, either in an individual grading period or final grade, without the teacher's written consent, will occur only if it is demonstrated that the grade was not given to the teacher and shall include, in writing, the reason(s) for the change.

If the teacher objects to said change, he/she shall appeal the change to the building principal. If still not satisfied, the teacher may appeal to the Board of Education through its designee, the superintendent of schools.

The final resolution is the responsibility of the superintendent of schools. The superintendent shall notify, in writing, the building principal and teacher of his/her decision and shall give written reason(s) for the decision.

Any grievance(s) regarding Section 7.01, subsection C, is restricted to grievance(s) regarding procedural compliance.

Any issues/complaints regarding Section 7.01, subsection A, shall be restricted to consideration by the Labor Management Committee. The issue/complaint shall be presented to the Labor Management Committee for discussion and final resolution.

7.02 ASSOCIATION RIGHTS AND RESPONSIBILITIES

- A. Inasmuch as the Association is recognized as the sole organization representing the teachers, the Board recognizes that in order to effectively represent and communicate with its members, certain services are necessary.
- B. The Board therefore authorizes the Association the following rights as the only representative of the certified/licensed staff.

1. To use the facilities of any building for meetings, without fee, upon notification of the administrator in charge of such building. Permission to use such facilities shall be given as long as it does not interfere with any previously authorized activity in said building.
2. To use Board owned equipment including typewriters, calculators, duplicating equipment, and audio-visual equipment at times which do not interfere with the operation of the school system. Any expendable supplies, such as duplication and typing paper, duplicating masters and stencils, will be supplied by the Association. If Board supplies are used, the Association shall notify the Board of such use, and shall reimburse the Board accordingly. The Association shall pay for damage to equipment which occurs during Association use, except for damage from normal wear and tear.
3. To use the inter-school mail system in the schools' offices to distribute Association bulletins, newsletters, or other circulars.
4. To use bulletin boards in teacher lounges or workrooms to disseminate information to teachers.
5. To use telephones in any building to carry out Association business. Any fees or toll call charges shall be paid by the Association through use of credit cards or collect calls. These calls are not to be made at a time that interferes with duties assigned by the Board and Administration.
6. All employees shall be provided one (1) copy of the teacher personnel directory.
7. The Board shall provide the Association with the name(s), address(es), and telephone number(s) of newly hired certified/licensed staff, providing the newly hired employee agrees. The Association may participate in the new teacher orientation program.
8. The Association president shall receive a copy of the Board agenda.

The Association shall receive a copy of the Board's record of proceedings.

The Association shall receive a copy of the existing policy book and all subsequent updates.

7.03 CLASS SIZE

- A. It is recognized by the Association and the Board that pupil-teacher ratio is an important aspect of an effective educational program. The Board agrees to the following maximums for class size:

K - 2	23 students
3 - 4	25 students
5 - 6	27 students
7 - 12	30 students

Effective with the move into the new K-12 building in 2015, the maximums for class size will become:

K - 2	24 students
3 - 4	26 students
5 - 6	28 students
7 - 12	30 students

- B. If a class exceeds the maximum, a teacher may request a meeting of the Class Size Committee, which will consist of the building principal, the teacher, and an Association representative. The Committee will make a recommendation to the superintendent, who will act on the recommendation.
 - C. Should the class size exceed the above stated limits, the superintendent will take one (1) of the following actions:
 - 1. assign a daily voluntary community aide
 - 2. assign a daily educational aide
- NOTE: Times to be set by the superintendent with the amount of time increasing in proportion to the number of students in excess of the above maximum.
- D. Prior to the implementation of "inclusion" the parties shall meet to discuss the affects of such implementation.

7.04 EMPLOYEES RIGHT OF ACCESS TO PERSONAL FILES

All employees shall have the right of access to their personal file compiled by the school district upon request to the superintendent. As provided by law, each employee shall have the right to question items placed there by the school district.

7.05 INFORMATION

Upon request, the following information will be furnished to the WEA president:

- 1. Salary grid of all employees represented by the WEA.
- 2. Class Size Data:
 - a. actual for each semester
 - b. projections - when prepared
- 3. New Employee List (address and building assignment)
- 4. Sick Leave Data
- 5. Personal Leave Data
- 6. July Tax Budget
- 7. Annual Appropriations
- 8. Year-end Treasurer's Report by Detailed Fund/Function/Object Number

9. Monthly Treasurer's Report - Same format as above
10. SM-1 and SM-2's
11. Amended Certificates of Estimated Resources
12. Membership Data

7.06 SCHOOL CALENDAR

The following procedure will be followed in the adoption of the school calendar:

1. A Calendar Committee will be established by either the Board of Education, the Association, or both parties to develop calendars in January of each school year.
2. The establishment of the Committee shall be by mutual agreement of both parties.
3. The Committee will submit to the superintendent the proposed calendars for review and to be typed into format.
4. Any necessary changes brought about by the superintendent's review will be directed to the Committee for modification.
5. The Association will submit the calendars for a vote and direct the results to the superintendent.
6. Any changes in the adopted calendar shall, when practicable, be made after consultation with the president of WEA.
7. Any days made up as a result of ORC 3319.08 (after the first five (5) calamity days), in order to meet the teacher school year set forth in Article 7.10, will be made up according to an ordered list of dates provided at the time of the calendar adoption. The decision whether to use blizzard bags to make up to three (3) days after the first five (5) calamity days will be made each year. Any days made up through the use of blizzard bags will count toward the teachers' school year set forth in Article 7.10.
8. Adoption of an official school calendar shall be at the discretion of the Board of Education.

7.07 TEACHING HOURS/WORKDAY

- A. Teachers shall be on duty in accordance with the school calendar.

Teachers having supplemental contract for extended service shall work such additional days as are required by such contracts.

- B. The normal school day shall be seven and one-half (7 1/2) continuous hours, including a lunch period of no less than thirty (30) consecutive minutes.
- C. Applicable state minimum standards regarding teachers non-pupil contact time or periods shall be observed by the Board. Each full-time secondary and junior high

teacher shall be provided a daily conference period equal to at least forty-five (45) minutes in length during the actual teaching day.

Full-time elementary teachers shall have two hundred (200) minutes of conference time each week including specials.

- D. Teachers assigned to substitute using any of the conference time referred to in paragraph C above are entitled to compensation at the rate of eighteen dollars (\$18.00) per period. Teachers that volunteer to substitute shall not receive additional compensation. For purposes of this provision, a period shall equal forty-five (45) minutes. The eighteen dollar (\$18.00) rate will be prorated if more or less than a period.
- E. Teachers shall not lose any salary on days school is closed due to inclement weather or public utility curtailment. However, such days as are designated for make-up days due to the closing of schools shall not call for additional compensation excepting only to the extent that total days of duty for a teacher may not exceed that provided in his/her contract and/or the applicable school calendar except as otherwise provided by law.
- F. In the absence of the regular teacher, a qualified substitute teacher will be obtained whenever practicable.

7.08 CLASSROOM INCLUSION AND IEPs

- A. A special education teacher must be involved in the development and revisions of, and must sign, any IEP for which he/she is to be held responsible.
- B. At least one (1) regular education teacher should be involved in the development and revisions of each student's IEP. Regular education teachers shall be invited on a voluntary basis but shall not be required to attend IEP conferences outside the workday. It is understood that the terms of the IEP must be followed by all teachers who provide services to such students.
- C. No bargaining unit member who is not a certificated/licensed school nurse shall be required to administer medication or to perform medical or custodial care services. Bargaining unit members may administer first aid as is appropriate.
- D. Teachers who service any student(s) whose education is directed by an IEP or a Section 504 Plan shall be notified prior to the first day of school of the students' name(s) and required classroom modifications. Teachers of students newly enrolled shall be notified as soon as possible.

The determination of the size of classes shall take into consideration any extraordinary demands on physical space, teacher contact, and/or teacher supervision.

7.09 LABOR MANAGEMENT COMMITTEE

The Board and the Association, desiring to foster better day-to-day communications, and to achieve and maintain a mutually beneficial relationship through the use of a continuing communications program to effectively maintain stable labor-management relations and avoid controversies have formed a Labor-Management Committee (LMC).

At the start of each school year the Association president and the superintendent shall establish a schedule of regular Labor Management Committee meetings. Additional meetings may be scheduled at the request of either party.

A tentative agenda for each meeting shall be jointly prepared by the Association president and the superintendent. These meetings shall not be used to adjust grievances, alter terms of this agreement or an individual's employment contract, nor to abridge management rights.

Chairmanship of the meetings shall alternate between the parties.

Minutes shall be prepared for each meeting of the Labor Management Committee and shall be distributed to all administrators, Board members, and bargaining unit members.

7.10 TEACHER SCHOOL YEAR

The teacher school year shall consist of 183 days, to be divided as follows:

178	student instruction
2	parent-teacher conferences (or equivalent)
<u>3</u>	meetings and in-service
183	total

Effective with the 2000-2001 school year, the teacher school year shall be lengthened by one day, with appropriate additional compensation of each teacher's per diem rate. The purpose of this additional day shall be for professional development activities.

The professional development day shall be earned in one (1) hour increments by teachers individually attending professional development activities outside the regular workday. This day shall be considered seven (7) hours in length. Part-time employees shall be required to earn professional development hours in direct proportion to their regular contract day.

The Board will provide the opportunity for teachers to satisfy all of their voucher hours requirements for an entire school year in a single day prior to the start of the school year. Attendance at this opportunity is voluntary. Those teachers who choose to attend will satisfy the yearly voucher hours requirement in this single day. Those teachers who choose not to attend this one-day opportunity must satisfy the voucher hours requirement on their own time outside the regular contracted day.

All earned hours must be documented on the form found in Appendix G. For the purpose of calculating earned hours, the year shall begin June 1 and end May 30. Hours earned during one year may not be carried over into the following year.

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

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

Teachers are expected to fulfill the seven (7) hour requirement. While the Board will maintain records showing each teacher's earned hours, it is each teacher's responsibility to account for the time to ensure completion of the requirement.

Failure to earn the seven (7) hours will result in a corresponding loss of pay, to be deducted from the teacher's final paycheck of the contract year. Similar adjustments in pay will be made in the event that a teacher leaves the district before May 30 without completing the requirement.

Failure to earn the required hours may be reflected in the teacher's evaluation; however, the teacher shall not be subject to discipline on that basis.

No teacher may use sick leave or personal leave to substitute for professional development hours, unless the teacher has been on a long-term Board-approved leave.

7.11 SCHOOL IMPROVEMENT COMMITTEE

Any school Improvement Committee that is created as a result of the implementation of ESEA shall consist of teachers on a voluntary basis, an administrator from each building, and the superintendent or his/her designee. Decisions of the Committee will be made by consensus and no SIP will be implemented without the mutual agreement of the WEA and the superintendent. Compensation for work on the Committee will follow the guidelines set forth under the Professional Development Committee.

7.12 VIRTUAL LEARNING ACADEMY

- A. Teachers providing Virtual Learning Academy (VLA) services are required to be qualified/certified to teach in the grade/subject area that s/he will supervise.
- B. VLA assignments will be offered to the "teacher of record" first. If the teacher of record declines the assignment, the assignment will be posted for five (5) calendar days. The assignment will be offered to other teachers, in order of seniority, from among those teachers who respond to the posting.
- C. Once a teacher has been assigned two (2) students, any additional students must first be offered to other teachers, in order of seniority, before any teacher may be assigned more than two (2) students. There will be no reduction in the employment status of teachers because of the implementation of the VLA.
- D. Certified teachers who work with students who are approved for VLA will be paid \$175.00 if the student completes all of the lessons for the class. If the student completes some, but not all of the lessons for the class, then the teacher will receive a proportionate amount of the \$175.00 based on the number of lessons completed compared to the total number of lessons that were available (e.g., if the student completes 50% of the number of available lessons, then the teacher will receive 50% of \$175.00 or \$87.50). Teachers whose students complete the entire VLA lesson cycle will receive an additional \$35.00 (i.e., \$175.00 plus \$35.00, or \$210.00 total).
- E. VLA instructors will submit a student completion report which will indicate the number of assignments completed by the student, in order to receive

compensation. By way of example: student completed 18/18 lessons or student completed 32/36 lessons.

7.13 NEW FACILITIES

As new buildings are opened and staff is reassigned to new worksites, the following provisions shall apply.

- A. Staff will be responsible for packing and unpacking their items to be moved.
- B. Moving of all school-owned items will be the responsibility of the persons outside the teacher bargaining unit.
- C. The Board will supply up to 15 boxes per teacher.

ARTICLE VIII - DURATION AND EFFECT OF AGREEMENT

8.01 CONTRARY TO LAW PROVISION

- A. Except as specifically set forth in Section 4117.10 (A) of the Ohio Revised Code, this contract supersedes and prevails over all statutes of the State of Ohio and all policies, rules, and regulations of the Board and/or Administration. However, should the State Employment Relations Board or any court of competent jurisdiction determine, after all appeals or times for appeal have been exhausted, that any provision herein is unlawful, such provision shall be null and void, but all other provisions of this contract shall remain in full force and effect. Within thirty (30) workdays, the parties shall meet to negotiate a replacement provision for any declared to be unlawful. To be valid, a replacement provision must be properly ratified and signed by each party.
- B. If, during the term of this agreement, there is a change in any applicable state or federal law, including changes brought about through the implementation of ESEA, or valid rule or regulation adopted by a federal agency or a state agency pursuant thereto, which would invalidate any provision of this agreement, the parties will meet to negotiate any necessary change in the agreement relative to the affected provision within sixty (60) days by demand of either party.
- C. If the parties cannot reach agreement with regard to 8.01 (B), either party may request the outstanding issues arising from changes noted in 8.01 (B) be presented for fact finding using the services of the Federal Mediation and Conciliation Service (FMCS) or the State Employment Relations Board (SERB). If the Fact Finding Report is rejected by either party, the parties will continue with the Dispute Resolution Procedure as outlined in Article I (1.04 [H]).

8.02 ENTIRE AGREEMENT

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

Except as otherwise specifically provided in the written provisions of this agreement, the Board of Education has the sole and exclusive right to make all decisions relevant to the conduct and management of the schools as prescribed by law.

8.03 DURATION OF AGREEMENT

All provisions of this agreement, unless specifically indicated otherwise, shall become effective July 1, 2014, and shall remain in full force and effect through June 30, 2017, both dates inclusive.

WILLARD EDUCATION ASSOCIATION OEA/NEA

WILLARD BOARD OF EDUCATION

Michelle Aplin 2-26-15
PRESIDENT DATE

[Signature] 3-30-15
BOARD PRESIDENT DATE

Kevin Stearns 2-26-15
NEGOTIATIONS TEAM MEMBER

Jim R. [Signature] 3/30/15
SUPERINTENDENT

Jane M. [Signature] 2/26/15
NEGOTIATIONS TEAM MEMBER

Cynthia [Signature]
TREASURER
3/30/15

Kyle O. [Signature] 2/26/15
NEGOTIATIONS TEAM MEMBER

Marta [Signature]
AGENT OF RECORD FOR SERB

GRIEVANCE REPORT FORM

Date of Occurrence

Informal Discussion Date

LEVEL ONE

Submit to immediate supervisor after five (5) school days have elapsed since an informal discussion with supervisor.

Aggrieved Person(s): _____ Building _____

Date submitted to immediate supervisor: _____ 20_____

STATEMENT OF GRIEVANCE
(Include section of contract violated)

GRIEVANCE RELIEF SOUGHT
(To be completed by grievant)

Signature of Aggrieved Person(s)

Date of Formal Meeting

REPLY TO LEVEL ONE GRIEVANCE
(To be returned to grievant within five (5) school days after formal meeting with grievant.)

RESPONSE OF SUPERVISOR AND REASONS THEREFORE

Signature (Supervisor)

Date of Disposition 20_____

Aggrieved Response (Check One)

- _____ Decision Accepted
- _____ Decision to be Advanced
- _____ Deadline Expired

Signature of Aggrieved Person(s)

Date of Disposition 20_____

GRIEVANCE REPORT FORM

LEVEL TWO

Submit to superintendent within five (5) school days after receiving disposition notice of Level One.

Aggrieved Person(s): _____ Building _____

Date submitted to superintendent: _____ 20_____

STATEMENT OF GRIEVANCE
(Include section of contract violated)

GRIEVANCE RELIEF SOUGHT
(To be completed by grievant)

Signature of Aggrieved Person(s)

REPLY TO LEVEL TWO GRIEVANCE

(To be returned to grievant within five (5) school days after formal meeting with grievant.)

Superintendent

_____ 20_____
Date of Disposition

_____ 20_____
Notification to Bargaining Agent

Aggrieved Response (Check One)

- Decision Accepted
- Decision to be Advanced
- Deadline Expired

Signature of Aggrieved Person(s)

_____ 20_____
Date of Disposition

GRIEVANCE REPORT FORM

LEVEL THREE

To be placed on the agenda of the next regularly scheduled Board of Education meeting.

Aggrieved Person(s): _____ Building _____

STATEMENT OF GRIEVANCE
(Include section of contract violated)

GRIEVANCE RELIEF SOUGHT
(To be completed by grievant)

Signature of Aggrieved Person(s)

NOTE: The aggrieved person(s) shall have the right to be represented at the Board of Education meeting by counsel and/or by a representative of his/her employee organization. If the aggrieved, with concurrence of the bargaining agent, is not satisfied with the disposition of the grievance at the completion of Level Three, the grievance may, within ten (10) school days, be submitted to the American Arbitration Association for binding arbitration.

DECISION OF THE BOARD OF EDUCATION

Date of Hearing _____ 20 _____

Date of Final Disposition of Grievance _____ 20 _____

Decision of Board of Education and Reasons Therefore:

Signature, President, Board of Education
Willard City Schools

NOTE: The superintendent shall submit copies of the final disposition of this grievance to the aggrieved, principal, Willard Education Association, Willard Board of Education, and a copy retained by the superintendent.

**WILLARD CITY SCHOOL DISTRICT
SALARY SCHEDULE
2014-2015 SCHOOL YEAR**

	B.S.	150 Hours B.S.+12	B.S.+24	M.A.	M.A.+15	MA+30
Step 0	\$32,674 1.00	\$33,981 1.04	\$35,288 1.08	\$36,595 1.12	\$37,902 1.16	\$39,209 1.20
Step 1	\$33,981 1.04	\$35,288 1.08	\$36,595 1.12	\$37,902 1.16	\$39,209 1.20	\$40,843 1.25
Step 2	\$35,288 1.08	\$36,595 1.12	\$37,902 1.16	\$39,209 1.20	\$40,843 1.25	\$42,476 1.30
Step 3	\$36,595 1.12	\$37,902 1.16	\$39,209 1.20	\$40,843 1.25	\$42,476 1.30	\$44,110 1.35
Step 4	\$37,902 1.16	\$39,209 1.20	\$40,843 1.25	\$42,476 1.30	\$44,110 1.35	\$45,744 1.40
Step 5	\$39,209 1.20	\$40,843 1.25	\$42,476 1.30	\$44,110 1.35	\$45,744 1.40	\$47,377 1.45
Step 6	\$40,843 1.25	\$42,476 1.30	\$44,110 1.35	\$45,744 1.40	\$47,377 1.45	\$49,011 1.50
Step 7	\$42,476 1.30	\$44,110 1.35	\$45,744 1.40	\$47,377 1.45	\$49,011 1.50	\$50,645 1.55
Step 8	\$44,110 1.35	\$45,744 1.40	\$47,377 1.45	\$49,011 1.50	\$50,645 1.55	\$52,278 1.60
Step 9	\$45,744 1.40	\$47,377 1.45	\$49,011 1.50	\$50,645 1.55	\$52,278 1.60	\$53,912 1.65
Step 10	\$47,377 1.45	\$49,011 1.50	\$50,645 1.55	\$52,278 1.60	\$53,912 1.65	\$55,546 1.70
Step 11	\$49,011 1.50	\$50,645 1.55	\$52,278 1.60	\$53,912 1.65	\$55,546 1.70	\$57,180 1.75
Step 12	\$50,645 1.55	\$52,278 1.60	\$53,912 1.65	\$55,546 1.70	\$57,180 1.75	\$58,813 1.80
Step 13	\$52,278 1.60	\$53,912 1.65	\$55,546 1.70	\$57,180 1.75	\$58,813 1.80	\$60,447 1.85
Step 14	\$53,912 1.65	\$55,546 1.70	\$57,180 1.75	\$58,813 1.80	\$60,447 1.85	\$62,081 1.90
Step 16	\$55,546 1.70	\$57,180 1.75	\$58,813 1.80	\$60,447 1.85	\$62,081 1.90	\$63,714 1.95
Step 18	\$57,180 1.75	\$58,813 1.80	\$60,447 1.85	\$62,081 1.90	\$63,714 1.95	\$65,348 2.00
Step 20	\$58,813 1.80	\$60,447 1.85	\$62,081 1.90	\$63,714 1.95	\$65,348 2.00	\$66,982 2.05
*Step 24	\$59,413	\$61,047	\$62,681	\$64,314	\$65,948	\$67,582
**Step 26	\$60,013	\$61,647	\$63,281	\$64,914	\$66,548	\$68,182

*\$600 added to Step 20 to create Step 24.

**\$600 added to Step 24 to create Step 26.

All hours past degree must be graduate.

**WILLARD CITY SCHOOL DISTRICT
SALARY SCHEDULE
2015-2016 SCHOOL YEAR**

	B.S.	150 Hours B.S.+12	B.S.+24	M.A.	M.A.+15	MA+30
Step 0	\$33,654 1.00	\$35,000 1.04	\$36,346 1.08	\$37,692 1.12	\$39,039 1.16	\$40,385 1.20
Step 1	\$35,000 1.04	\$36,346 1.08	\$37,692 1.12	\$39,039 1.16	\$40,385 1.20	\$42,068 1.25
Step 2	\$36,346 1.08	\$37,692 1.12	\$39,039 1.16	\$40,385 1.20	\$42,068 1.25	\$43,750 1.30
Step 3	\$37,692 1.12	\$39,039 1.16	\$40,385 1.20	\$42,068 1.25	\$43,750 1.30	\$45,433 1.35
Step 4	\$39,039 1.16	\$40,385 1.20	\$42,068 1.25	\$43,750 1.30	\$45,433 1.35	\$47,116 1.40
Step 5	\$40,385 1.20	\$42,068 1.25	\$43,750 1.30	\$45,433 1.35	\$47,116 1.40	\$48,798 1.45
Step 6	\$42,068 1.25	\$43,750 1.30	\$45,433 1.35	\$47,116 1.40	\$48,798 1.45	\$50,481 1.50
Step 7	\$43,750 1.30	\$45,433 1.35	\$47,116 1.40	\$48,798 1.45	\$50,481 1.50	\$52,164 1.55
Step 8	\$45,433 1.35	\$47,116 1.40	\$48,798 1.45	\$50,481 1.50	\$52,164 1.55	\$53,846 1.60
Step 9	\$47,116 1.40	\$48,798 1.45	\$50,481 1.50	\$52,164 1.55	\$53,846 1.60	\$55,529 1.65
Step 10	\$48,798 1.45	\$50,481 1.50	\$52,164 1.55	\$53,846 1.60	\$55,529 1.65	\$57,212 1.70
Step 11	\$50,481 1.50	\$52,164 1.55	\$53,846 1.60	\$55,529 1.65	\$57,212 1.70	\$58,895 1.75
Step 12	\$52,164 1.55	\$53,846 1.60	\$55,529 1.65	\$57,212 1.70	\$58,895 1.75	\$60,577 1.80
Step 13	\$53,846 1.60	\$55,529 1.65	\$57,212 1.70	\$58,895 1.75	\$60,577 1.80	\$62,260 1.85
Step 14	\$55,529 1.65	\$57,212 1.70	\$58,895 1.75	\$60,577 1.80	\$62,260 1.85	\$63,943 1.90
Step 16	\$57,212 1.70	\$58,895 1.75	\$60,577 1.80	\$62,260 1.85	\$63,943 1.90	\$65,625 1.95
Step 18	\$58,895 1.75	\$60,577 1.80	\$62,260 1.85	\$63,943 1.90	\$65,625 1.95	\$67,308 2.00
Step 20	\$60,577 1.80	\$62,260 1.85	\$63,943 1.90	\$65,625 1.95	\$67,308 2.00	\$68,991 2.05
*Step 24	\$61,177	\$62,860	\$64,543	\$66,225	\$67,908	\$69,591
**Step 26	\$61,777	\$63,460	\$65,143	\$66,825	\$68,508	\$70,191

*\$600 added to Step 20 to create Step 24.

**\$600 added to Step 24 to create Step 26.

All hours past degree must be graduate.

**WILLARD CITY SCHOOL DISTRICT
SALARY SCHEDULE
2016-2017 SCHOOL YEAR**

	150 Hours					
	B.S.	B.S.+12	B.S.+24	M.A.	M.A.+15	MA+30
Step 0	\$34,664 1.00	\$36,051 1.04	\$37,437 1.08	\$38,824 1.12	\$40,210 1.16	\$41,597 1.20
Step 1	\$36,051 1.04	\$37,437 1.08	\$38,824 1.12	\$40,210 1.16	\$41,597 1.20	\$43,330 1.25
Step 2	\$37,437 1.08	\$38,824 1.12	\$40,210 1.16	\$41,597 1.20	\$43,330 1.25	\$45,063 1.30
Step 3	\$38,824 1.12	\$40,210 1.16	\$41,597 1.20	\$43,330 1.25	\$45,063 1.30	\$46,796 1.35
Step 4	\$40,210 1.16	\$41,597 1.20	\$43,330 1.25	\$45,063 1.30	\$46,796 1.35	\$48,530 1.40
Step 5	\$41,597 1.20	\$43,330 1.25	\$45,063 1.30	\$46,796 1.35	\$48,530 1.40	\$50,263 1.45
Step 6	\$43,330 1.25	\$45,063 1.30	\$46,796 1.35	\$48,530 1.40	\$50,263 1.45	\$51,996 1.50
Step 7	\$45,063 1.30	\$46,796 1.35	\$48,530 1.40	\$50,263 1.45	\$51,996 1.50	\$53,729 1.55
Step 8	\$46,796 1.35	\$48,530 1.40	\$50,263 1.45	\$51,996 1.50	\$53,729 1.55	\$55,462 1.60
Step 9	\$48,530 1.40	\$50,263 1.45	\$51,996 1.50	\$53,729 1.55	\$55,462 1.60	\$57,196 1.65
Step 10	\$50,263 1.45	\$51,996 1.50	\$53,729 1.55	\$55,462 1.60	\$57,196 1.65	\$58,929 1.70
Step 11	\$51,996 1.50	\$53,729 1.55	\$55,462 1.60	\$57,196 1.65	\$58,929 1.70	\$60,662 1.75
Step 12	\$53,729 1.55	\$55,462 1.60	\$57,196 1.65	\$58,929 1.70	\$60,662 1.75	\$62,395 1.80
Step 13	\$55,462 1.60	\$57,196 1.65	\$58,929 1.70	\$60,662 1.75	\$62,395 1.80	\$64,128 1.85
Step 14	\$57,196 1.65	\$58,929 1.70	\$60,662 1.75	\$62,395 1.80	\$64,128 1.85	\$65,862 1.90
Step 16	\$58,929 1.70	\$60,662 1.75	\$62,395 1.80	\$64,128 1.85	\$65,862 1.90	\$67,595 1.95
Step 18	\$60,662 1.75	\$62,395 1.80	\$64,128 1.85	\$65,862 1.90	\$67,595 1.95	\$69,328 2.00
Step 20	\$62,395 1.80	\$64,128 1.85	\$65,862 1.90	\$67,595 1.95	\$69,328 2.00	\$71,061 2.05
*Step 24	\$62,995	\$64,728	\$66,462	\$68,195	\$69,928	\$71,661
**Step 26	\$63,595	\$65,328	\$67,062	\$68,795	\$70,528	\$72,261

*\$600 added to Step 20 to create Step 24.

**\$600 added to Step 24 to create Step 26.

All hours past degree must be graduate.

WILLARD CITY SCHOOLS
EXTRACURRICULAR SALARY SCHEDULE
Note: All computed on base of \$32,674

<u>ATHLETICS</u>	(RANGE)
Athletic Director	22 - 25
Assistant Athletic Director	12 - 15
Athletic Trainer	1 - 8
Head Football Coach	16 - 25
Assistant (4)	9 - 18
Freshman (3)	7 - 16
Middle School	6 - 15
Assistant (2)	5 - 14
Head Basketball Coach	16 - 25
Assistant (2)	9 - 18
Freshman	7 - 16
8th Grade	6 - 15
7th Grade	6 - 15
Head Track Coach	11 - 20
Assistant (4)	6 - 15
Middle School	6 - 15
Assistant (4)	4 - 13
Track Meet Attendant	0.5
Head Wrestling Coach	13 - 22
Assistant	7 - 16
Middle School (2)	5 - 14
Head Baseball Coach	10 - 19
Assistant (2)	6 - 15
Golf Coach	7 - 16
Assistant Golf Coach Girls and Boys	4 - 13
Head Cross Country Coach	7 - 16
Assistant	4 - 13
Head Tennis Coach	7 - 16
Assistant	4 - 13
Head Swimming Coach	7 - 16
Assistant	4 - 13

(RANGE)

Fall Head Cheerleader Advisor	5 - 14
Fall Assistant	3 - 12
Fall Middle School	3 - 12

Winter Head Cheerleader Advisor	5 - 14
Winter Assistant	3 - 12
Winter Middle School	3 - 12

Head Volleyball Coach	9 - 18
Assistant	6 - 15
Middle School (2)	5 - 14

Head Softball Coach	10 - 19
Assistant (2)	6 - 15

FINE ARTS

Instrumental Director	11 - 20
Assistant	7 - 16

High School/Middle School Vocal	9 - 18
Elementary Vocal: Central & Middle School	5 - 6
Greenfield, New Haven, Richmond & Middle School	6 - 7

Orchestra Director	9 - 18
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Majorette Instructor	1 - 4
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Flag Instructor	4 - 7
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Theatre Director	9 - 18
Assistant	5 - 14

Art Club Advisor	2
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SCHOLASTIC

Academic Challenge Advisor	
High School (2)	6 - 15
Middle School (2)	4 - 6
Power of Pen (2)	2
Middle School Newspaper	3
Annual Director (Yearbook) (2)	5 - 14
Middle School Yearbook	4

General Service	2
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(RANGE)

Class Advisors	
Freshman	1
Sophomore	2
Junior (2)	3
Senior (2)	3
Student Council	
High School (2)	3
Middle School	3
National Honor Society (HS)	4
Building Head	7 - 12
Department Chairperson	
High School (including Music K-12)	2%
Middle School--Science, Social Studies, Math, Language Arts	1%
Team Leader—5th Grade, 6th Grade, 7th Grade, 8th Grade, 7th/8th Grade	2%
Lead Mentor	16%-25%
Resident Educator Mentor	5%-10%
Mentor Teacher	\$200.00
Migrant Summer School Teacher	\$22.00/hour
FFA Advisor	11
Tutor	\$22.00/hour

CERTIFIED/LICENSED STAFF MEMBER

PREPARE IN DUPLICATE

PERSONAL LEAVE FORM

WILLARD CITY SCHOOLS
WILLARD, OHIO

Date of Request _____

I request _____ days of personal leave to be granted on _____

I hereby certify that these matters cannot be conducted at times other than during my regularly scheduled workday. This leave would not otherwise be available through sick leave. Misuse of personal leave will result in an appropriate deduct in pay.

If this request extends a vacation/holiday and/or is requested less than five (5) school days in advance of the date the leave is requested, please provide explanation below. Other personal leave requests do not require explanation.

No personal leave may be used during the first and last five (5) days of the school year. Exceptions may be granted at the discretion of the Superintendent.

Signature of Employee

Signature of Principal

Superintendent

Date

Approved _____

Disapproved _____

PERSONAL LEAVE CONVERSION AND/OR CARRYOVER FORM

WILLARD CITY SCHOOLS
WILLARD, OHIO

Choose one of the combinations by checking (X) the appropriate box. Submit this completed and signed form to Cyndi Shoup, Treasurer. Failure to complete this form might result in personal days being accumulated according to Section 5.08 A.

- Convert two (2) unused personal leave days into sick leave out of the four (4) accumulated personal days with the understanding that two (2) unused personal days will be carried over to next year giving you the maximum personal days allowed by the Master Agreement of four (4) total.

- Convert one (1) unused personal leave day into sick leave out of the three (3) accumulated personal days with the understanding that two (2) unused personal days will be carried over to next year giving you the maximum personal days allowed by the Master Agreement of four (4) total.

- Convert two (2) unused personal leave days into sick leave with the understanding that each employee receives two (2) unrestricted personal leave days per year. This means that next year you will have two (2) unrestricted personal leave days.

- Convert one (1) unused personal leave day into sick leave with the understanding that each employee receives two (2) unrestricted personal leave days per year. This means that next year you will have two (2) unrestricted personal leave days.

Description	Situation One	Situation Two	Situation Three	Situation Four
Total personal leave days accumulated this year.	4 days	3 days	2 days	1 day
Total personal leave days to be converted to sick leave.	2 days	1 day	2 days	1 day
Personal leave carried over to personal leave for next school year.	2 days	2 days	0	0
Total personal leave for next school year.	4 days	4 days	2 days	2 days

Teacher's Name _____ Date _____
Please Print Legibly

Signature _____

Willard City Schools Plan

Teacher Category	Value-Added 25%, 50%		Vendor Assessment 10%-50%	LEA Measure		Total
				SLO/Other	Shared Attribution	
A (Value Added)	(2014) 26%	(2015+) 50%		(2014) 24%	(2015+) 0%	50%
B (Vendor Assessment)			30%	10%		50%
C (LEA Measure)				40%		50%

***Shared attribution by district: PK – 3, 4 – 8, 9 – 12** The Evaluation Committee shall determine the method of implementation.

A	Teacher Value-Added	<p>MUST use if available</p> <ul style="list-style-type: none"> • 26% for 2013-14 school year • 50% for 2014-15 school year and beyond • Phased-in implementation of reading and math, grades 4-8 • Extended reporting for other grades at later date <p>EVAAS Value-Added metric, aggregated across subject areas</p> <ul style="list-style-type: none"> • 1-year report or 2- or 3-year rolling average, based on availability
B	Vendor Assessments	<p>MUST use if LEA has assessment in place</p> <ul style="list-style-type: none"> • 10%-50% if applicable and no Value-Added data available From ODE-Approved List • Vendors demonstrate how assessment can measure growth

C	LEA-Determined Measures	<p>MAY use: LEA decision (Teacher Groups A & B)</p> <ul style="list-style-type: none"> • 0-40% if used in combination with Type One or Two measures <p>MUST use (Teacher Group C)</p> <ul style="list-style-type: none"> • 50% if no Type One or Two data available <p>Three types of LEA-Determined Measures</p> <ul style="list-style-type: none"> • Student Learning Objectives (SLOs) process for using measures that are specific to relevant subject matter. Measures for SLOs must be approved by District committee consisting of four (4) teachers and three (3) administrators (one of whom must be the evaluating administrator). <ul style="list-style-type: none"> ○ District-approved, locally developed assessments ○ Pre/Post assessments ○ Interim assessments ○ Performance-based assessments ○ Possible Portfolios • Shared attribution measures to encourage collaborative goals and may include: <ul style="list-style-type: none"> ○ District Value-Added will be utilized if available ○ Performance Index gains ○ District-based SLOs • Teacher Group A (with Value-Added) may also use Vendor assessments as an LEA-determined measure if using both
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Category “A” teachers

- If Value-Added is available a teacher must use this category
 - This only will be used for the percentage of schedule a teacher has in value added.
 - Will only count for the minimum percentage allowed by law.

Category “B” teachers

- If the WEA and administration agree upon a vendor, this category must be used. Teachers who fall into Category B typically do not have value-added scores, but do have an approved vendor assessment associated with their classes that can be used to measure student growth.
- The shared attribution portion is for Literacy. All teachers must use a minimum of 10% for the reading portion of either Value-added or Vendor assessment which is available for their grade level.

Category “C” teachers

- All other teachers will be Category C, those teachers in non-tested grades and subjects without comparable vendor assessments or value-added data. These teachers and teachers from Category A or B who use local measures will use the SLO process.
- A committee consisting of four teachers and three administrators (one of whom must be the person completing the evaluation) must approve all SLOs.
- The interval of instruction should generally be the length of the course.
- The teacher must completely fill out the SLO application which must contain all seven components of an SLO; it must be submitted to the committee prior to October 15 of the school year.
- The classes being tested must have a minimum of 15 students.

- The teacher must have at least two SLOs and no more than four SLOs.
- The test being used for the SLO must be approved by the committee; the final approval rests with the superintendent.
- The final results of the SLO must be reported to the evaluator prior to May 1.
- Once approved, the SLO may not be changed without approval from the committee.
- The following SLO cycle must be followed:
 1. SLO approval
 2. Mid-course Check-in
 3. Final review of SLO Attainment and Scoring
 4. Discussion of the Summative Rating and Impact on Practice.
- It is strongly encouraged that teachers teaching the same subjects use the same assessments when they are appropriate and in no case should a single teacher create an assessment. Teachers are encouraged to collaborate throughout the SLO development process.

WILLARD CITY SCHOOL DISTRICT

Student Learning Objective (SLO) Template

This template should be completed while referring to the SLO Checklist. When submitted, the accompanying baseline data and assessment should be attached for review.

Teacher Name: _____ Content Area and Course(s): _____

Grade Level(s): _____ Academic Year: _____

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

Baseline and Trend Data

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

Student Population

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

Interval of Instruction

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

Standards and Content

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

Assessment(s)

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

Growth Target

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

Rationale for Growth Target(s)

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

WILLARD CITY SCHOOL DISTRICT

Student Learning Objective (SLO) Checklist

This checklist should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, ALL criteria must be met, and every box below will need a check mark completed by an SLO evaluator.

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessment(s)	Growth Target(s)	Rationale for Growth Target(s)
What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the same period?	Which students will be included in this SLO? Include course, grade level, and number of students.	What is the duration of the course that the SLO will cover? Include beginning and end dates.	What content will the SLO target? To what related standards is the SLO aligned?	What assessment(s) will be used to measure student growth for this SLO?	Considering all available data and content requirements, what growth target(s) can students be expected to reach?	What is your rationale for setting the target(s) for student growth within the interval of instruction?
<input type="checkbox"/> Identifies sources of information about students (test scores from prior years, results of pre-assessments). <input type="checkbox"/> Draws upon trend data, if available. <input type="checkbox"/> Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses.	<input type="checkbox"/> Identifies the class or subgroup of students covered by the SLO. <input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth. <input type="checkbox"/> If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO.	<input type="checkbox"/> Matches the length of the course (quarter, semester, year).	<input type="checkbox"/> Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations. <input type="checkbox"/> Represents the big ideas or domains of the content taught during the interval of instruction. <input type="checkbox"/> Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted).	<input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended. <input type="checkbox"/> Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course. <input type="checkbox"/> Provides a plan for combining assessments if multiple summative assessments are used. <input type="checkbox"/> Follows the guidelines for appropriate assessments.	<input type="checkbox"/> All students in the class have a growth target in at least one SLO. <input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth. <input type="checkbox"/> Sets developmentally appropriate targets. <input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth. <input type="checkbox"/> Sets ambitious yet attainable targets.	<input type="checkbox"/> Demonstrates teacher knowledge of students and content. <input type="checkbox"/> Explains why target is appropriate for the population. <input type="checkbox"/> Addresses observed student needs. <input type="checkbox"/> Uses data to identify student needs and determine appropriate growth targets. <input type="checkbox"/> Explains how targets align with broader school and district goals. <input type="checkbox"/> Sets rigorous expectations for students and teacher(s).

Guidelines for Informal Classroom Observations

Informally Observe All Teachers

All teachers benefit from informal classroom observations. Informal observations should not last more than 10 minutes. All walkthroughs should include written documentation returned to the teacher in a timely manner.

Informally Observe As Often As You Can

Informal classroom observations should be consistent and frequent. Evaluators should make an effort to observe teachers at varying times of the day and/or instructional period.

Focusing on One or Two Areas

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

Make Time to Follow-Up

Follow-up communication to informal classroom observations is a critical component. Follow-up will often be in writing and the teacher will be provided an opportunity to submit written comments on the observation form. The evaluator may also offer resources to help teachers refine their practice.

Teacher Driven Observations

Teachers may identify instructional periods for the evaluator to observe as a means for the evaluator to collect evidence related to a specific focus the teacher and evaluator may be working on.

Types of Data

Data collected as evidence of teacher practice may be quantitative, qualitative or a combination of both. Accuracy is essential to ensure the credibility of the process and the evaluator.

WILLARD CITY SCHOOL DISTRICT

Informal Observation: General Form

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.

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:

Teacher Comments:

Evaluator Signature: _____

Photocopy to Teacher Email to Teacher

WILLARD CITY SCHOOL DISTRICT

Informal Observation: Open-Ended Form

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

Evaluator Name: _____ Date: _____

Time Walkthrough Begins: _____ Time Walkthrough Ends: _____

Times	Observations

Evaluator Summary Comments:

Evaluator Signature: _____

- Photocopy to Teacher
 Email to Teacher

WILLARD CITY SCHOOL DISTRICT

Self-Assessment Summary Tool

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

	Standard	Strengths	Areas for Growth	Priorities (check 2)
Standard 1: Students	<ul style="list-style-type: none"> Knowledge of how students learn and of student development Understanding of what students know and are able to do High expectations for all students Respect for all students Identification, instruction, and intervention for special populations 			
Standard 2: Content	<ul style="list-style-type: none"> Knowledge of content Use of content-specific instructional strategies to teach concepts and skills Knowledge of school and district curriculum priorities and Ohio academic content standards Relationship of knowledge within the discipline to other content areas Connection of content to life experiences and career opportunities 			

Self-Assessment Summary Tool - *continued*

Standard		Strengths	Areas for Growth	Priorities (check 2)
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 			

Self-Assessment Summary Tool - *continued*

Standard		Strengths	Areas for Growth	Priorities (check 2)
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/care-givers to support student learning • Collaboration with other teachers, administrators, school and district staff • Collaboration with local community agencies 			
Standard 7: Professional Responsibility & 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 			

WILLARD CITY SCHOOL DISTRICT

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

Evaluator Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

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

WILLARD CITY SCHOOL DISTRICT

Improvement Plan

Teacher Name _____ Grade Level/Subject _____

School Year _____ Building _____ Date of Improvement Plan Conference _____

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

Section 1: Improvement Statement

List specific areas for improvement as related to the *Ohio Standards for the Teaching Profession*. Attach documentation.

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

Section 2: Desired Level of Performance

List specific measurable goals to improve performance. Indicate what will be measured for each goal.

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

Section 3: Specific Plan of Action

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

Actions To Be Taken	Sources of Evidence That Will Be Examined

Section 4: Assistance and Professional Development

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

--

Date for this Improvement Plan to be evaluated _____

Teacher 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.

WILLARD CITY SCHOOL DISTRICT

Improvement Plan Evaluation

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.

WILLARD CITY SCHOOL DISTRICT

Planning for the Post-Conference

Teacher Name _____ Grade Level/Subject _____

School Year _____ Building _____ Date of Post-Conference _____

Post-Conference Planning

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

1.

2.

3.

- Record 3 reflective questions you would ask the teacher aligned to the area of refinement.

1.

2.

3.

Four Key Elements of the Instructional Post-Conference

Conducting the Post-Conference:

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

WILLARD CITY SCHOOL DISTRICT

Teacher Performance Evaluation Rubric: Record of Evidence

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- and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Skilled	Accomplished
Focus For Learning (Std. 4: Instruction) Sources of Evidence: Pre-Conference	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio Standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.
Evidence				
Assessment Data (Std. 3: Assessment) Sources of Evidence: 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				

WILLARD CITY SCHOOL DISTRICT

Teacher Performance Evaluation Rubric: Record of Evidence - *continued*

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<p>Lesson Delivery</p> <p>(Std. 2: Content) (Std. 4: Instruction) (Std. 6: Collaboration and Communication)</p> <p>Sources of Evidence: Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.</p> <p>The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.</p>	<p>Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p> <p>The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.</p>	<p>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</p>	<p>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p> <p>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p>
	Evidence				
	<p>Differentiation</p> <p>(Std. 1: Students) (Std. 4: Instruction)</p> <p>Sources of Evidence: 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				

WILLARD CITY SCHOOL DISTRICT

Teacher Performance Evaluation Rubric: Record of Evidence - *continued*

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

WILLARD CITY SCHOOL DISTRICT

Teacher Performance Evaluation Rubric: Record of Evidence - *continued*

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

WILLARD CITY SCHOOL DISTRICT

Teacher Performance Evaluation Rubric: Record of Evidence - *continued*

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<p>Assessment of Student Learning (Std. 3: Assessment)</p> <p>Sources of Evidence: 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, and 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 opportunities 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				

WILLARD CITY SCHOOL DISTRICT

Teacher Performance Evaluation Rubric: Record of Evidence - *continued*

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

PROFESSIONAL DEVELOPMENT HOURS
VERIFICATION FORM

Teacher's Name _____

Building Assignment _____

I have completed the following professional development activity:

Title: _____

Location: _____

Length (hours): _____

Signature: _____

Date: _____

Principal's signature (if required **) _____

Teachers shall forward one (1) copy of this completed form to the building principal and retain one (1) copy for the teacher's own records.

** If the activity does not apply to the teacher's subject area or approved IPDP, the building principal's signature is also required, in advance of attending the activity.

For verification of activities not sponsored by the Board, attach statement or certificate of completion, or submit with presenter's signature below.

I verify that _____ completed the above-named activity and that the length of the program was _____ hours.

Presenter's Signature: _____

Date: _____

Letter of Concurrence
By And Between
The Willard Board of Education
And
The Willard Education Association OEA/NEA

This Letter of Concurrence is entered into this 18th day of May 2009.

WHEREAS, the Willard Education Association and the Willard Board of Education mutually agree that parent/teacher contact concerning student performance is an essential part of a quality education experience; and

WHEREAS, the Board and Association agree that timely reporting of student performance is a key factor in fostering parental support for student achievement; and

WHEREAS, the Board and Association agree that Internet posting of student grades, while a valuable tool for communication with parents, raises questions of student privacy and teacher/District liability;

NOW, THEREFORE, the WEA and the Willard Board of Education mutually agree to support and/or encourage the following:

1. The Board and the Association agree to require all teachers to post grades using the appropriate grading system (i.e., "progress book") to the Internet/computer system in a timely manner.
2. The Board and Association agree that communication with parents is vital. It is suggested that teachers communicate to parents, situations that may occur that would hinder grades being posted in a timely manner.
3. The Board and the Association agree that persons other than the classroom teacher will not share grading information with parents, or other persons authorized to access such information, which is not currently and/or normally available online for parental access.
4. The Board will make every effort to notify parents that grading information available online may not be current due to various mitigating circumstances.
5. The Board and the Association acknowledge that access to PIN is an issue of privacy. Teachers will not have access to parental PINs and cannot be held responsible for loss, theft, or unauthorized distribution of said numbers.

Letter of Concurrence
By And Between
The Willard Board of Education
And
The Willard Education Association OEA/NEA

This Letter of Agreement is entered into this 29th day of October, 2014.

August 10-20, 2015: designated voucher days. Teachers may work in their classrooms with prior approval from an administrator to fulfill their 7 hours.

August 21, 2015: In-service training day.

August 24, 2015: General Staff meeting.

NOTES