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MASTER AGREEMENT

between the

REVERE EDUCATION ASSOCIATION

and the

BOARD OF EDUCATION

of the

REVERE LOCAL SCHOOL DISTRICT

July 1, 2015 – June 30, 2018**

**** Subject to the provisions of Section 21.08**

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ARTICLE 1. RECOGNITION

1.01 RECOGNITION

The Board recognizes the Revere Education Association as the sole and exclusive representative and negotiating agent for certified personnel as defined in Section 4117.01 (I) of the Ohio Revised Code, certificated/licensed regularly scheduled Learning Disability Tutors, all of whom hereinafter referred to as “teachers,” Building Secretarial Employees, Library Media Assistants, Intervention Assistants, and Instructional Assistants.

Those excluded from the bargaining unit shall be limited to Supervisor and Management Level Employees, casual substitute teachers who work less than sixty (60) days, other tutors, technology support specialists, and casual employees as defined below; provided, however, that substitute teachers who work sixty (60) or more consecutive workdays in the same assignment, in a school year, shall, as of the sixtieth (60th) day, be deemed included in the bargaining unit.

“Supervisor and Management Level Employees” shall be defined as persons who by contract and certification/licensure are the Superintendent, Directors, Principals, Assistant Principals, Certified District Supervisors, Administrative Coordinators, or any other certificated/licensed employee who has the authority to hire, recommend employment, transfer, suspend, layoff, recall, promote, discharge, assign, reward, or discipline, other certificated/licensed employees; to responsibly direct them; to adjust their grievances; or to effectively recommend such action if the exercise of that authority is not of a merely routine or clerical nature, but requires the use of independent judgment; provided, however, that certificated/licensed employees who are Department Chairpersons or teachers shall not be deemed Supervisors, but shall be members of the Association's bargaining unit.

“Casual Employee” shall be defined as a person who is employed for intermittent periods of time.

No teacher as defined in Ohio Revised Code 3319.09 shall be designated as a Supervisor or a Management Level Employee unless he/she is employed under a contract governed by Ohio Revised Code 3319.01, 3319.011, or 3319.02, and holds a license designated for being a superintendent, assistant superintendent, principal, director, or supervisor issued under Ohio Revised Code 3319.22.

1.02 DURATION OF BARGAINING RECOGNITION

Recognition of the Association as the sole and exclusive representative of members of the above defined bargaining unit shall be for the term of this Agreement, without challenge, as provided for in Sections 4117.04(A) and 4117.05(B) of the Ohio Revised Code, and will continue thereafter until and/or unless a challenging employee organization is legally successful in gaining exclusive representative rights as provided for and in strict

compliance with the provisions set forth in Sections 4117.05 and 4117.07 of the Ohio Revised Code.

ARTICLE 2. BARGAINING PROCEDURE

2.01 BARGAINING TEAM

Negotiations will be conducted through meetings of negotiators selected by the Board of Education and negotiators selected by the Association. Teams shall be limited to no more than six (6) persons each.

2.02 SCOPE OF BARGAINING

The parties shall bargain collectively and in good faith with regard to all matters pertaining to wages, hours, or terms and other conditions of employment, and continuation, modification or deletion of existing provisions, and any other items mutually agreed upon.

2.03 BARGAINING TIME LINES

- A. Requests for commencement of negotiations shall be given not less than ninety (90) days prior to the expiration date of the Agreement. Requests from the Association shall be made directly to the Superintendent or, in his/her absence, to his/her designee; requests from the Board will be made to the President of the Association. A mutually convenient meeting date shall be set within fifteen (15) days of the date of request.
- B. Negotiations will begin no later than sixty (60) days prior to the expiration of this Agreement. All meetings shall be mutually scheduled. The date, time and place of the next meeting will be established before adjournment of each meeting.

2.04 AGREEMENT

- A. During the course of negotiations, items agreed to shall be reduced to writing and initialed by representatives of each negotiating team. It is understood that such signing or initialing shall be tentative only, subject always to further developments in negotiations on other matters and/or to final agreement on all proposals.
- B. When the final agreement is reached on all proposals, the Agreement shall be reduced to writing and promptly submitted for ratification by the Association. Upon such ratification, it will be submitted to the Board for adoption by formal resolution and will be entered into the minutes of the Board, whereupon the terms of the Agreement shall be implemented.

- C. Modifications to an existing agreement should follow the same procedures as in Section 2.04B, above, and be evidenced by addendums to the original agreement.

2.05 IMPASSE

If an agreement is not reached not less than fifty-one (51) days before the expiration of the current Agreement, either party may declare the unresolved issues to be at impasse. If either party declares impasse, the parties shall jointly request the Federal Mediation and Conciliation Service (FMCS) to appoint a mediator for the purpose of assisting the parties in reaching an agreement. In the event that the services of a mediator are called upon, the mediation process shall last for a minimum of ten (10) days or until the expiration date of the Agreement, whichever is less.

It is agreed that the procedures set forth in this Section constitute a mutually agreed Dispute Settlement Procedure, which supersedes the procedures contained in ORC 4117.14, except that the Association does retain the right to strike by following the procedures required in ORC Chapter 4117.

2.06 MISCELLANEOUS

A. Negotiations Notes

Each of the parties may take notes of each session as desired. All negotiations shall be held in private.

B. Exchange of Information

During the period of negotiations, the Board and the Association agree to provide each, upon request, all public information it regularly and routinely prepares concerning the issue(s) under consideration.

C. Submission of Issues

Proposals shall in form and detail specify that to which agreement is sought in terms acceptable to the proponent without clarification or supplementation which, if agreed to by the other party, shall express the whole agreement between the parties with respect thereto. Topical listing of items proposed for negotiations ("laundry lists") shall constitute a clear failure of compliance with this requirement and may be disregarded. All issues proposed for negotiations shall be submitted by the parties at the first meeting.

No new issues shall be submitted thereafter without the mutual agreement of the negotiating teams. All proposals and counterproposals shall be submitted in writing.

D. Assistance

The parties may call upon professional or lay consultants to consider matters under discussion and to make suggestions. Said consultants shall not be present at the negotiations except by mutual consent and prior notification. The cost of such consultants shall be borne by the parties requesting them.

2.07 MID-TERM NEGOTIATIONS

- A. Midterm bargaining shall be viewed by the parties as an activity necessitated only under extenuating circumstances or by mutual agreement of the parties. Should compliance with a state or federally mandated or adopted action or program be highly likely to have a detrimental impact upon the District if not implemented, then the Board shall first explore, in good faith, methods of compliance which do not adversely impact members' wages, hours, term and/or conditions of employment. Thereafter, if not resolved, the parties will engage in midterm bargaining in a good faith effort to reach agreement on any and all outstanding issues presented.
- B. Before restructuring any school(s) as a result of state or federally mandated actions, assessments or sanctions, the Board will provide the Association with an adequate opportunity to review data and information upon which the determination to restructure is believed to be based and consider any input provided by the Association at least fourteen (14) calendar days prior to any action by the Board. To the extent that any proposed change affects wages, hours, terms and/or other conditions of employment, such changes shall be subject to midterm bargaining as set forth in 2.07(A) above.

ARTICLE 3. GRIEVANCE PROCEDURE

3.01 DEFINITION

A "grievance" is an alleged violation of a specific Article or Section of this Agreement.

3.02 PURPOSE

It is the intent of the Board and the Association that grievances be resolved at the earliest possible stage of this grievance procedure. However, both parties recognize that the procedure must be available without any fear of discrimination because of its use.

3.03 GENERAL PROVISIONS

- A. Any grievance shall be initiated within twenty-five (25) days of when the grievant knew or should have known of the alleged violation.

- B. "Days" shall refer to working days.
- C. An "aggrieved party" is a bargaining unit member, group of bargaining unit members who submit a grievance, or the Association. The Association shall have the right to file a grievance, if the subject matter involved concerns:
1. An alleged violation of the Negotiated Agreement, with respect to rights and privileges granted to the Association, its officers, or its representatives, as such.
 2. An alleged violation of the Negotiated Agreement, with respect to a matter affecting two (2) or more members of the bargaining unit. When judged feasible by the Association, the names of the grievants shall be listed on the Grievance Form.
- D. "Representative" shall be either the chairperson, and/or designee of the Professional Rights and Responsibilities (PR&R) Committee of the Association, and/or private counsel of the employee/employees.
- E. Submission Requirements
1. When a written grievance is provided for under the grievance procedure hereinafter, it shall be submitted in writing on a form herein attached and shall identify the aggrieved party, the time and place of the alleged violation, the identity of the person(s) responsible for causing such alleged grievance, a general statement of the grievance, and the specific redress sought by the aggrieved party.
 2. A bargaining unit member, or group of bargaining unit members, may submit grievances which affect them personally. However, the Association shall have the right to initiate a grievance on behalf of any group of certificated/licensed employees. The names of all known affected parties shall be supplied if requested. In the event of such class action, the grievance shall be initiated at Level Three.
 3. The aggrieved bargaining unit member(s) may, at his/her or their own option, be represented during the grievance procedure by the Association, or by any representative(s) as defined in Paragraph D, above.
 4. In the event that an aggrieved bargaining unit member chooses to have a grievance processed without the participation of the Association, or the Association chooses not to process the grievance, the aggrieved shall be entitled to do so; but in that event, the aggrieved shall be liable for any expenses incurred therein including, but not limited to, a reasonable hourly charge for administrative time and attorneys. A written copy of the

grievance, nonetheless, shall be sent to the President of the Association when the written grievance is submitted; and a written copy of the final settlement of the grievance, if any, will be sent to the Association President as soon as it is reached.

5. The time limitations set forth in this Article shall be deemed of essence, and the failure to submit a grievance within the time specified shall be deemed an abandonment of the grievance.

3.04 GRIEVANCE FORM DATA

The Grievance Form shall contain the information contained in Section 3.03, E.1, above, plus a place for the grievant's signature and the signature of the Administrator receiving the grievance. Every effort shall be made to provide all relevant data on the Grievance Form. No grievance needs to be processed by the Administrator until such data is provided. The grievance will not be judged untimely for failure to provide the preceding information. The disposition of the grievance shall be in writing and signed by the individual rendering the decision. A copy of the Grievance Form and a Disposition of Grievance Form is attached as Appendix A of this document.

3.05 GRIEVANCE PROCEDURE

Step One

When there is a grievance, the aggrieved party must attempt to resolve it informally with his/her Building Principal.

Step Two

If informal discussion does not resolve the problem to the satisfaction of the grievant, the grievant may file a formal, written grievance with the Building Principal within five (5) days of the informal discussion. The Principal will take action on the written grievance within five (5) days after receipt of the written grievance. Copies of his/her written decision will be sent to the grievant, PR&R Chairperson, and the Superintendent.

Step Three

If the grievant is dissatisfied with the action of the Building Principal at Step Two, or if no action is taken within five (5) days of the appeal, the grievant may refer the grievance, in writing, to the Superintendent within ten (10) days after filing the grievance with the Building Principal. A copy of the appeal will be sent to the Building Principal.

The Superintendent or his/her designee shall meet with the grievant and representative(s) of the grievant within five (5) days of the receipt of the referral.

A written disposition of the grievance, including the reasons for the decision, will be sent to the employee, the representative(s), if any, and the Principal within five (5) days after the meeting; provided, however, that the Superintendent or his/her designee shall not include in such written reasons any information which he/she and the employee deem to be confidential as to the employee, unless such employee provides the Superintendent or his/her designee with a written consent for releasing such information.

Step Four

If the grievant is not satisfied with the disposition of the grievance at Step Three, or if no decision is reached within five (5) days, and the grievance involves an alleged violation, misapplication, or misinterpretation of a specific Article or Section of this Master Agreement, the grievance may be appealed to the Board of Education by filing written notice with the Superintendent within ten (10) days after meeting with the Superintendent. Within five (5) days after receiving the appeal, appeal of the grievance, which hearing will not be later than the next regularly scheduled Board meeting or twenty (20) days from receipt of the appeal, whichever shall later occur.

The Board will render its decision no later than five (5) days following the hearing of the appeal. Copies of the Board's decision shall be sent by the Treasurer to the employee, his/her representative(s), the PR&R Chairperson, the Superintendent, and the Building Principal.

3.06 ARBITRATION

Step Five

If no decision is rendered as set forth in Step Four, or if the grievance is not satisfactorily resolved under Step Four, the aggrieved party may, not later than ten (10) days after receipt of the answer under Step Four, refer the grievance to arbitration by requesting that the American Arbitration Association (AAA) propose the names of seven (7) arbitrators. A copy of such request shall be forwarded to the Superintendent, the grievant, and the PR&R Chairperson. Upon receipt of the names of the proposed arbitrators, the designee of the Superintendent and a designee of the Association or the grievant, if the Association has not chosen to process the grievance, shall alternately strike names from the list until one (1) ultimately is designated as the arbitrator.

- A. The arbitrator shall be empowered only to base his/her decision upon grievances as defined in Section 3.01, above; and shall have no power to add to, subtract from, or modify those documents referred to in Section 3.01, above, by implication or otherwise.
- B. The decision of the arbitrator, if rendered within and in accordance with the above stated power, shall be binding upon the parties.

C. Cost of Arbitration

The fees and expenses of the arbitrator shall be shared equally by the Board and the Association; or if the Association has chosen not to process the grievance, the grievant shall be liable for all expenses incurred therein including, but not limited to, a reasonable hourly charge for administrative time and attorney's fees. All other expenses shall be borne by the parties incurring them, and neither party shall be responsible for the expenses of witnesses called by the other.

3.07 ASSOCIATION RIGHTS

- A. The Association shall have the right to attend all grievance related hearings or discussions at Step Two through Step Five.
- B. The Association shall have the right to present its views at all such sessions.
- C. The PR&R Chairperson shall receive copies of all correspondence, records, notices, opinions, and discussions related to all grievances. Reasonable copying expenses shall be borne by the Association.

3.08 CONFIDENTIALITY

Every effort shall be made by the parties to this Agreement to preserve the confidentiality of all records, documents, and information pertaining to alleged grievances.

ARTICLE 4. ASSOCIATION RIGHTS

4.01 EXCLUSIVE ORGANIZATIONAL RIGHTS

Rights and privileges provided in this Section shall be exclusively granted to the Association as the sole and exclusive bargaining agent.

4.02 USE OF SCHOOL FACILITIES

The Association and/or its representatives shall have the right to use the school buildings and equipment as a Category #1 group for school activities as set forth in the established procedures for school building use and the use of the athletic fields.

4.03 BULLETIN BOARDS

Bulletin boards to be used by the Association shall be designated by agreement between the Building Principal and the Association Representative.

4.04 USE OF INTERSCHOOL MAIL SYSTEM

The Association shall have, without charge, use of the Interschool Mail System, including email, for communications to bargaining unit members, and said service shall be used only for official business, activities, and meetings of REA. The Interschool Mail System, including email, shall not be used to distribute any matters derogatory or disparaging of the faculty, Administration or Board.

4.05 ASSOCIATION REPRESENTATIVES ACCESS TO BARGAINING UNIT MEMBERS AND/OR BUILDINGS

The Association shall have the right to have its agents and/or officers contact bargaining unit members during the regular school day.

- A. Said contacts shall not interrupt instructional time of bargaining unit members.
- B. Said officers or agents may make school visitations during the regular school day to confer with bargaining unit members during their free time by observing normal check-in procedures through the Principal's office.
- C. With timely notice from the Association regarding the identification of the Association President for the coming year, the Administration will make a good faith attempt to schedule the Association President's day so that this individual will have the opportunity, with approval of the Superintendent or his/her designee, to deal with important Association matters during the school day.

4.06 USE OF BARGAINING UNIT MEMBERS' MAILBOXES

The Association shall have the right to place materials into individual bargaining unit member's mailboxes in school buildings.

4.07 DISTRIBUTION/DISPLAY OF ASSOCIATION PROMOTIONAL MATERIALS

No promotional materials (decals, posters, signs, etc.) from any group or organization, including REA/OEA/NEA, will be affixed, in any way, to any surface in any school building except the building staff room, bargaining unit member offices, copy room, mail room or designated bulletin boards as specified in Section 4.03, above, unless approved by the Superintendent. All such materials affixed in the accepted areas shall be done so in a tasteful manner.

No group or organization's, including REA/OEA/NEA, publications which promote the educational or political ideals of the sponsoring group shall be given to or sent home with students, unless approved by the Superintendent.

4.08 DUES DEDUCTIONS

A. Deduction of yearly Association dues and/or fees shall be authorized for payroll deduction to the Treasurer of the school by the bargaining unit member for the following:

1. Local Education Association and its affiliates.
2. Annuities:

All employees of the District shall have the opportunity to establish or amend an annuity agreement during the school year. The Treasurer's office shall prescribe the documentation required to establish or amend an agreement. The required documentation shall be submitted three weeks in advance of the implementation date that the change will take place. Terminating participation in an annuity agreement may be affected at any time during the year.

Retirement Option:

Employees of the District who have submitted in writing their intent to resign for purposes of retirement and whose requests have been approved by the Revere Board of Education, shall have the opportunity to amend their annuity agreement for a thirty (30) day period concluding three (3) weeks prior to the effective date of their retirement. All required documentation listed above applies to this option.

3. Credit Union
4. United Way
5. FCPE:

These deductions will be permitted at no charge to the employee as long as the deductions coincide with the same deduction period and requirements as dues deductions and are for at least Two Dollars (\$2.00) per deduction.

B. No later than October 15 annually, a list of the bargaining unit members requesting standard payroll deductions or continuous payroll deductions for membership in the Association shall be submitted to the Treasurer.

C. The President of the Association shall, by September 1, annually, certify to the Treasurer of the Board the amount of annual dues deduction for the ensuing school year.

- D. Dues deductions shall be made in ten (10) equal payments beginning in November and ending in March, annually.
- E.
 - 1. The Board agrees to honor continuous dues deduction authorizations executed in accordance with this Article. Such authorization may be revoked only in writing, with such revocation received by the office of the Treasurer during the period of September 1 through September 15 each year.
 - 2. If the bargaining unit member leaves the employment of the Board prior to complete payment of the dues owed for that year, the remainder owed shall be deducted from the final paycheck of the member. It shall be the responsibility of the Association to collect the remainder after the final deduction, if the paycheck is insufficient to pay the dues owed. This provision shall not apply if appointment is ended due to the death of the bargaining unit member.
- F. All monies from Association memberships shall be remitted to the Association Treasurer in a timely manner.

4.09 COMMITTEE REPRESENTATIVE

- A. When committees are formed to consider such things as possible changes in programs, curricula, subject areas, texts or supplemental materials, teachers, and administrative personnel from the buildings, or subject areas affected, shall be included on such committees. Consideration shall be given, when appointing members to the committee, to persons who have volunteered. As professional educators, teachers are expected to participate in areas of his/her expertise; however, no teacher shall be required to serve.
- B. In ongoing committees, an attempt will be made to continue fifty percent (50%) of the membership on said committees.

4.10 BOARD INFORMATION

The Board agrees to provide the Association with one (1) copy of the agenda, appropriate attachments and minutes of each regular Board meeting twenty-four (24) hours before the scheduled Board meeting. A copy of any addendum to the agenda will be provided to the Association when it is presented to the Board.

4.11 SUPERINTENDENT'S ADVISORY COMMITTEE

The Superintendent will determine the composition and size of the Superintendent's Advisory Committee. The REA Executive Board shall select at least four (4) classroom teachers (one from each building) employed by the District and one (1) SSP employed by the District to serve on the committee. The other members of the Superintendent's

Advisory Committee will be selected and appointed by the Superintendent. The Superintendent will determine the time, dates and location of the meetings.

4.12 FACULTY ADVISORY COUNCIL

A. A Faculty Advisory Council (FAC) shall be formed in each building. The Building Principal and the Association representative(s) shall meet at the beginning of each school year to establish a schedule of meetings and to determine the membership of the Council. The number of members for the Association, in a given building, shall not exceed the greater of one of the following:

1. the number of grade levels in a building; or
2. the number of teams in a building; or
3. the number of departments in a building.

A regular schedule of meetings is intended; however, sessions may be convened as needed.

B. The Building Principal shall serve as a chairperson of the FAC and shall establish an agenda, with input from the building faculty, which shall be published in advance of each meeting.

C. The focus of Council discussion is for school improvement. Matters of building importance, including issues of building procedures affecting teachers, may be included on the FAC agenda for discussion.

D. The agenda for each meeting will be forwarded to the Superintendent.

E. The provisions of this Article/Section are not intended to negate or to expand Article 3 (Grievance Procedure) of this Agreement.

4.13 FAIR SHARE FEE

A. 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 Association, a Fair Share Fee for the Association's representation of such nonmembers during the term of this Agreement. No nonmember filing a timely demand shall be required to subsidize partisan political or ideological causes not germane to the Association's work in the realm of collective bargaining.

B. Notification of the Amount of Fair Share Fee

Notice of the amount of the annual Fair Share Fee, which shall not be more than one hundred percent (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 Agreement for the purpose of determining amounts to be payroll deducted, and the Board agrees to promptly transmit all amounts deducted to the Association.

C. Schedule of Fair Share Deductions

1. All Fair Share Fee Payers:

Payroll deduction of such annual Fair Share Fees shall commence on the first pay date, which occurs on or after January 15 annually. In the case of unit employees newly hired after the beginning of the school year, the payroll deduction shall commence on the first date on or after the later of:

- (a) Sixty (60) days employment in a bargaining unit position; or
- (b) January 15.

2. 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. The deduction of said amount shall commence on the first pay date occurring on or after forty-five (45) days from the termination of membership.

D. Transmittal of Deductions

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

E. Procedure for Rebate

The Association represents to the Board that an Internal Rebate Procedure has been established in accordance with Section 4117.09(C) of the Ohio 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.

F. Entitlement to Rebate

Upon timely demand, nonmembers may apply to the Association for an advance reduction/ rebate of the Fair Share Fee pursuant to the Internal Rebate Procedure adopted by the Association.

4.14 REA STIPEND

The Revere Education Association (REA) President, Vice-Presidents, Secretary, Treasurer, and other members paid a stipend by the REA have the option to be paid a stipend by the Board as identified by the REA. The REA shall reimburse the Board the cost of the stipends, city/state/federal taxes, workers' compensation, Medicare and any applicable retirement costs payable to the Ohio STRS/SERS.

ARTICLE 5. EMPLOYMENT PRACTICES

5.01 TEACHER EMPLOYMENT STATUS: FULL-TIME/PART-TIME

- A. Teachers shall normally be hired as full-time employees. The only exception shall be the employment of part-time teachers when there is insufficient enrollment in a grade level, course of study or specialized circumstance that necessitate less than a full-time teacher.
- B. There shall not be proliferation of part-time positions; and full-time positions shall not be divided into two (2) part-time positions unless requested by the full-time teacher or conditions listed in Section A, above.
- C. Part-time teachers can be employed in the following percentages:

One-third (1/3), half-time (1/2) or two-thirds time (2/3)

This part-time frame is excluding an unpaid lunch but includes a percentage of daily planning/conference time. Part-time teachers are required to attend Team or Department meetings and Faculty/Staff meetings that are scheduled adjacent to their work schedule.

At the Revere High School: under the current Trimester Schedule:

One-third (1/3) teacher	NO planning time	One (1) class
One-half (1/2) teacher	NO planning time	Two (2) consecutive classes*

Two-thirds (2/3) teacher	NO planning time	More than two (2) but less than five (5) consecutive classes	
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At Revere Middle School: under the current Trimester Schedule

One-third (1/3) teacher	NO planning	Two (2) consecutive	No duties
Half (1/2) teacher	Forty (40) minutes planning	Three (3) consecutive	No duties
Two-thirds (2/3) teacher	Forty (40) minutes planning	Four (4) consecutive	No duties

At Elementary Schools: under the current Trimester Schedule

One-third (1/3) teacher	Twenty (20) minutes planning	Up to 140 minutes	No duties
Half (1/2) teacher	Twenty (20) minutes planning	Up to 210 minutes (4 to 5 classes)	No duties
Two-thirds (2/3) teacher	Forty (40) minutes planning	Six (6) classes	No duties

D. No full-time teacher shall be required to take a part-time position.

5.02 STAFF REDUCTION

If the Board of Education determines it necessary to reduce the number of teachers, it shall do so by the suspension of teacher contracts using the following procedure:

Section A.

1. No teacher shall have his/her continuing or limited contract suspended with an effective date during the term of the normal school year, when such reductions are the result of decreased enrollment.
2. The Board shall act on or before April 30th to implement a RIF for the succeeding school year. Any staff reductions as determined by the Board shall have an effective date of no sooner than the first day of the affected bargaining unit member's contract for the succeeding school year.

Section B. Seniority

For the purpose of the suspension of contracts under this Section, seniority shall be determined as follows:

1. There will be two seniority lists. The names of all teachers on continuing contracts in the District shall appear in order of seniority on a list in each of their teaching fields for which they are certificated/licensed. The names of all teachers on limited contracts in the District shall appear in order of seniority on a list in each of the teaching fields for which they are certified/licensed.
2. Unless approved by the Superintendent, teachers shall maintain the areas of certification/licensure they held at the time of their employment or in which they have been assigned while employed in Revere.
3. Seniority shall be determined by length of continuous service in the school system. Seniority shall accrue for all time a teacher is on active pay status or receiving workers' compensation benefits. Time spent on inactive pay status shall not contribute to accrual of seniority and shall not constitute a break in seniority.
4. Continuous service will commence with the first day of active employment in the school year in which the employee is hired. Among those with the same length of continuous service, seniority shall be determined by:
 - a. The date of the Board meeting at which the teacher was hired;
 - b. If the tie remains, the date the letter of intent is signed for employees hired for the 2008-2009 school year and thereafter;
 - c. If the tie still remains, the tie shall be broken by lottery with an Association representative present.

5. Availability of Lists:

At least fifteen (15) calendar days before the Board action to reduce the number of teachers, the Association President shall receive, in writing, a tentative list of the positions in each teaching field affected by the reduction in teachers. In addition, as of October 15th of each school year, the seniority lists for all teachers as defined in Section 2.a, above, shall be available for review by the Association, and posted in each building.

6. Notification of Teachers:

Any teacher whose contract is to be suspended as the result of a reduction in teachers shall be notified, in writing, of his/her intended suspension at least fifteen (15) calendar days prior to the next regularly scheduled Board meeting at which the action is to be taken; provided, however, the suspension shall not become effective sooner than thirty (30) days after said action.

Section C. Suspension of Contracts

1. Contracts shall be suspended as the result of a reduction in force determined by the Board.
2. For the purposes of identifying those teachers whose contracts will be suspended due to a reduction in force, the teacher's last summative evaluation rating shall determine in what order the contracts will be suspended in each certification/licensure area affected.
3. For the purpose of determining the order of reduction in each certification/licensure area, the ratings of "accomplished" and "skilled" shall be considered comparable.
4. In each certification/licensure areas affected by a reduction in force, the following order of reduction based upon the last summative evaluation rating shall be followed:
 - a. Limited contract teacher with an "ineffective" rating;
 - b. Limited contract teacher with a "developing" rating;
 - c. Continuing contract teacher with an "ineffective" rating for two (2) consecutive years;
 - d. Limited contract teacher with an "accomplished" or "skilled" rating;
 - e. Continuing contract teacher with an "ineffective" rating but not in two (2) consecutive years;
 - f. Continuing contract teacher with a "developing" rating;
 - g. Continuing contract teacher with an "accomplished" or "skilled" rating.
5. Where more than one teacher has an evaluation rating that is subject to contract suspension due to a reduction in force, the teachers within that rating shall be ordered according to seniority with the least senior individual being the first teacher to be affected.

Section D. Recall

1. Any teacher on the recall list whose continuing contract has been suspended shall be recalled in inverse order of contract suspension, provided he/she is or becomes certified for the vacancy.
2. Any teacher on the recall list whose limited contract has been suspended shall be recalled in inverse order of contract suspension to a vacancy in the teaching field from which he/she was suspended, or the teaching field in which he/she was initially hired or has taught in the District.
3. In the event that a vacancy becomes available, the Board shall recall the teacher to active employment status by giving written notice to the teacher. Said written notice shall be sent to the teacher by registered or certified letter addressed to the teacher's last known address. It shall be the responsibility of each teacher to notify the Board of any change in address.
4. If a teacher fails to accept active employment status within fifteen (15) calendar days [five (5) calendar days if after August 15] from date said notification was delivered, said teacher shall be considered to have declined said offer and shall be removed from the recall list.
5. A teacher on the recall list shall, upon acceptance of the notification to resume active employment status, return to active employment status with the same seniority, accumulation of Sick Leave, and salary schedule placement as said teacher had at the time the contract was suspended.
6. Limited contract teachers shall remain on the recall list for a period of fifteen (15) months from the last day of active employment by the District unless the teacher has accepted, prior to such time, active employment in another school district. "Active employment" shall be defined as the contract year.
7. Continuing contract teachers shall remain on the recall list in accordance with law, unless the teacher has accepted active employment in another school district. "Active employment" shall be defined as the contract year.

Section E. Involuntary Transfer Resulting From Staff Reduction

Any teacher forced to move from building to building, or from one teaching field to another, as a result of the application of these procedures, may request in writing re-assignment to the previous building or teaching field. The request shall be filed with the Superintendent on or before June 15. If the request is not granted, the teacher will be notified on or before June 30 and, if requested, will be given the reason(s) for denial of the request.

Section F. Administrator Returning to Bargaining Unit

Effective for any administrator or non-bargaining unit member hired after August 1, 2006, it is the agreement of the parties that those individuals shall have no rights to cause the suspension of the employment contract of any current bargaining unit member.

5.03 SSP REDUCTIONS

If the Board of Education determines it necessary to reduce the number of classified bargaining unit members in a job classification, as listed in Article 1 of this Agreement, it shall do so by the following procedures:

- A. The Board shall act on or before April 30th to implement a RIF for the succeeding school year. Any staff reductions as determined by the Board shall have an effective date of no sooner than the first day of the affected bargaining unit member's contract for the succeeding school year.
- B. The number of bargaining unit members affected by the reduction in force will be kept to a minimum by not employing replacements insofar as practical for employees who resign, retire, or otherwise vacate a position.
- C. Whenever it becomes necessary to lay off classified bargaining unit members, the affected staff members shall be laid off according to seniority within the classification category with the least senior employee laid off first.
- D. For reduction purposes, there shall be two classification categories: (1) Building secretaries, and (2) Instruction Assistants/Intervention Assistants/Library Media Assistants.
- E. Seniority is defined by the length of continuous service in the school system. Continuous service will commence with the first day of active employment in the school year in which the employee was hired. Authorized leaves of absence and layoffs do not constitute an interruption in continuous service. In the case of identical seniority, seniority shall be determined by:
 1. The date of the Board meeting at which the bargaining unit member was hired.
 2. If the tie still remains, by date of application with the District.
 3. If tie still remains, by drawing lots.
- F. Classified bargaining unit members will be recalled from reduction in force in reverse order, that is those members last laid off are first to return. A written notice of recall shall be sent to the bargaining unit member by registered or certified letter addressed to the bargaining unit member's last known address. It

shall be the responsibility of the bargaining unit member to notify the Board immediately of any change in address.

- G. If a classified bargaining unit member fails to accept active employment status within fifteen (15) calendar days from the date said notification was delivered, said bargaining unit member shall be considered to have declined said offer and shall be removed from the recall list.
- H. Those bargaining unit members on limited contracts shall remain on the recall list for a period of fifteen (15) months from the last day of active employment by the District.
- I. Those bargaining unit members on continuing contracts shall remain on the recall list for a period of twenty-four (24) months.
- J. Any bargaining unit member involuntarily transferred from one building to another building as a result of the application of above procedures may request in writing reassignment to the previous position or building. The request shall be filed with the Superintendent on or before June 15. If there is a vacancy in the previously held position, the reassignment at time of Reduction in Force shall be granted. If the request is not granted, the bargaining unit member will be notified on or before June 30th and, if requested, will be given the reason(s) for denial of the request.

ARTICLE 6. WORKING CONDITIONS

6.01 SCHOOL YEAR

- A. The school calendar shall be adopted annually by the Board of Education and shall designate:
 - 1. There shall be one hundred and eighty-four (184) workdays in a school year.
 - 2. Workdays with students shall be a maximum of one hundred and seventy-eight (178) days.
 - 3. Workdays without students shall be at least six (6) days.
 - a. One (1) Convocation day which shall be one-half (1/2) day for administrative meeting/in-service and one-half (1/2) day for individual teacher preparation.
 - b. One (1) Parent/Teacher Conference day.

- c. One half-day for Wellness.
- d. Two (2) Professional Development Days
- e. One half-day Records Day at the end of each trimester.

The building administrator with input from the professional staff will determine the format and structure of these days.

- B. The school calendar proposal shall be developed by the Superintendent's Advisory Committee.
- C. The administration and the Local Professional Development Committee (LPDC) shall collaborate on the planning and implementation of these Professional Development days.
- D. NEOEA Day

NEOEA Day shall not be scheduled as a workday and shall not be included as a contractual day on the calendar for bargaining unit members on less than a twelve-month contract. NEOEA day is an unpaid day for those bargaining unit members on less than a twelve-month contract. For those bargaining unit members on a twelve-month contract, NEOEA Day is a paid workday. This provision may be waived with the approval of the REA.

- E. School Year/Day For Classified Bargaining Unit Members

The workweek shall normally consist of five (5) days, Monday through Friday. Deviation from this may occur as the result of calamity days and resulting make-up days. The work year and day shall be as specified below:

Title	Workdays	School Day	Paid Holidays	Follows Calendar
Educational Aide	184	7 to 7½ hours*	8	Teachers'
Library Media Aide	184	At least 30 hrs/week	8	Teachers'
Ten-Month Secretary	204	8 hours	8	Teachers' plus two (2) weeks before and after student school year.
Twelve-Month Secretary	249	8 hours	12	Holidays and vacation.

Except for Library Media Aides and summer hours for secretaries in the High School Principal's office, work hours shall not vary from day to day.

- * For educational aides, the determination of whether the workday is 7 or 7½ hours is based upon student needs and will be determined by the Director of Student Services. Educational aides shall receive annual salary notices that assume a 7-hour workday. Any increase in the workday in the school year shall remain the scheduled workday for the remainder of the school year.

F. Holidays: Support Staff

Support staff members in the bargaining unit will be entitled to the following paid holidays:

Educational Aides and Library Media Aides:

Ten (10) and Eleven (11) Month Secretaries:

- | | |
|---------------------------|---------------------|
| 1. New Year's Day | 5. Memorial Day |
| 2. Martin Luther King Day | 6. Labor Day |
| 3. Presidents' Day | 7. Thanksgiving Day |
| 4. Good Friday | 8. Christmas Day |

Twelve (12) month secretaries:

- | | |
|---------------------------|---------------------------|
| 1. New Year's Day | 7. Labor Day |
| 2. Martin Luther King Day | 8. Thanksgiving Day |
| 3. Presidents' Day | 9. Day after Thanksgiving |
| 4. Good Friday | 10. Christmas Eve |
| 5. Memorial Day | 11. Christmas Day |
| 6. Independence Day | 12. New Year's Eve |

In order to be paid for a listed holiday, the employee must accrue earnings the scheduled workday before and the scheduled workday after the holiday.

G. Vacation: Support Staff

- 1. All regular twelve (12) month classified employees in the bargaining unit shall be granted paid vacation as follows:

<u>Years of Revere Service</u>	<u>Days of Paid Vacation</u>
1 – 5	10 Days
6 – 19	15 Days
20 +	20 Days

Any bargaining unit member currently receiving vacation in excess of this schedule will be grandfathered.

2. Years of Revere service means years of employment as a Revere employee. Employees moving from a ten (10) month position to a twelve (12) month position shall have their years of service converted on a proportional basis.
3. Except during the week prior to and the week following the first student day and the last two (2) weeks of the student year, employees may utilize vacation leave at any time during the calendar year provided the employee has given a minimum fourteen (14) calendar days notice. Vacation with less than fourteen (14) days notice will be scheduled with the approval of the immediate supervisor. Vacation may be granted by the Superintendent during the excepted times for special circumstances.
4. Vacation shall not accumulate from one year to the next.
5. Vacation pay shall be based on hours normally worked. Upon separation from employment, an employee shall be paid for accumulated but unused vacation leave earned.

H. Calamity Days/Snow Days

Employees shall not be required to work and shall be paid their regular daily wages for all calamity days.

The schedule of the Revere Local School District shall be reported to the Ohio Department of Education in hours. Any hours in excess of the hour equivalent of eleven (11) days used for calamity days shall be made up in accordance with an option or options acceptable by the Ohio Department of Education.

6.02 SCHOOL DAY

- A. 1. Teachers who are not assigned pre-school and/or post-school duties are expected to arrive prior to and to remain after school a sufficient time to fulfill the duties of that particular day. Such teachers shall, in any event, arrive not less than ten (10) minutes prior to the student instructional day and remain not less than ten (10) minutes or when the last bus leaves at the end of the day, whichever is later (vocational bus excluded), unless excused by the Principal.
2. Only those teachers who are assigned pre-school and/or post-school duties may be required to work up to a seven and three-quarter (7 3/4) hour workday. Such a day shall include pre-school duties, post-school duties,

and a thirty (30) minute duty free lunch. No more than ten percent (10%) of any building staff shall be assigned pre- or post-school duties, except that no less than two (2) or more than five (5) teachers shall be assigned post-school duties in each building on a daily basis. Such duties shall be assigned on a rotating basis. During the term of this Agreement, the length of the instructional school day in each building shall not be increased.

3. The starting time for all elementary schools shall be no earlier than 8:00 AM and shall not extend beyond 3:45 PM. The elementary student day shall be no longer than 6 hours and 40 minutes.

B. Lunch Period

1. Teachers:

The regular working day shall include a minimum of thirty (30) minutes for a duty free lunch period.

2. Support Staff:

Secretaries One-half (1/2) hour paid, duty free lunch included within the eight (8) hour workday.

Assistants One-half (1/2) hour paid, duty free lunch within the seven (7) hour workday.

Library Media Assistant One-half (1/2) hour paid, duty free lunch scheduled in cooperation with the librarian approximately midway through the workday.

C. Preparation Period

1. Each full-time classroom teacher (including specialists) shall have at least one (1) preparation period per day or the combined equivalent time per week. Time of lesser duration before or after the normal student day shall not be considered in computing total preparation time. The daily preparation period and duty free lunch period, for half-day Kindergarten teachers, shall be scheduled between the a.m. and p.m. Kindergarten classes. Other full-time Elementary classroom teachers will generally have their preparation time during the period when specialists are responsible for the class. The preparation period shall be at least forty (40) minutes in all schools and shall be scheduled as uninterrupted time, unless the teacher agrees

otherwise. Each full-time classroom teacher shall have a minimum of two hundred ten (210) minutes of preparation time per five (5) day week. In the event that a change is contemplated in the amount of time of a period for a school, the Superintendent and the Association shall appoint six (6) teachers to meet with the Building Principal and make recommendations with regard to the proposed change. If practical and reasonable, the committee's recommendations will be implemented.

2. In the event that there is an opportunity for a teacher to relinquish his/her preparation period or, in the middle school, lunch period in order to teach an extra period or class or assume other assigned duties for a year, semester or trimester, the opportunity will be posted district-wide in each building and via E-mail. The Superintendent or Principal, with input from the department chairperson if applicable, will consider all interested and properly certificated/licensed applicants. If a teacher agrees to relinquish his/her preparation or lunch period, he/she shall be paid at the annual rate of \$7,500.00 at the High School or \$4,000.00 at the other buildings. If the term of the need is less than a year, the compensation shall be proportionate to the annual rate. Any such agreement shall be reduced to writing and agreed to by the teacher and the Revere Education Association.

D. Teachers' Meetings

All Full-Time teachers shall be expected to carry out their professional responsibilities by attending teachers' meetings which extend beyond the normal school day unless their absence is approved by their principal. Such approval shall not be unreasonably withheld. All Part-Time teachers shall be expected to carry out their professional responsibilities by attending teachers' meetings adjacent to their work schedule unless their absence is approved by their principal. Such approval shall not be unreasonably withheld.

E. Traveling Bargaining Unit Members

Teachers (including specialist teachers) and other classified bargaining unit members who travel from building to building during the school day shall be scheduled adequate time for travel. This scheduled "travel time" shall not be included or counted as part of the bargaining unit member's duty free lunch period or required preparation period. Traveling teachers shall be assigned pre-and/or post-school duties at no more than one (1) school each day.

F. Breaks: Support Staff

Eight (8) hour support staff employees will be allowed up to two (2) breaks of up to fifteen (15) minutes in conjunction with the day to day demands of their jobs.

Other support staff employees will be allowed two (2) breaks of ten (10) minutes in conjunction with the day to day demands of their job.

All breaks shall be determined cooperatively between the assistant and the teacher/ supervisor.

At no time will a student's safety be compromised as the result of an employee taking a break.

G. Building Changes

The proposal of any building-wide change that would affect any term(s) and/or condition(s) of the Agreement must comply with the following procedure.

1. Presentation of the proposal to all bargaining unit members providing service in the affected building is to be done by a joint committee of no more than three (3) bargaining unit members from that building selected by the Association and three (3) administrators.
2. There shall be a minimum of one (1) general meeting, not open to the public, to present to the bargaining unit members providing services in the affected building with a written documentation that provides the following:
 - a. A comparison of the current condition and the proposed change(s) for the affected building and its impact on staffing.
 - b. An understanding that terms and/or conditions to be amended in the Agreement by this provision can only include the start and end time of the instructional day, the length and/or number of class periods, the number and/or length of preparation periods for that affected building and/or workday rearrangement as designated in Article 6.01(A) so long as such rearrangement does not exceed one hundred eighty-four (184) days.
 - c. An understanding that a change in building schedule shall not cause a reduction in force except for attrition.
3. The proposed building change shall be implemented by fifty-five percent (55%) of Association members providing service in the affected building indicating by secret written ballot acceptance of the proposed change. This vote shall have the impact of a ratification vote on behalf of the Association, and the Association reserves the right to be present to verify the vote count.

4. The effectiveness of an implemented building-wide change shall be subject to an evaluation after the first year of the change by a committee as described in paragraph 1 of this section.
 5. The trimester change approved at the high school during the 2001-2002 school year shall be considered in compliance with this provision. In Section (G)(2)(b), however, only, the day will be divided into five (5) equal teaching periods. Each teacher at the high school will be guaranteed one (1) period of preparation planning daily.
 6. All schools are considered to be on trimesters.
- H. By Wednesday,, September 23, 2015, the Building Leadership Team (BLT) shall convene to determine the delayed starts' schedule with input from stakeholders prior to the decision making process. The delayed starts' schedule for the 2015-2016 shall be posted on the District's website. The BLT shall meet annually on or about September 23 to develop the delayed starts' schedule. When delayed starts are implemented, the students' instructional day and employees' workday may be revised.

6.03 CLASS SIZE

Section A

The determination of class size by the Board should be consistent with a review of changes in teaching concepts, population shifts, financial resources, pupil needs, and other such relevant factors.

Section B

Without abandoning its right to determine and alter staffing goals as it may hereafter deem advisable or necessary, the Board indicates its commitment to provide such staffing as is appropriate to the methods of instruction, modes of learning, available facilities and finances, and, whenever possible, consistent with the factors set forth in Section A, hereof, endeavor to achieve class size approximating those recommended by the Staff/Administration Committee on class size.

The recommendations of the Committee are as follows:

- | | | |
|------------------------------|------------|----------------------------|
| 1. <u>Elementary Classes</u> | K - 1 - 2 | Twenty (20) students |
| | Grades 3-4 | Twenty-three (23) students |
| | Grades 5-6 | Twenty-five (25) students |

2. Special Needs Students:

Low-incidence students are those who have disabilities which occur infrequently in the population and shall count as two (2) students for all class size calculations. These include the multiple disabled, autistic, other health impaired, cognitive disabled, orthopedically disabled, hearing impaired and emotionally disabled. Under special circumstances, this provision may be waived by consent of the teacher and the Association.

3. Middle School:

The class sizes in the Middle School should not exceed 25:1 pupil-academic teacher ratio.

4. High School

a. English: Not more than one hundred (100) students for teachers with three (3) preparations so that teachers can correct at least one (1) piece of writing per week per student.

b. Science Labs: Twenty (20) students

c. Other Subjects: Twenty-five (25) students for teachers with three (3) preparations.

d. Attendance in study halls should not regularly exceed forty-five (45) pupils per Supervisor, per class period.

e. Physical Education classes should not exceed a normal class load of forty (40) students.

If a teacher with a class size ten percent (10%) above the recommendation set forth above believes that the actual class size is unreasonable, or that placement of IEP students has not been considered appropriately, he/she may grieve the condition but only through the Board level of the grievance procedure. In addition, in the event that a teacher has a class size in excess of twenty-five percent (25%) above the recommendations for a school year, the Board will endeavor to assign students so as to bring the class size for the following school year as close to the recommendation as practical.

f. Maintenance of appropriate teacher workload is beneficial for all students, and teaching and learning. The Board will strive to ensure that no more than fifty percent (50%) of the students assigned to a classroom require specialized, individualized instruction by the classroom teacher.

Section 6.03 shall be grievable to a committee of the Board of Education.

6.04 TEACHER MATERIALS AND SUPPLIES

- A. Annually, prior to the appropriation of funds for instructional materials, each Building Principal shall:
1. inform the building staff of the amount available for such materials;
 2. request input, information, and requests from the building staff as to the expenditure of such funds;
 3. convene an advisory committee composed of a representative from each grade level within the building to discuss and review input, and discuss pending priorities.
 4. Administration reserves the right to make final decisions regarding such funds subsequent to receiving the above recommendations.
- B. This procedure shall be modified in the event the District institutes central purchasing for consumable materials and supplies.

6.05 SUBSTITUTE TEACHERS

The Board shall endeavor to provide a substitute teacher (including Reading teachers, Librarians, and other Specialist Teachers) for the classes of a teacher out of their classroom for one-half (1/2) day or more.

6.06 RESIDENT EDUCATOR PROGRAM (RE) AND NEW TO DISTRICT MENTORING PROGRAM (MP)

Resident Educator Program (RE)

- A. Program Purpose
- The Resident Educator Program for beginning teachers will provide coaching, mentoring and guidance that are critical to improving their skills, knowledge and student achievement and growth. The Resident Educator Program will be administered and funded by the Revere Local Schools.
- B. Definitions
1. Resident Educator Program
- A four year program created and required by state law that is designed to provide newly licensed educators quality mentoring and guidance. Successful completion is required to advance to a five-year professional educator license.

2. Resident Educator Mentor
A Mentor is a REA member who has been trained through the Ohio Department of Education (ODE) Resident Educator Mentoring Program to provide professional support to a Resident Educator.
3. A Resident Educator is a teacher employed under a Resident Educator license.

C. The Resident Educator Mentor

1. Qualifications
 - a. The Resident Educator Mentor must have at least five (5) years teaching experience.
 - b. A Resident Educator Mentor must be trained to serve as a Mentor through the ODE Instructional Mentoring (IM) and Resident Educator 1-RE) program.
 - c. A Resident Educator Mentor must hold a valid teaching certificate/license.
 - d. A Resident Educator Mentor must have demonstrated the ability to work cooperatively and effectively with the REA members and have extensive knowledge of a variety of classroom management and instructional techniques.
2. Selection
 - a. Members interested in attaining the role of Resident Educator Mentor to a Resident Educator shall notify the Program Coordinator (Director of Curriculum and Instruction) by posting date located on the yearly supplemental job posting.
3. Responsibilities
 - a. The Resident Educator Mentor shall carry out the Resident Educator Program in conjunction with the Resident Educator rules, regulations and guidelines developed by ODE.
 - b. The Resident Educator Mentor shall attend all meetings scheduled for the year unless notification has been given and approved by the Program Coordinator.
 - c. Release time, during the workday, will be provided for observation purposes as approved by the Program Coordinator and provided to the Resident Educator Mentor and the Resident Educator. The Resident Educator Mentor will notify the building Principal(s) of the date and time they plan to meet with the Resident Educator no less than three (3) workdays prior to the date.
 - d. The Resident Educator Mentor will use the Resident Educator Program formative assessment tools (e.g. collaborative log, Ohio Standards for the Teaching Profession reflection tool, goal-setting agreement, etc.), and protocols to support the Resident Educator.

- e. The Resident Educator Mentor does not have a formal evaluative role. Any assessments that are evaluative in nature shall not be performed by the REM.
4. **Compensations**
- Mentors will receive 3% of base for first RE mentee and 2% of base for each additional RE mentee.

New to District One Year Mentoring Program (MP)

A. Program Purpose

The New to District Mentoring Program is for new to the district teachers that have a professional license. Teachers in their first year at Revere Local Schools will be provided coaching, mentoring and guidance as they transition to a Revere employee.

B. Definitions

1. New to District One Year Mentoring Program

A one year program created by Revere Schools and follows the first year Resident Educator timelines.

2. New to District One Year Mentor

A Mentor is a REA member who has a valid Ohio professional teaching license.

C. Resident Educator Mentor

1. Qualifications

a. The New to District Mentor must have at least five (5) years teaching experience.

b. A New to District Mentor must have demonstrated the ability to work cooperatively and effectively with the REA members and have extensive knowledge of a variety of classroom management and instructional techniques.

2. Selection

a. Members interested in attaining the role of New to District Mentor shall notify the Program Coordinator (Director of Curriculum and Instruction) by posting date located on the yearly supplemental job posting.

3. Responsibilities

a. The New to District Mentor shall carry out the following obligations:

- i. Design and coordinate yearly goals in collaboration with mentee.
 - ii. Meet monthly with mentee.
 - iii. Record dates and times of monthly meetings and submit at the end of the year to Program Coordinator
 - b. The New to District Mentor shall attend all district meetings scheduled for the year unless notification has been given and approved by the Program Coordinator.
 - c. The New to District Mentor does not have a formal evaluative role. Any assessments that are evaluative in nature shall not be performed by the MP mentor.
4. **Compensations**
Mentors will receive 2% of base for first New to District mentee and 1% of base for each additional New to District mentee.

6.07 COMPUTER TECHNOLOGY

Efforts will be made by the Board, the Administration, and the teachers to work through appropriate channels to improve and enhance the use of computers in the classroom by both students and teachers. If deemed appropriate, these efforts may include the placement of computer resource personnel in each building.

6.08 TUITION FREE

All children of REA bargaining unit members may attend the Revere Local Schools in grades K-12, tuition free, entering in any of the school years that this Agreement is in effect, with the following restrictions:

- A. A written request for admission must be made to the Superintendent.
- B. Acceptance will be based upon space available considerations. Space available will be determined by the Superintendent in consultation with the Building Administrator. This program will be limited to no more than twenty-five (25) students at any time during this Agreement.
- C. Excess costs that are generated to educate said students shall be the responsibility of the Home District. No special needs student shall be admitted and/or retained unless the Revere School District has program and space available and until the Home District has agreed in writing prior to August 1 to reimburse the Revere Schools for all present and future excess costs.
- D. In order to be considered, a written request must be submitted between October 1 and December 15 of the school year preceding the school year for which admission is requested. A decision will be returned no later than June 15 preceding the school year of admission.

- E. The "District of Residence" shall be the residence of the employee.
- F. Enrollment of the student will be continuous based upon building configuration. Continued enrollment at each building transition will require reapplication to the Superintendent in order to continue on to the next building.
- G. The Superintendent's decision is final regarding all free tuition requests within the base line figures in Section 6.03, above.
- H. Current REA Grievance #11-12-1 (Tuition Free) will be placed in abeyance with an accelerated arbitration resolution, if needed.

6.09 INTENSIVE SCHEDULING

- A. Each teacher assigned on a full-time basis to Revere High School shall have at least one period or equivalent of planning/professional time per day. This planning time shall be scheduled within the normal student day.
- B. The Board shall provide funding so that "tutorials" may be scheduled during the morning and afternoon of each school day with prior approval by the building administration. These instructors shall be paid at the rate of .0007 times the base salary.

6.10 FLOATING SUBSTITUTES

The Board and the Association shall explore the concept of employing full-time substitutes.

6.11 TRAINING

The Board shall strive to make available the opportunity for in-service training to teachers during the regular teacher employment calendar to assist in addressing the legal and educational needs of the disabled students in a regular education classroom environment. Training scheduled outside that time frame is voluntary on the part of the teacher.

ARTICLE 7. EVALUATION

7.01 PURPOSE

- A. To serve as a tool to advance the professional learning and practice of teachers individually and collectively in the District.
- B. To inform instruction.

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

7.02 Application

- A. The OTES procedure described in this Article applies to District employees who meet one of the following categories:
 - 1. A teacher working under a license issued under Ohio Revised Code (ORC) Sections 3319.22, 3319.26 or 3319.226 who spends at least 50 percent of his/her time providing content-related student instruction; or
 - 2. A teacher working under a permanent certificate issued under ORC 3319.222 as existed prior to September 2013 who spends at least 50 percent of his/her time providing content-related student instruction; or
 - 3. A teacher working under a permanent certificate issued under ORC 3319.222 as it existed prior to September 2006 who spends at least 50 percent of his/her time providing content-related student instruction; or
 - 4. A teacher working under a permit issued under ORC 3319.301 who spends at least 50 percent of his/her time providing content-related student instruction.
- B. This teacher evaluation policy does not apply to substitute teachers or instructors of adult education.
- C. Teachers not subject to the Ohio Teacher Evaluation System (OTES) shall be evaluated under the OTES timeline but will utilize the rubric that reflects their job duties.

7.03 Definitions

- A. **Credentialed Evaluator**

Evaluations will be conducted by persons holding evaluator credentials established by the Ohio Department of Education.

Evaluators must complete state-sponsored evaluation training and pass the online credentialing assessment.

Staff members will be evaluated by their building administrators or central office administrator.
- B. **Core Subject Area**

Core Subject Area means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history, and geography.
- C. **Days**

“Days” for the purpose of the OTES procedure shall mean school days, and not calendar days.

D. Effectiveness Rating

Teachers are assigned an effectiveness rating of Accomplished, Skilled, Developing, or Ineffective. An effectiveness rating is based on the following two categories: (1) Teacher performance and (2) Student Growth Measures. Fifty percent (50%) of the evaluation will be attributed to teacher performance, and fifty percent (50%) will be attributed to measures of student growth.

E. Evaluation Instruments: The following forms are the evaluation instruments used in the OTES procedure:

Appendix B	Evaluation Timeline
Appendix C	Teacher Performance Evaluation Rubrics
Appendix D-1	Speech and Language Pathologist Performance Evaluation Rubric
Appendix D-2	Guidance Counselor Performance Evaluation Rubric
Appendix D-3	School Psychologist Performance Evaluation Rubric
Appendix D-4	Media Specialist Performance Evaluation Rubric
Appendix E	Informal Observation (Walkthrough)
Appendix F	Final Summative Rating of Teacher Effectiveness
Appendix G	Professional Growth Plan
Appendix H	Improvement Plan
Appendix I	Final Summative Rating Framework

F. Student Learning Objectives (SLOs)

Student Learning Objectives include goals identified by a teacher or group of teachers, and approved by the administration, which identify expected outcomes or growth targets for a group of students over a period of time.

G. Shared Attribution Measures

Shared Attribution Measures encompasses student growth measures that can be attributed to a group. Shared attribution measures are assigned/ attributed to a group of appropriately licensed educators who consistently meet to collaboratively plan and provide instruction and/or intervention for a student or defined group of students on a specific topic and/or grade level and which may or may not be reported in the teacher-student data linkage system.

H. Value-Added

Value-Added refers to the EVAAS Value-Added methodology provided by SAS, Inc., which provides a measure of student progress at the District and school level based on each student's scores on state issued standardized assessments.

I. Vendor Assessment

Vendor Assessment refers to student assessments approved by the Ohio Department of Education that measure mastery of the course content for the appropriate grade level, which may include nationally-normed standardized assessment, in-

dustry certification exams, or end-of-course examinations for grade level and subjects for which the Value-Added measure does not apply.

7.04 Evaluation Policy Consultation Committee

An Evaluation Committee will meet annually in May to make recommendations to the evaluation process based on information reported to the Committee by teachers and evaluators. The Evaluation Committee will be comprised of four (4) administrators appointed by the Superintendent and eight (8) REA members appointed by the Association, two per District School Building. The committee shall be advisory only. Any recommended changes by the committee to the evaluation procedure shall be subject to ratification by the Association and Board approval.

7.05 Orientation

- A. All teachers will receive an orientation regarding the evaluation process within the first ten (10) days of the school year.
- B. No later than September 15 of each year, or in the case of a new teacher, within thirty (30) days of the first day employed, each teacher will be notified in writing of the name and position of his/her evaluator.
- C. In the event a teacher performs work under the supervision of more than one supervisor, one (1) supervisor shall be designated as the evaluating supervisor. Where a teacher is split among buildings, the formal observations shall be split so that the teacher will be observed by a supervisor from each building during the school year. In the event that the teacher's evaluating supervisor is unavailable (due to a long-term absence or leave), another credentialed evaluator employed by the Board as an administrator will be assigned.

7.06 Evaluation Procedures

A. Self-Assessment

Teachers may complete a self-assessment form to identify strengths and areas for growth. Completion of the self-assessment is optional and within the teacher's discretion to share the form with his or her credentialed evaluator.

B. Evaluation Timeline (Appendix B):

Cycle 1 (Sept 15-Jan 15)

Sept. 15-Jan 1 Walkthroughs and Pre-Conference

Oct. 1-Jan 1 Observations begin

Cycle 2 (Jan 15- April 30)

Jan. 15-April 30 Pre-Conference (optional), Walkthroughs and Observations

- 1. Teachers shall be evaluated once each school year. The formal evaluation process will consist of the following:
 - o Professional growth or improvement plan;

- Two 30-minute formal observations utilizing The Teacher Performance Evaluation Rubrics (Appendix B);
 - Walkthroughs (informal observations);
 - Student growth measure rating and performance rating;
 - Final summative rating
2. A teacher who receives a rating of “Accomplished” on his/her most recent evaluation shall be evaluated every three school years. During the years teachers are not formally evaluated, the following are required:
- Professional growth plan (Due by Oct. 1);
 - One announced informal observation (Teacher will schedule an observation with evaluator. Observation should be a minimum of 10 minutes and not exceed 30 minutes);
 - One post-conference
- Determine a rating for student growth measures and maintain a rating of average or higher to continue the less frequent evaluation cycle.
3. A teacher who receives a rating of “SKILLED” on his/her most recent evaluation shall be evaluated every two school years. During the years teachers are not formally evaluated, the following are required:
- Professional growth(Due by Oct. 1);
 - One announced informal observation (Teacher will schedule an observation with evaluator. Observation should be a minimum of 10 minutes and not exceed 30 minutes);
 - One post-conference
- Determine a rating for student growth measures and maintain a rating of average or higher to continue the less frequent evaluation cycle.
4. The evaluation shall be completed no later than the first day of May. No later than May 10th, the evaluator will hold a final summative evaluation meeting to provide eTPES ratings.

C. Observations

1. A formal observation shall last a minimum of thirty (30) continuous minutes.
2. The first formal observation shall be preceded by a pre- conference between the evaluator and the employee prior to the observation in order for the employee to explain plans and objectives for the classroom situation to be observed. The second formal observation does not require a pre-conference, unless the evaluator or teacher would prefer to meet.
3. Observations will not be conducted on the day before or after Winter break and Spring break, on the day after an absence due to an extended

illness of more than five (5) days, on staff development release time days, on the first or last day of a grading period, or on the day of the Halloween party, Winter Holiday party, or Valentine's Day party.

4. A post-observation conference shall be held no later than ten (10) school days after the first observation. If unforeseen circumstances require the conference to be held later, it will be rescheduled for a mutually-agreeable date.
5. If after the first or second formal observation, a teacher's performance is found deficient to the extent that adverse personnel action may result, a minimum of one additional observation shall be scheduled.

D. Walkthroughs

1. Walkthroughs shall be at maximum of ten (10) minutes and should be of sufficient duration to allow the evaluator to assess the focus of the walkthrough.
2. Walkthroughs will not be conducted on the day before or after Winter break and Spring break, on the day after an absence due to an extended illness of more than five (5) days, on staff development release time days, on the first or last day of a grading period, or on the day of the Halloween party, Winter Holiday party, or Valentine's Day party.
3. Written comments will be shared with the teacher within 24 hours via email.

E. Performance Assessment

1. The 50 percent teacher performance measure shall be based on the Ohio Standards for the Teaching Profession.
2. The evaluator will compile data from information obtained from professional growth or improvement plans, observations, walkthroughs, and conferences to determine the teacher performance rating.

F. Student Growth Measures

1. Student growth means the change in student achievement for an individual student between two (2) or more points in time.
2. A student who has forty-five (45) or more unexcused absences for the school year will not be included in the determination of student academic growth. This component of the evaluation includes, where available, one or more of the following:
 - a. Teacher-level value-added data;
 - b. ODE approved assessments;
 - c. And/or locally-determined measures; in accordance with State law and State Board of Education requirements ("SLOs").

3. When available, value-added data or an alternative student academic progress measure if adopted under ORC 3302.03(C)(1)(e) shall be included in the multiple measures used to evaluate student growth in proportion to the part of the teacher's schedule of courses or subject for which the value-added progress dimension is applicable.
4. If a teacher's schedule is comprised only of courses or subjects for which value-added data is applicable, the entire student academic factor of the evaluation for such teachers shall be based on the value added progress dimension.
5. Data from these approved measures of student growth will be converted to a score in one of five (5) levels of student growth:
 - a. Most Effective
 - b. Above Average
 - c. Average
 - d. Below Average
 - e. Least Effective

G. District SLO Review Committee

1. A District SLO Review Committee will be formed. The District SLO Review Committee will be comprised of four (4) administrators and two (2) teacher representatives per district school building. Teacher representatives will be appointed by the Association. The District SLO Review Committee will develop guidelines for submission and approval of SLOs. All decisions of each SLO Committee will be reached by consensus.

H. Finalization of Evaluation

1. Each teacher's performance rating will be combined with the assessment of student growth measures to produce the summative evaluation rating based upon the Final Summative Rating Framework (Appendix I).
2. The final evaluation will be completed by the evaluator by May 1st.
3. No later than May 10th, the evaluator and teacher will have a Post Conference and Final Summative eTPES sign-off based off of the Summative Rating Framework (Appendix I).
4. The teacher and evaluator shall sign both Post Conference Forms report and utilize eTPES to PIN Signature for Final Rating. The teacher's signature/PIN shall verify notification to the teacher that the evaluation will be placed on file, but shall not be construed as evidence that the teacher agrees with the contents of the evaluation report.
5. 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, shall be provided to the teacher.

6. The teacher's Final Summative Rating Report will be submitted to the Ohio Department of Education through the eTPES System.

7.07 Professional Growth Plans and Professional Improvement Plans

Teachers must develop a Professional Growth Plan or Improvement Plan. Professional Growth Plans should be developed by the teacher and submitted to their evaluator twenty-four (24) hours prior to the first Pre-Conference. Improvement Plans shall be developed in cooperation with the teacher and evaluator during the first Pre-Conference.

A. Professional Growth Plans (Appendix G)

1. Teachers whose performance rating indicated above expected levels of student growth will develop a professional growth plan.
2. Teachers whose performance rating indicates expected levels of student growth will develop a professional growth plan collaboratively with his/her credentialed evaluator

B. Professional Improvement Plan for Below Expect Student Growth (Appendix H)

1. Teachers whose performance rating indicates below expected levels of student growth will develop a professional improvement plan with their credentialed evaluator. The administration will assign the evaluator for the subsequent evaluation cycle and approve the professional improvement plan, utilizing the components set forth in the Teacher Evaluation Form.
2. A professional improvement plan is a clearly articulated assistance program for a teacher whose student growth measure dimension of the evaluation is below the expected level of student growth and shall include:
 - a. Specific performance expectations, resources and assistance to be provided;
 - b. Timelines for its completion; and
 - c. Monetary, time, material, and human resources

C. Professional Improvement Plan (Appendix H)

1. A performance improvement plan may be developed for a teacher who displays a deficiency in his/her performance on the teacher performance side of OTES. The teacher shall be granted up to six (6) weeks depending on the nature of the deficiency to correct the performance deficiency. The administration will assign the evaluator for the subsequent evaluation cycle and approve the professional improvement plan, utilizing the components set forth in the Teacher Evaluation Form.
2. A professional improvement plan is a clearly articulated assistance program for a teacher whose classroom performance displays a deficiency. Dimensions of the improvement plan shall include:
 - a. Specific performance expectations, resources and assistance to be provided;

- b. Timelines for its completion; and
- c. Monetary, time, material, and human resources.

7.08 APPEALS

The evaluation portions of this Article shall not be grievable past Step Four of the procedure. Procedural aspects of Article 7 shall be subject to all steps of the grievance procedure. An arbitrator shall have the right to order reemployment only, if there are procedural errors. The determination whether to reemploy or not reemploy a teacher shall be solely the Board's determination. An arbitrator shall have no right to invalidate the Board's decision to reemploy even though the Board's decision was not warranted in the opinion of the arbitrator, by the results of any evaluation.

7.09 INTENT

It is the intention of the parties that the provisions of this Article shall supersede all provisions of Ohio Revised Code 3319.111 and all provisions of 3319.11 inconsistent with this Article.

7.10 EVALUATION OF SUPPORT STAFF

A. Purpose

All support staff in this bargaining unit will be evaluated in writing by the Principal or Assistant Principal. The employee shall be notified the first week of his/her work year whether he/she will be evaluated by the Principal or Assistant Principal. If an employee works in more than one (1) building, he/she will be notified which Principal/Assistant Principal will be the evaluator for that year.

It is the intent of these evaluations to provide each classified bargaining unit member with an ongoing evaluation in order to assess an employee's work performance; to assist the employee to achieve greater effectiveness in the performance of his/her work environment; to constitute basis for personnel decisions; and provide a written plan of improvement when deficiencies are noted.

B. Form

The written evaluation shall be on an evaluation form found in Appendix J.

C. Schedule

- 1. Employees with one (1) year or less of service shall be evaluated once by October 31, once by January 31, and a third time by May 31.

2. During an employee's second and third year of employment, the employee shall be evaluated not more than twice per year, once by January 31 and a second time by May 31.
3. Employees on continuing contracts shall be evaluated once a year by May 31.

D. Conference

The completed written evaluation forms will be reviewed in a conference with the bargaining unit member and the evaluator. In this conference the bargaining unit member's performance strengths and specific performance deficiencies, if any, will be acknowledged. The evaluation forms will be signed by each acknowledging the review and indicating the employee has received a copy.

E. Deficiencies

In conjunction with the bargaining unit member's evaluation which identifies deficiencies, a program shall be developed, if necessary, by the evaluator to address any specific problems related to the bargaining unit member's performance. This improvement program shall clearly identify the deficiencies with a specific recommendation for improvement and the means by which the employee may obtain assistance in making such improvements. This improvement program will also have a reasonable specified time schedule to permit the opportunity for the bargaining unit member to improve his/her job performance.

F. Response

The bargaining unit member shall have the right to make a written response to the evaluation and to have it attached to the evaluation report to be placed in the employee's personnel file.

ARTICLE 8. DISCIPLINE AND DISCHARGE

8.01 TEACHER DISCIPLINE AND DISCHARGE

- A. A teacher shall be entitled, upon his/her request, to have present a person of his/her choice when the teacher is notified that he/she will be required to attend a disciplinary interview which may result in disciplinary action. The request for such a person shall not delay proceedings for more than one (1) school day. The Principal may also request the presence of a representative at the meeting.

- B. Section A shall be inapplicable to informal contacts or counseling between Principals and teachers, where Principals bring disciplinary concerns to the teacher's attention.

8.02 SUPPORT STAFF DISCIPLINE AND DISCHARGE

- A. Support staff bargaining unit employees may be suspended or discharged in accordance with Ohio Revised Code 3319.081.
- B. Support staff bargaining unit employees may be subject to progressive discipline for situation of a degree not rising to the level of suspension or termination. In these situations, the discipline shall be for just cause and may include verbal or written reprimands.
- C. The support staff bargaining unit member and the Association President shall receive at least forty-eight (48) hours' notice of any disciplinary hearing and the employee shall be entitled to representation. In the event an incident is of a nature so egregious as to endanger the safety of students or staff, the hearing may be held in less than forty-eight (48) hours.

ARTICLE 9. PERSONNEL FILES

9.01 OFFICIAL FILE

The personnel file for each bargaining unit member shall be maintained by the Board. This shall be considered the only official file and shall be confidential to the extent permitted by law.

9.02 CONTENTS

Copies of items included in the personnel file shall be dated and initialed by the Administrator placing said information in the file. Items pertaining to initial employment, letter of reference, recommendations shall not be retained in the personnel files or maintained by the Board of Education for more than one (1) year. This does not apply to the initial application and transcripts from institutions of higher learning.

A copy of any material which could adversely affect a bargaining unit member's employment status which is placed in the bargaining unit member's file shall be given to the bargaining unit member either prior to or at the time it is entered into the file. A bargaining unit member shall be entitled to have included in his/her personnel file, a statement of his/her position on the disputed information.

When there is a written complaint against a member of the bargaining unit, that bargaining unit member will receive a signed copy of the complaint. If an Administrator

feels a meeting to discuss the charge or complaint is warranted, he/she shall schedule a meeting within five (5) days after the member's receipt of his/her copy of the charge or complaint.

If, in the judgment of the Administrator, the written charge or complaint is not to be made a matter of record, no written entry shall be placed in the member of the bargaining unit's file.

9.03 ACCESS

- A. Upon arranging a time with the Office of the Superintendent, a bargaining unit member has a right to review all items in his/her file except those items pertaining to conditions of initial employment and letters of reference and recommendation. The inspection will take place within five (5) working days of receipt of the written or oral request for review.
- B. A representative of a bargaining unit member shall be given access to the file of said staff member, upon presentation of written authorization from the staff member, including the signature of said member of the staff.
- C. Members of the Administration authorized to use the personnel files shall be limited to those Administrators who have responsibilities directly related to the member of the staff concerned.
- D. The inspection shall be of a length determined by the bargaining unit member but no more than one (1) hour in duration.

9.04 REMOVAL OF MATERIALS

Information in the personnel file may be removed upon the mutual agreement of the staff member and the Administrator making the entry, or the Superintendent.

9.05 CONFIDENTIALITY

Information contained in the personnel file is a public record. In the event a bargaining unit member's personnel file is requested, the bargaining unit member shall be given notice and twenty-four (24) hours to review his/her file. The bargaining unit member also has the right to be present while his/her file is being reviewed by the requesting party.

ARTICLE 10. VACANCY, TRANSFER, PROMOTION AND ASSIGNMENT

10.01 VACANCY

A “vacancy” is defined as a job opening within the bargaining unit which the Board of Education determines to fill.

10.02 TRANSFER

A “transfer” shall be defined as any inter-building change or intra-building change which results in reassignment or modification of more than fifty percent (50%) of a teacher's presently assigned duties.

10.03 POSTING OF VACANCY

- A. Upon occurrence of a job vacancy, during the school year, a notice of such position along with its requirements will be posted in each building and e-mail at the same time the notice is given outside the School District. During vacation periods, notices shall be accomplished by insertion to the pay envelopes and e-mail.
- B. In order to provide existing teachers with the opportunity to apply for full-time vacancies to be filled the following school year, members of the existing certificated/licensed staff shall have five (5) working days from the date of the notice to apply for vacancies occurring during the regular school year and two (2) weeks to apply for vacancies occurring in the summer, unless the circumstances existing at the time of the occurrence of the vacancy make it essential to fill the vacancy prior to the lapse of the time specified herein.
- C. Teachers applying for vacancies in a building other than their current assignment or in their assigned building may be called upon to update their credentials and may be called upon to meet with the Superintendent/designee and/or the Building Principal for the purpose of their consideration for the position. Unless the new assignment is extremely different from the teacher's current duties (i.e. Third Grade to H.S. Math, H.S. Science to Second Grade), these meetings shall not include teacher demonstrations and/or structured interviews for tenured teachers or full-time teachers with five (5) or more years experience in the Revere District.
- D. During vacation periods, all notices will be made by e-mail only.
- E. Any vacancy that occurs as a result of a resignation submitted between July 10th and the beginning of the school year may be opened to outside applicants at the time of notification to staff.

10.04 TEACHER ASSIGNMENT

- A. All members of the certificated/licensed staff shall be afforded the opportunity to consult with the Superintendent with regard to assignment preference for the forthcoming school year, prior to June 1 of the current school year. Teachers requesting a change of assignment shall be notified in writing by the last teacher workday in the school year if the change is not granted and the reason(s) specified. Teachers requesting a change of assignment to fill a vacancy occurring after June 1 shall be notified in writing within ten (10) calendar days after the request regarding its disposition.

- B. All teachers shall be given written notice of their tentative instructional assignment for the forthcoming school year not later than the preceding first (1st) day of June. No change in such assignments (building, subject, or grade) shall be made unless necessary and until the teacher involved is consulted and given the reason(s) in writing for such change. If after July 10, the change in such assignment is necessary and is established without the consent of the teacher, that teacher shall have the right to resign the contract of employment without punitive action being taken by the Board.

10.05 SUPPORT STAFF

- A. Support Staff Vacancies
 - 1. All support staff vacancies within the scope of the support staff classified bargaining unit will be posted in the mailroom of each building and via e-mail during the school year and inserted in the pay envelopes and via e-mail during the summer months, vacation and holiday periods. Existing classified bargaining unit members shall have six (6) working days (ten (10) working days during breaks and summer) from the date of the notice to apply in writing to the Superintendent for the position vacancy. An interview with the Superintendent or the position supervisor may be required for a requested reassignment.

 - 2. The position shall be awarded to the most qualified bargaining unit member. In the event the qualifications are relatively equal, the position shall be awarded to the most senior applicant who meets the qualifications for the position. If there are no qualified internal applicants, the position may be awarded to an outside applicant.

 - 3. Effective September 1, 2003 during vacation periods, all notices will be made by e-mail only.

B. Support Staff Transfer

A support staff member may be transferred within his/her classification to another building due to the building closure or the elimination of program. ("Elimination of need" is defined as the transfer or withdrawal of a specific student(s) program to whom the assistant was assigned.) The bargaining unit member shall have the first opportunity to return to the original assignment at such time as it may become available and is posted in accordance with the support staff vacancy policy.

C. Support Staff Assignment Form

All support staff classified bargaining unit members will receive a tentative assignment form by July 1st for the next school year.

ARTICLE 11. LEAVES OF ABSENCE

11.01 SICK LEAVE

- A. Sick Leave shall accumulate on the basis of one and one-quarter (1 1/4) days for each complete month of service up to fifteen (15) days per year. Unused Sick Leave shall accumulate to a total of two hundred ninety-five (295) days.
- B. An employee shall be paid for acceptable reasons for absence to the extent of his/her accumulated leave.

Acceptable reasons for leave with pay are personal illness, pregnancy, injury, exposure to contagious disease which could be communicated to others, and for absence due to illness, injury, or death in the employee's immediate family. For purposes of illness or injury, the "immediate family" shall be interpreted to mean parents, parents-in-law, sister, brother, spouse, children, or other relative in the same household who clearly stands in the same relationship with the bargaining unit member as any of these. For purposes of death, the "immediate family" shall be interpreted to mean parents, parents-in-law, sister, brother, spouse, children, stepparent, stepchild, grandparents, grandchildren, or relative living in the same household. The "immediate family" shall also include persons whose relationship arises from marriage to the person listed herein.

C. Leave Transfer

When a bargaining unit member has exhausted all of his/her accumulated Sick Leave, as well as advanced sick leave days and vacation (if applicable), has experienced ten (10) consecutive days of sick leave absence and additional days are still needed, then he/she may request that the additional days be transferred

from other bargaining unit members with accumulated Sick Leave. The number of transferred days shall be limited to thirty (30) days per year. In no event shall this transfer prevent a bargaining unit member's application for or going on disability retirement. Upon receiving such a request, the Association President shall distribute a notice (Appendix Q) to all bargaining unit members notifying them of the request. Any employee wishing to transfer accumulated Sick Leave to the bargaining unit member shall submit the lower-half of form Appendix Q to the Association President within five (5) days of distribution. Upon receipt of the signed form authorizing the transfer of days, the Treasurer shall be advised of to whom, from whom, and how many days are to be transferred. The Treasurer shall determine the amount of conversion. An employee transferring Sick Leave days may transfer a maximum of five (5) days and shall not be permitted to deplete his/her own Sick Leave accumulation below forty (40) days.

Transfer of Sick Leave to another employee shall not be considered an absence and shall not negatively impact an employee's eligibility for the attendance compensation stipend.

11.02 PERSONAL LEAVE

- A. Paid Personal Leave will be granted up to three (3) days during the school year for the purpose of transacting personal business of a nature which cannot be conducted on a weekend or outside the school day, and requires the presence of the bargaining unit member. The number of personal leave days for bargaining unit members employed ninety-two (92) or fewer days of the school year will be 1.5 days. The Superintendent may grant Personal Leave for other good and sufficient reasons.
- B. Allotted Personal Leave days will be available for the observance of religious holidays. Personal Leave days shall not be used for vacation or gainful employment.
- C. Personal Leave shall be granted for all specific reasons as listed on the request for Personal Leave Form. No further specificity shall be required except under the category "Other for good and sufficient reasons." This category shall require prior approval of the Superintendent.
- D. Personal Leave on any given working day may be denied in the event that an excessive number of bargaining unit members are or would be absent on the day in question.
- E. Personal Leave days shall not be taken immediately prior to or following a scheduled vacation day, legal holiday, non-school day, and the first or last day of the school year. Request for Personal Leave must be made in writing to the bargaining unit member's supervisor at least one (1) day in advance except in cases of emergencies. Use of personal days for emergency or extenuating

circumstances occurring immediately prior to or following a scheduled vacation day shall be considered by the Superintendent using the same conditions normally used if the situation is outside the bargaining unit member's control.

If the use of personal days immediately prior to or following a scheduled vacation day is for the wedding and/or graduation of the employee's child or parent, the Superintendent shall grant the request with documentation.

- F. Bargaining unit members who do not use any of their allotted personal leave shall have one and one-half (1½) of those days converted to sick leave. Bargaining unit members who meet the aforementioned criteria and use less than five (5) sick leave days shall have their three (3) allotted personal leave days converted to sick leave.
- G. The Personal Leave Form is attached in the Appendices.

11.03 SABBATICAL LEAVE

- A. Bargaining unit members who have been employed in the District for at least five (5) consecutive years may apply for leave, upon proper application, for not more than one (1) school year for the purpose of professional improvement in accordance with Ohio Revised Code Section 3319.131. The following provisions shall apply with regard to processing requests for Sabbatical Leave.
 - 1. Not more than five (5) employees may be on leave at any one time. Applications shall be processed in chronological order of submission. Seniority shall prevail in the event of ties.
 - 2. The proposed program for leave must be approved in advance. Application, including an outline of the study program for professional improvement, must be submitted by June 1 for consideration of leave for the following year or first semester, and by January 1 for the second semester. Within thirty (30) days of request for leave, the leave shall be approved or denied with stated reason(s). This time limit may be extended by mutual agreement. A statement of achievement must be submitted at the conclusion of the leave.
 - 3. Upon evidence that the professional growth plan has been complied with, the employee shall receive partial compensation in accord with the following restrictions:
 - a. The staff member must be willing to return to the employ of the School District for at least one (1) year following the leave; and
 - b. Compensation shall be to the difference between the teacher's salary as scheduled in the District during the leave year and the

amount paid -- Step 5 of the Bachelor column. Such compensation shall be paid in four (4) equal installments in the following manner:

One-fourth (1/4) to be paid September 1 and one-fourth (1/4) on February 1 of the leave year; one-fourth (1/4) on the following September 1 and the remaining one-fourth (1/4) on the following February 1 after return to school. Such pay shall not preclude acceptance of fellowships or other sources of supplemental income by the employee on leave.

- c. During the period of approved Sabbatical Leave, the employee will be eligible for Medical and Life Insurance benefits as provided in this Agreement to a full-time employee. In the event that the employee fails to meet the condition of the leave, said employee shall fully reimburse the District the cost of the insurance provided under this Article.
4. Upon returning from leave, the Board will make every effort to return the employee to a comparable assignment to that held before going on a Sabbatical Leave. A returning employee shall not be entitled to advancement on the salary schedule for the period of the leave, nor shall any Sick Leave accrue during that time.
5. No employee shall be granted such leave more often than every seven (7) years, and leave will not be granted more than once to the same employee unless no other qualifying employee is awaiting a sabbatical.

11.04 ASSAULT LEAVE

Section A

A bargaining unit member who is required to be absent due to physical disability resulting from an assault which occurs in the course of Board employment while on duty, or where required to be in attendance at a school sponsored function, shall be eligible to receive Assault Leave. Upon determination of eligibility by the Board, such leave shall be granted for not to exceed thirty (30) working days, upon the member delivering to the Treasurer a signed statement on forms prescribed by the Board and maintained by the Treasurer. Such statement will indicate the nature of the injury, the date of its occurrence, the identity of the individual or individuals causing the assault, the facts surrounding the assault, and the willingness of the member to participate and cooperate with the Board in pursuing legal action against the assailant or assailants. If medical attention is required, the member shall supply a certificate from a licensed physician stating the nature of the disability and its duration, and file a Workers' Compensation claim based on the injury. Full payment for Assault Leave shall not exceed the member's per diem rate of pay, exclusive of supplemental pay, and will not be approved for

payment unless and until the form and certificate, as provided above, are supplied to the Board Treasurer.

The Superintendent shall grant additional days upon the written recommendation of the attending physician.

Section B

Falsification of either the signed statement or a physician's statement is grounds for suspension or termination of employment under Ohio Revised Code. Where the member exhausts the Assault Leave, he/she may use Sick Leave. If Assault Leave (provided herein) and Sick Leave become exhausted, the member may apply for further Assault Leave. Whether such additional leave is granted shall be determined solely by the Board. Where the assaulted member becomes eligible for benefits under STRS/SERS because of any disability or because of age, or where the member's employment by this District ceases, this leave provision is no longer applied.

11.05 EXTENDED FAMILY ILLNESS LEAVE

A leave of absence without pay, up to one (1) year, will be granted the bargaining unit member for the purpose of caring for a sick member of the bargaining unit member's immediate family. "Immediate family" shall be that defined in the Sick Leave provisions of this Agreement. Additional leave may be granted at the discretion of the Board. This leave and FMLA leave will be concurrent.

11.06 PARENTAL/ADOPTION LEAVE

- A. Any bargaining unit member who is pregnant or is eligible for leave may elect to use accumulated Sick Leave during the period of disability. Parental or Adoption Leave, without pay, shall be granted at the request of the bargaining unit member. The following conditions shall apply:
1. When possible, requests for Parental or Adoption Leave shall be filed with the Superintendent's office at least eight (8) weeks prior to the beginning of the requested leave.
 2. Requests for Adoption Leave shall be made as soon as practicable after the date of custody is established.
 3. The leave shall extend through the remainder of the school contract year in which delivery occurs (or for a shorter period at the request of the bargaining unit member); the leave may be extended for an additional school year.
 4. The Board will make every effort to return the bargaining unit member to a comparable assignment to that held before going on Parental Leave. A

returning bargaining unit member shall not be entitled to advancement on the salary schedule for the period of the leave, nor shall any Sick Leave accrue during that time.

- B. It is understood that the adoption of a child may entail unusual circumstances. A member adopting a child shall be eligible for a paid leave of absence up to a maximum of fifteen (15) total days, those days to be taken before and/or after custody of the child. The scheduling of the fifteen (15) days will be set up between the bargaining unit member and the Superintendent. The member shall provide the Superintendent with satisfactory evidence of adoption and shall be eligible for such leave no more than two (2) times during the member's career. Such paid leave will be deducted from the member's accumulation of unused sick leave with the understanding that this leave cannot be supplemented by any transfer of leave from other employees.

11.07 ILLNESS OR DISABILITY LEAVE

- A. A leave of absence without pay, for a period of up to two (2) years, shall be granted upon medical documentation of the need thereof. This leave shall apply to those not eligible for disability under STRS/SERS.
- B. When deemed appropriate by the Board, prior to placing an employee on an involuntary nonpaid leave of absence, the Board may direct the employee to participate in the Employee Assistance Program (EAP). The employee may be directed to present written certification of voluntary participation in and completion of the EAP activities as determined by the EAP provider.
- C. The bargaining unit member may be requested by the Board or its designee to have said bargaining unit member's physician provide a written statement that an illness or disability does exist which will prevent the bargaining unit member from returning to work, and stating an estimated date of being able to return to work.
- D. The Board retains the right to direct at its expense that the employee be subject to a second Board-paid job related expert examination based upon a good faith belief that the fitness certification the employee or designee submitted is insufficient.
 - 1. If the first and second opinions (certifications) provided differ, the Board may require the employee or designee to obtain certification from a third healthcare provider, at the Board's expense. This third opinion will be final and binding on the Board and the employee.
 - 2. The third healthcare provider must be designated or approved jointly by the Board and the employee or designee. The Board and the employee or designee must each act in good faith to attempt to reach agreement on whom to select for the third expert opinion provider.

3. If the Board does not attempt in good faith to reach agreement, the Board will be bound by the first certification.
 4. If the employee or designee does not attempt in good faith to reach agreement, the employee will be bound by the second certification.
 5. If the employee or designee fails to authorize his or her healthcare provider to release all relevant medical information pertaining to the health condition if requested by the third expert opinion healthcare provider in order to render a sufficient and complete third opinion, the Board may deny the illness or disability leave.
- E. The employee's incapacity to make healthcare decisions or designee's failure to present certification of fitness as directed by the Board may cause the Board to place the employee on a nonpaid leave of absence. These provisions supersede the requirements of Ohio Revised Code 3319.16.
- F. If a bargaining unit member has been granted a leave of absence without pay for less than two (2) years and requests an extension of that leave of absence without pay, a new statement from a physician must be submitted no later than thirty (30) calendar days prior to the expiration of the original leave of absence without pay.

11.08 REINSTATEMENT FROM LEAVE

For employees on Extended Family Illness Leave, Parental/Adoption Leave, or Illness or Disability Leave, requests for reinstatement shall be directed to the Superintendent's office not later than April 5 of the school year preceding reinstatement. If the notification is not received by April 5, the bargaining unit member will be deemed to terminate his/her employment and waive any rights to reinstatement.

11.09 ASSOCIATION LEAVE

The Association shall be granted a total of eight (8) days per year, with pay, for attendance at Association related activities. Such leave shall be granted upon written application made not less than five (5) work days in advance to the Superintendent except in situations where notice is not possible.

11.10 OTHER LEAVES

Other leaves of absence without pay may be granted at the discretion of the Board of Education.

11.11 BENEFITS WHILE ON LEAVE

Except as specified by law in the Family and Medical Leave Act, no benefits that incur an expense to the Board of Education will be granted to a bargaining unit member while on a leave of absence without pay. Provided that the benefit carrier permits, bargaining unit members on approved leaves of absence without pay may elect to continue in Board

approved group benefit plans under the governing laws and eligibility provisions of COBRA.

11.12 PROFESSIONAL LEAVE

Professional Leave of absence may be granted to current full-time annually contracted staff for the purpose of attending bargaining unit member recognition programs, student competitions, workshops, or other professional meetings each year. The Board will pay prior-approved and receipted expenses (including such things as fees, meals, lodging and transportation) incurred by bargaining unit members who attend workshops, seminars, conferences, or other professional improvement sessions at the request and/or with the advance approval of the Superintendent for the particular purpose of professional improvement to the school system and/or to the individual participating. Such authorization for attendance shall be upon approval by the Superintendent of Schools. The bargaining unit member shall receive a salary for those days he/she is absent from his/her assignment for such Professional Leave.

11.13 JOB SHARING

*See Appendix Q.

11.14 MILITARY LEAVE

The Board shall follow the provisions of Revised Code Section 5923.05.

11.15 COMPULSORY LEAVE

- A. Release time shall be granted when a bargaining unit member must perform jury duty pursuant to subpoena. On those days that the bargaining unit member is not required to serve on jury duty, he/she shall report to his/her duties.
- B. Release time will be provided for a bargaining unit member who is subpoenaed as a witness in a matter provided his/her testimony is directly related to the performance of the duties of a teacher or support staff in the Revere Schools.
- C. Jury duty and witness fees and any other compensation received, if any, shall be retained by the bargaining unit member in order to defray his/her costs associated with serving on jury duty or appearing as a witness.

ARTICLE 12. PAY PRACTICES

12.01 SALARY PLACEMENT AND ADJUSTMENT

- A. Teachers shall be properly placed on the salary schedule according to their years of teaching credit as defined by Section 3317.13 of the Ohio Revised Code, which provides in part as follows:
1. All years of teaching services in the same school district regardless of training level, with each year consisting of at least one hundred twenty (120) days. Effective with the 2015-2016 school year, teachers shall be eligible to advance one step on the salary schedule per school year. However, there shall not be any restoration of step movement for prior years in which step movement was frozen.
 2. Subject to the foregoing, all years of teaching service as a teacher, up to a minimum of ten (10) years, in a chartered, nonpublic school located in Ohio or another public school in Ohio regardless of training level, with each year consisting of at least one hundred twenty (120) days under a teacher's contract. For such service with Ohio charter and nonpublic schools to be recognized, the school(s) must have an IRN number and be listed in the ODE directory.
 3. All years of active military service in the Armed Forces of the United States, to a maximum of five (5) years.
- B. Each certified employee must apply for reclassification and must have on file with the Superintendent, an official transcript reflecting additional training on or before September 15 of the year in which reclassification credit on the salary schedule is sought. Where for reasons beyond the control of the employee the official transcript is not available, supporting verification from the university granting the additional training must be on file on or before October 15. Credits earned after the beginning of the school year, prior to February 15, shall be recognized on a prorated basis beginning the second half of the school year – 92 days, provided supporting verification from the university is supplied by the teacher.

12.02 PAY DATES

- A. All bargaining unit members shall be paid in twenty-six (26) equal payments beginning with the first Friday following six (6) days of school, including days of pre-school meetings.
- B. Direct Deposit

Direct deposit of paychecks will be available to members of the bargaining unit, and shall be mandatory effective September 1, 2007.

12.03 SEVERANCE PAY

- A. Upon retirement, as hereinafter defined, following ten (10) years of service in the School District, a bargaining unit member shall be entitled to be paid a sum equal to one-fourth (1/4) of his/her total accumulated and unused Sick Leave at the time of his/her retirement, up to a maximum of sixty-seven (67) days. Such payment shall be based upon the employee's daily rate of pay at the time of retirement.
- B. "Retirement" shall be defined to mean eligibility for and application to the State Teachers Retirement System (STRS) or State Employees Retirement System (SERS) for retirement benefits.
- C. Severance pay benefits for a bargaining unit member eligible for benefits under this Section who dies while on active status, or on approved leave of absence, shall be paid to the member's Life Insurance beneficiary.
- D. The bargaining unit member shall have up to one (1) year following separation from service with the District to apply for and receive severance pay.
- E. No STRS/SERS deductions shall be withheld from the severance pay; and the acceptance of severance pay shall eliminate all Sick Leave pay credit accrued by the bargaining unit member up to that time, and such credit may not be transferred to any other institution. Severance pay is subject to all local, state and federal taxation.
- F. Federal tax law as interpreted by the Board of Education shall govern requests to apply severance payment benefits to a new or existing tax-sheltered annuity.

12.04 RETIREMENT BENEFIT: CERTIFIED STAFF

- A. Employees meeting the requirements as hereinafter set forth and who retire in the first year that they are eligible to retire under the STRS/SERS rules shall receive a retirement benefit of Ten Thousand Dollars (\$10,000) for certified employees and Seven Thousand Dollars (\$7,000) for support staff or Four Thousand Dollars (\$4,000) for certified employees and Three Thousand Dollars (\$3,000) for support staff in any other year when they retire in accordance with the following:
- B. Eligibility Requirements For Participation
 - 1. The employee shall, at the time of application for participation in said Retirement Benefit, be serving in a regular full-time contractual position as a member of the bargaining unit.
 - 2. The employee shall have at least fifteen (15) years of service with the Revere Local School District at the time of retirement under the terms of

this Benefit. The employee's last school year prior to retirement will be called "the retirement year." Effective August 1, 2007, the employee must complete his/her contract year through May.

3. The employee shall be eligible on or before August 31 of the retirement year for retirement by age and/or service under the STRS .
4. The employee shall submit, by April 1 of the retirement year, a written statement to the Superintendent announcing his/her intent to retire no later than September 1 of the retirement year. The statement shall include the effective date of retirement and shall serve as the employee's resignation effective on the date of retirement.
5. First year eligible shall be:

Full Benefits (consistent with STRS Regulations):

7/1/2015	Any age & 30 years; or age 65 & 5 years
8/1/2015 – 7/1/2017	Any age & 31 years; or age 65 & 5 years
8/1/2017 – 7/1/2019	Any age & 32 years; or age 65 & 5 years
8/1/2019 – 7/1/2021	Any age & 33 years; or age 65 & 5 years
8/1/2021 – 7/1/2023	Any age & 34 years; or age 65 & 5 years
8/1/2023 – 7/1/2026	Any age & 35 years; or age 65 & 5 years
8/1/2026	Age 60 & 35 years; or age 65 & 5 years

Reduced Benefits (Consistent with STRS Regulations):

7/1/2015	Age 55 & 25 years; or age 60 & 5 years
8/1/2015 – 7/1/2017	Any age & 30 years; or age 55 & 26 years; or age 60 & 5 years
8/1/2017 – 7/1/2019	Any age & 30 years; or age 55 & 27 years; or age 60 & 5 years
8/1/2019 – 7/1/2021	Any age & 30 years; or age 55 & 28 years; or age 60 & 5 years
8/1/2021 – 7/1/2023	Any age & 30 years; or age 55 & 29 years; or age 60 & 5 years
8/1/2023	Any age & 30 years; or age 60 & 5 years

- C. The appropriate retirement pay will be added to the employee's severance pay. No STRS deductions will be withheld from this retirement pay. The retirement pay shall not be considered as part of the employee's salary.

12.05 IRS SECTION 125 PLAN

- A. The Board shall institute an IRS Section 125 Plan for all interested bargaining unit members. The Plan will enable employees to tax shelter out-of-pocket

insurance premiums, medical, child care and other qualifying expenses. Participation forms shall be supplied by the provider.

- B. The Board shall bear the cost of the administration of the program.

12.06 STRS/SERS DEDUCTION

- A. To the extent permitted by the State Teachers Retirement System Rule 3307-1-23, the School Employees Retirement System (SERS) and OAG-82-097, the Board agrees to “pick-up” all other required contributions to the State Teachers Retirement System (hereinafter “STRS”) and the School Employees Retirement System (SERS) for all bargaining unit members as a condition of employment. The Treasurer of the Revere School District was authorized, on July 1, 1984, to remit to the STRS/SERS, in addition to the Board's required employer contribution, an amount equal to each bargaining unit member's contribution to the STRS/SERS in lieu of payment to such bargaining unit member; and that such amount remitted by the Board on behalf of the bargaining unit member shall be treated as a mandatory salary reduction from the contract salary otherwise payable to such bargaining unit member.
- B. The Treasurer is directed to prepare and distribute an addendum to each bargaining unit member's contract, which states: (1) that the bargaining unit member's contract salary is being restated as consisting of (a) a cash salary component and (b) a “pick-up” component, which is equal to the amount of the bargaining unit member's contribution being “picked-up” by the Board on behalf of the bargaining unit member; and (2) that the Board will remit to the STRS/SERS an amount equal to the bargaining unit member's required contribution to the STRS/SERS for the account of each bargaining unit member.
- C. Sick Leave, vacation, supplemental, and extended service pay, and insurance benefits which are indexed to or otherwise determinable by reference to the bargaining unit member's rate of pay, shall be calculated upon both the cash salary component and the “pick-up” component of the bargaining unit member's restated salary.
- D. All subsequent contracts and salary notices for these affected bargaining unit members be conformed to include the provisions of the addendum.

ARTICLE 13. SALARY SCHEDULES

13.01 REGULAR: CERTIFICATED/LICENSED

- A. The negotiated salary index, attached hereto, marked as “Appendix M” and made a part of this Agreement.

- B. Effective July 1, 2015, the Bachelor's Step 0 rate shall be thirty-eight thousand nine hundred sixty-seven dollars (\$38,967.00). Each school year (July through June) of this Agreement thereafter shall reflect a 2% increase in the Bachelor's Step 0 rate.

13.02 REGULAR: SUPPORT STAFF

- A. Effective July 1, 2015, through June 30, 2018, the support staff shall be paid in accordance with the salary schedule in Appendix P. In the event the negotiated Agreement is extended for the 2018-2019 school year, the base rate shall be increased by 2%.
- B. Reclassification

A secretary who is reclassified to a different secretary classification shall be placed at the pay step on the salary schedule in the new pay grade commensurate with the employee's years of service with the District.
- C. The Intervention Instructional Assistant and the Library Media Assistant shall be paid on the same wage schedule, effective August 1, 2003.

13.03 SUPPLEMENTAL

- A. The supplemental contract schedules, attached hereto, marked "Appendix R" and made a part thereof, shall become effective on the dates specified therein.
- B. No bargaining unit member shall be required to accept a supplemental contract as a condition of employment or reemployment.
- C. No member of the bargaining unit shall perform the duties normally associated with the supplemental contracts listed within this Agreement without receiving the stipulated pay for such duties.
- D. Prior to the start of supplemental contracts for student activities, a plan of activities should be submitted to the Superintendent or designee. At the conclusion of the contract year, a listing of activities should be submitted to the Superintendent.
- E. In the event that existing positions are substantially altered or new positions are created, the Superintendent or designee will forward to the Association President a job description for the new or altered position along with a compensation level for such a position. The Association President will then have ten (10) days to comment upon the compensation level recommended by the Superintendent. The Superintendent's recommendation, along with any comments or recommendation from the Association President, will be submitted to the Board, which shall make

the final decision regarding compensation for the new or substantially altered position. Should the Association not agree with the Board's salary decision, the Association may address the issue in accordance with ORC Chapter 4117. Should such negotiations produce an agreement which places the salary level of the new or altered position above that set by the Board, any such change shall be retroactive to the date of the Board's initial action.

13.04 CLASS SUBSTITUTION BY TEACHER

When a regular full-time teacher is required to teach or supervise a classroom during his/her preparation time or is required to teach or supervise an additional classroom during his/her classroom time, the teacher will be paid Twenty Dollars (\$20.00) per normal class period. No pay will be due for substitutions of less than a normal class period. High School trimester periods shall be paid at 1½ times this rate.

For the purposes of this provision, a 40 to 50 minute unit of instruction at the elementary schools shall equal a normal class period.

The protocol to be followed at each building, if there is no substitute teacher available, is as follows:

1. Substitute in the building with a planning period;
2. Volunteer in the building willing to give up his/her planning period;
3. Assign those teachers in the building available during a planning period;
4. Assign those teachers in the building in an instructional period.

(See also 17.06)

13.05 EXTENDED TIME CONTRACT

Any teacher who has an "Extended Time Contract" to work beyond the regular school year shall be paid at a per diem rate determined by dividing the teacher's salary on the salary schedule by the number of days in the current school year. The Extended Time Form must be approved by the building principal that these days have been worked and must be submitted to the Treasurer/CFO before any payment can be made.

13.06 STIPEND (2015)

On a one-time only basis, each member of the bargaining unit represented by the Revere Education Association who is employed by the Board in a bargaining unit position on December 1, 2015, shall receive a stipend of \$300.00, subject to withholdings and contributions applicable to regular compensation. The stipend shall be paid by the second pay of December of 2015.

ARTICLE 14. INSURANCE

14.01 FAMILY AND MEDICAL LEAVE CLAUSE

Where the leave provisions of this Agreement exceed requirements of the Family and Medical Leave Act, these provisions shall not be adversely affected by FMLA and shall run concurrently with FMLA.

14.02 LIFE INSURANCE

The Board shall provide for each bargaining unit member, a Fifty Thousand Dollar (\$50,000) Group Term Life Insurance policy. In addition, a full-time bargaining unit member may purchase, at the group rate, additional Life Insurance in Five Thousand Dollar (\$5,000) increments up to a maximum of Fifty-five Thousand Dollars (\$55,000).

14.03 HEALTH INSURANCE AND PRESCRIPTION DRUG

A. Beginning with the 2012/2013 contract year, the district's existing voluntary wellness program will be expanded. The wellness program will consist of a combination of activities that are designed to increase awareness, assess risk, educate and promote voluntary behavior change to improve the health of an individual. The district's objective is to encourage modifications of member health status and enhance personal well-being and productivity, with a goal of preventing injury and illness. The employee's spouse shall also be required to participate in the wellness program on an annual basis.

The program will include the following provisions:

- (1) An annual voluntary onsite biometric screening or physician directed preventative exam will be provided at no cost to the employee and spouse. Onsite biometric screenings or physician directed examinations shall be conducted around the summer/fall of each calendar year. The screening shall provide (but not be limited in application and shall be determined by the District) confidential employee information in these initial six (6) key wellness categories and the employee and spouse shall meet at least five (5) of these six (6) targets (10 targets in the aggregate):
 - Non-smoker or participation in a smoking cessation program
 - Low density Li-protein (LDL)/High-density Li-protein (HDL) and Total Cholesterol
 - Body Mass Index (BMI)
 - Blood Pressure (BP)
 - Glucose

Failure of the employee and/or spouse to participate in the Wellness Program shall result in a \$50.00 per month penalty for a single plan and a

\$75.00 per month penalty for a family plan that will be added to the employee's monthly premium contribution.

Furthermore, the following modifications shall be effective January 1, 2013.

- The Plan's network deductible shall be \$700/single and \$1,400/family. Wellness participants will earn credits as stated below.
 - The Plan's non-network deductible shall be \$900/single and \$1,800/family. Wellness participants will earn credits as stated below.
- (2) Employees who voluntarily participated in the onsite biometric screening or physician directed preventive exam will have the opportunity to earn enhanced health credits. The value of health credits in the calendar year will be based on five key biometric components. Each component shall be equal to a credit value of \$100 for single enrollees or \$200 for family enrollees. In no event will the total value of credits exceed \$500 for a single enrollee or \$1000 for a family enrollee. Deductible credits are non-transferable and are only valid against claims incurred and applicable to the deductible during the calendar year.

Beginning in 2014 and applicable for each subsequent calendar year, credits shall be issued subject to the terms and conditions outlined herein, credits shall be provided on the following basis:

- Participation in the immediately preceding period's (i.e., fall 2013 for 2014) onsite biometrics initiative or physician directed preventive exam shall be worth \$100/single or \$200/family.
- Employee certification of being a non-smoker or successful completion of a physician directed smoking cessation program during the year shall be worth \$100/single or \$200/family.
- Total Cholesterol Score of 240 or less. Or, should the employee's score be in excess of 240, physician certification of the employee's participation in a management program to reduce their cholesterol risk or certification of the employee's inability to reduce this risk due to a related medical condition. Or, should the employee's total cholesterol be in excess of 240, a 5% improvement over the prior year's total cholesterol provided that the employee participated in the prior year's on-site or physician directed examination process. Completion of any of the above three conditions shall be worth \$100/single or \$200/family.
- Body Mass Index (BMI) of 30 or less. Or, should the employee's BMI be in excess of 30, physician certification of the employee's participation in a management program to reduce their BMI or certification that

the employee's inability to reduce this risk is due to a related medical condition. Or should the employee's BMI be in excess of 30, a 5% improvement over the prior year's BMI provided that the employee participated in the prior year's onsite or physician directed examination process. Completion of any of the above three conditions shall be worth \$100/single or \$200/family.

- Blood Pressure of 140/90 or less. Or, should the employee's blood pressure be in excess of 140/90, physician certification of the employee's participation in a management program to reduce their blood pressure or certification that the employee's inability to reduce this risk is due to a related medical condition. Or should the employee's blood pressure be in excess of 140/90, a 5% improvement over the prior year's blood pressure provided that the employee participated in the prior year's onsite or physician directed examination process. Completion of any of the above three conditions shall be worth \$100/single or \$200/family.
 - Glucose levels shall be at or below a fasting level of 110 mg/dL.
 - Any employee hired after January 1st will automatically fall into the wellness category and then will be required to do the screenings the following school year to qualify for the next calendar year.
- (4) For each year after 2014, employees who voluntarily participated in the immediately preceding prior onsite biometric screening or physician directed preventive exam will have the opportunity to earn health credits for the following calendar year. The application of credits and operation of the program will remain as outlined for the 2014 calendar year.

Modifications to the existing benefit program/plan:

It is the intent of the parties that modifications to the plan are issued in conjunction with the bargaining unit's ability to earn deductible credits as stated above.

The Summary of Benefits effective July 1, 2008 shall be modified in compliance with the carrier's standard modification procedure to include the following effective July 1, 2012:

- The plan outlined Preventive care examinations, as outlined by the United States Preventive Services Task Force (USPSTF), shall be covered at 100% without any cost sharing when performed by a PPO network provider.

- The following plan design changes regarding co-pay obligations shall apply on the effective date of the Agreement:
 - Primary Care Physician \$20.00
 - Special Physician Care \$40.00
 - Emergency Room \$135.00
 - Urgent Care \$40.00
- Generic medications shall be covered for a \$5 copayment at the retail level for a 30-day supply and \$10 copayment through mail-order for a 90 day supply.
- Preferred medications shall be covered for a \$22 copayment at the retail level for a 30-day supply and \$45 copayment through mail-order for a 90 day supply.
- Non-preferred medications shall be covered for a \$40 copayment at the retail level for a 30-day supply and \$70 copayment through mail-order for a 90 day supply.
- Specialty medications shall be covered for a copayment of 25% of the medication's cost up to a maximum of \$150.00 per prescription.
- Tele Doc shall be made available to employees and their dependents with a \$20.00 co-pay.

Modifications to the existing premium sharing structure:

Effective July 1, 2015, employee contribution toward the premium cost of medical and dental insurances shall be:

Certified

- 10.5% of the total premium expense

SSP

- 6.5% of the total premium expense

Effective July 1, 2016, employee contribution toward the premium cost of medical and dental insurances shall be:

Certified

- 11% of the total premium expense

SSP

- 7% of the total premium expense

Effective July 1, 2017, employee contribution toward the premium cost of medical and dental insurances shall be:

Certified

- 11.5% of the total premium expense

SSP

- 7.5% of the total premium expense

Note: Maximum out of pocket is changed based upon change in deductibles.

- B. For those bargaining unit members employed on a part-time basis prior to September 1, 1979, the Board will provide Hospitalization, Major Medical, and Prescription Drug coverage on the above referred to basis. For bargaining unit members employed on a part-time basis after September 1, 1979, the Board will pay a prorated portion of its share of the premium as specified above. For bargaining unit members employed on a part-time basis [less than thirty (30) hours per week] after August 1, 1992, the bargaining unit member may purchase coverage by paying District established premium rates.
- C. A full-time bargaining unit member who elects not to be covered by the Hospital Insurance coverage provided herein, and does not elect to obtain coverage during the school year, will receive a sum payment of Three Hundred Dollars (\$300.00) with the last paycheck for the school year. Bargaining unit members working less than full-time will receive a bonus prorated to their current time of employment. However, an employee who elects no coverage may elect to be covered during the school year, but in such event shall not be eligible for payment of any prorated payment hereunder.
- D. Spousal Insurance

If a spouse of an employee covered by the Board's Hospitalization/Major Medical Insurance is employed and has access to single Hospitalization/Major Medical coverage through his/her employer, the spouse shall subscribe to the coverage provided:

1. The spouse's employer does not charge the spouse a premium; or
2. The Revere Board elects to reimburse the employee on a monthly basis for the cost the spouse incurs.

Coverage provided by the spouse's employer shall be the primary coverage for the spouse and Board coverage shall be secondary. No employee or spouse shall

suffer a loss of coverage or incur any cost as a result of this provision. If the coverage provided by the spouse's employer terminates for any reason outside the control of the employer or spouse, Board coverage shall immediately become primary coverage for the spouse with no loss of benefits.

If the Board has reason to believe there is noncompliance with this provision, the employee may be required to provide verification of the spouse's place of employment. There shall be communication with the employee prior to any contact with the spouse's employer and the employee shall be informed of the reason.

3. If spouses are employed by the Revere School District, the following options will apply:
 - a. Either spouses, but not both, may choose to be covered as an employee and include his or her spouse as a dependent along with any eligible dependent children.
 - b. Both spouses may choose to be covered as employees and, therefore, will not be eligible as dependents. Either spouse, but not both, may choose to cover their eligible dependent children.
 - c. No one can be covered under this Plan as both an employee and dependent.

E. The following represents the coverage and employee contributions effective July 1, 2012.

F. The parties agree that if the new healthcare program no longer provides the ability for bargaining unit members to earn credits to buy down the deductibles as provided July 1, 2012 (i.e., the program is discontinued), the employee premium share and deductibles will return to the 2011-2012 levels.

Summary of Benefits, Effective 7-1-15

Covered Benefits	Network	Non-Network
Deductible (Single/Family) <i>(Applies only to percent (%) co-payments)</i>	\$ 700/\$1,400	\$900/\$1,800
Out-of-Pocket Maximum (Single/Family)	\$1,100/\$2,200	\$2,250/\$4,500

Physician Office Services/Specialists Including Office Surgeries, allergy serum and injections ¹ • Allergy testing	\$20/\$40 20%	20% 20%
Preventive Care Medical History Mammography ¹ , Pelvic Exams, Pap testing and PSA tests Immunizations ¹ Annual diabetic eye exam Annual Vision and Hearing exams	\$0	20%
Outpatient Physical Medicine Therapies (Combined Network & Non-Network limits apply) Physical/Occupational therapy: 60 visit limit Spinal manipulations: 12 visit limit Speech therapy: 20 visit limit	Co-payments based on place of service	Co-payments based on place of service
Inpatient Services Unlimited days except for: 60 days Network/Non-Network combined for physical medicine/rehab 180 days Network/Non-Network combined for skilled nursing facility	10%	20%
Outpatient Surgery Hospital/Alternative Care Facility	10%	20%
Other Outpatient Services Hospital/Alternative Care Facility	10%	20%
Inpatient and Outpatient Professional Charges	10%	20%
Home Care Services 30 visits non-network limit for Home Care, excludes IV therapy	10%	20%
Hospice Services	10%	20%

Emergency and Urgent Care:		
Emergency Care in Emergency Room <i>(covers all services, co-payment waived if admitted, then inpatient co-payment applies)</i>	\$135	\$135
Urgent Care Facility	\$40	10%
Ambulance Services	10%	20%
Maternity Services	10%	20%
Mental Health and Substance Abuse² (limits and maximums apply) Inpatient: 30 Network days/10 Non-network days includes inpatient mental health Non-Network) Outpatient: 50 Network visits 10 Non-Network mental health visits Inpatient and outpatient substance abuse \$550 Non-Network (Substance abuse rehabilitation programs are limited to two per lifetime Network and Non-Network combined.)	10% \$10 Co-payments based on place of service	20% Co-payments based on place of service
Lifetime Maximum (Combined Network and Non-Network)	\$2 million	\$2 million

Covered Benefits	II. Network	III. Non-Network
Human Organ and Tissue Transplants except Kidney and Cornea transplants ³ A separate \$1 million lifetime maximum applies (Combined Network and Non-Network)	Covered in full	50%
Medical Supplies, Equipment and Appliances	10%	20%

Prescription Drug Options:		
Network Retail Pharmacies: (30-day supply)	\$5 Generic/\$22 Preferred/ \$40 Non-Preferred	50% with a minimum of \$30
Mail Service: (90-day supply)	\$10 Generic/\$45 Preferred/ \$70 Non-Preferred	Not covered
Specialty Drug Rider	25% up to \$150 only 30-day supplies for designated drugs	Not covered

Notes:

- All deductibles and co-payments apply toward the Out-of-Pocket Maximum (except prescription drug, human organ and tissue transplants, excluding kidney and cornea, and flat dollar co-payments for Preventive Care, Physician Office Services and Urgent Care).
 - Deductible(s) apply only to covered services listed with a percentage (%) co-payment excluding prescription drugs and allergy testing (Network).
 - Network and Non-network deductibles, co-payments and out-of-pocket maximums do accumulate toward each other.
 - Dependent age: to the end of the calendar year in which the child attains age 19; or to the end of the calendar year in which the child attains age 26 if the child qualifies as a Federal tax exemption.
 - Certain diabetic and asthmatic supplies are covered in full at network pharmacies except diabetic test strips.
1. These covered services are covered in full if you have a flat dollar co-payment and if rendered without an office visit.
 2. Mental health/substance abuse must be authorized by the mental health administrator for services to be covered at the highest benefit level.
 3. Kidney and Cornea are treated the same as any other illness and subject to the medical benefits and lifetime maximum.
 4. Rx non-network diabetic/asthmatic supplies not covered except diabetic test strips.

Effective July 1, 2008, the PPO Plan shall include wrap around services as an additional benefit.

Pre-certification:

- Members are encouraged to always obtain prior approval when using non-network providers. Pre-certification will help avoid any unnecessary reduction in benefits for non-covered or non-medically necessary services.

Pre-existing Exclusion Period:

We will not provide benefits for services, supplies or charges for any pre-existing condition for the time period specified below (subject to HIPAA portability requirements):

Timely enrollee: 12 months after the member's enrollment date

Late enrollee: 18 months after the member's enrollment date

A pre-existing condition is a condition (mental or physical) which was present and for which medical advice, diagnosis, care or treatment was recommended or received within the 6 month period ending on the member's enrollment date. Pregnancy is not considered a pre-existing condition. Genetic information may not be used as a condition in the absence of a diagnosis.

14.04 DENTAL PLAN

- A. The Board will provide each full-time bargaining unit member with a Dental Plan which provides no less than the following benefits:

UCR Reimbursement

Class I	Preventive	100%
Class II	Primary	70%
Class III	Prosthetics & Restorative	50%

with a yearly maximum of Two Thousand Dollar (\$2,000), and an individual deductible of Fifty Dollars (\$50.00) and family deductible of One Hundred Dollars (\$100.00); and orthodontic services at fifty percent (50%) of UCR with a Two Thousand Dollar (\$2,000) lifetime maximum.

- B. The premium cost for the Dental Plan will be subject to the same employee contribution rates as the Medical Plan.

14.05 HEALTH CARE COMMITTEE

- A. There shall be an Health Care Committee comprised of at least six (6) members with two (2) members selected by the Revere Education Association (REA), two (2) members selected by the other employee organization, and two (2) members selected by the Superintendent. The maximum number of Committee members shall be determined by the Committee as initially constituted.
- B. The Health Care Committee shall review and analyze all relevant health care and health insurance information that may aid in the improvement of the quality of the health care and stabilize the cost of health insurance for the employees of the Revere Schools and the Board of Education.
- C. The Health Care Committee is charged with the responsibility to explore options regarding insurance benefits and costs; research such options; and to provide information and recommendations to the bargaining representatives for the Board, the other employee organization, and the REA concerning issues related to health care, health insurance and related issues that may arise.
- D. The Health Care Committee shall meet at least quarterly each school year for the purpose of reviewing the operation of the health insurance plan and exploring means of making the insurance plan more effective and efficient. The Health Care Committee shall develop its operating procedures.
- E. The Health Care Committee shall adopt its operational guidelines and share those guidelines with the Board, the other employee organization, and REA. The Committee shall also amend and revise those guidelines from time to time as the need may arise. Any such amendment or revision shall be shared with the Board, the other employee organization, and the REA.
- F. The Health Care Committee shall have no authority to amend, modify, or alter the current insurance benefits in the Master Agreement or the Plan Document.

14.06 VISION PLAN

Effective July 1, 2008, the Board will provide a vision plan for each member of the bargaining unit and his/her eligible dependents.

ARTICLE 15. LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

- 15.01** There shall be developed a Local Professional Development Committee (LPDC) established under Ohio Revised Code 3319.22.
- 15.02** The LPDC shall be a District Level Committee.

- 15.03** A. The LPDC shall consist of four (4) classroom teachers employed by the District, one (1) Principal employed by the District, and one (1) other employee of the District approved by the Superintendent.
- B. The composition of the Committee will consist of a majority of administrators and one (1) certificated/licensed staff member when considering the development plan of a Building Principal, Assistant Principal, or other administrator.
- 15.04** The teacher members shall be selected by the REA President.
- 15.05** The term of office of each member of the LPDC shall be determined by the LPDC.
- 15.06** Vacancies of teachers shall be filled by the Association. Appointment of non-teacher vacancies shall be filled by the Board. All vacancies shall be filled for the remainder of the term.
- 15.07** The initial meeting of the LPDC shall be called by a member designated by the Superintendent. At the initial meeting, the Committee shall select a chairperson and such other officers the Committee deems necessary and shall adopt rules for the conduct of its meetings. Thereafter, the Committee shall meet at the call of the chairperson or upon the filing of a petition with the Superintendent signed by a majority of the Committee members calling for the Committee to meet.
- 15.08** The Committee shall establish rules consistent with Ohio Revised Code 3319.22. A teacher may appeal the decision of the LPDC, consistent with the Ohio State Department of Education regulations/guidelines.
- 15.09** The Committee members shall be paid three percent (3%) of the base salary as supplemental pay per year for serving on the Committee.

ARTICLE 16. TECHNOLOGY UTILIZATION

16.01 STUDENT USAGE

Teachers will take reasonable efforts to monitor student internet usage. However, it is recognized that students may encounter inappropriate/offensive material despite reasonable monitoring.

16.02 TEACHER NOTIFICATION

Upon notification by a student of controversial material, the teacher shall inform the Principal in a timely manner. The teacher who has reasonably monitored student use shall not be subject to discipline for directing the Principal to a problem.

16.03 EMPLOYEE USAGE

Employees shall be permitted use of Board provided computers and electronic devices. Any employee who desires to utilize software other than that provided by the District shall first contact the Director of Technology for approval to use or load software onto District computer(s) and/or network.

16.04 REVIEW

Review of computer files, electronic mail, and voice mail with or without staff member knowledge will only be done in the ordinary course of business and will be motivated by a legitimate business reason. If a staff member's personal information is discovered, the contents of such discovery will not be reviewed by the District, unless the District has a legitimate business reason for such action. Any information discovered will be limited to those who have a specific need to know that information. This section is not intended to restrict rights under the Ohio Public Records Law.

All technology, computers, phones, e-mail, and voice mail systems are the District's property and are to be used primarily for business purposes.

Because the District's computers are to be used primarily for business purposes, staff members are prohibited from sending offensive, discriminatory or harassing computer, electronic, or voice mail messages.

ARTICLE 17. SPECIAL NEEDS/IEP PROVISIONS

17.01 SPECIAL NEEDS/IEP PROVISIONS

The parties recognize that the Board of Education is obligated to provide a free appropriate public education to students with disabilities under the IDEIA and/or Section 504. The parties further recognize that Federal and State statutes and regulations require that students with disabilities be educated "to the maximum extent appropriate" with children who do not have disabilities by providing special education, related services, and supplemental aids and services in the least restrictive environment. In providing a free appropriate public education, the parties acknowledge that the needs of each individual student with a disability will dictate the environment in which the child is educated and that each student's education program will be developed in accordance with their individual special needs.

17.02 INDIVIDUALIZED EDUCATION PLAN (IEP)

- A. Employees whose duties could be impacted by an IEP shall be provided the opportunity to participate in the development of the IEP and be present at the IEP meeting if available at the scheduled time.
- B. Each teacher with the responsibility for the education of a student on an IEP shall receive a copy of the IEP, be provided an explanation of what they are responsible to do to assist in achieving the IEP goals and objectives and be advised that they can speak to any IEP team member if they have any questions or concerns about the IEP or the student's progress.
- C. After the IEP is completed, the Special Education teacher and the building principal will ensure that teachers with regular education responsibilities for the student for the following year are provided a copy of the IEP and are afforded the chance to ask questions regarding the program, the student, and their responsibilities.

17.03 SPECIALIZED HEALTH CARE PROCEDURES

Certificated/licensed personnel shall not be prohibited from, but shall not be required to, perform any medical or quasi-medical procedures for a student unless the medical procedures fall within their specific job description. Certificated/licensed personnel shall not be required to provide the custodial care services unless the care falls within their specific job description. The Board will assume all liability claims under the provisions of Chapter 2744 of the Ohio Revised Code.

17.04 SUPPORT SERVICES

The Board shall strive to make available supplementary aides and services and the personnel to provide or perform any supportive services, which may be required by any student's IEP.

17.05 EVALUATION IMPACT

The performance evaluation of the certificated/licensed staff members who are impacted by the IEP shall not include any negative assessment because the short/long term goals of the IEP have not been met, unless the certificated/licensed staff member has not made the mandated IEP services and/or accommodations for the student.

17.06 COMPENSATION FOR IEP, IAT OR 504 MEETINGS

A teacher attending an IEP, IAT or 504 meeting that is held outside of the teacher's regular school day shall be paid at the current tutorial hourly rate for the time spent in IEP, IAT or 504 meetings. If a full-time teacher is required to attend an IEP, IAT or 504 meeting during his/her preparation/planning time, the teacher will be paid Twenty Dollars

(\$20.00) per normal class period (High School trimester periods shall be paid at 1½ times this rate). All reasonable attempts will be made to schedule meetings during the school day. IAT Case Managers shall be paid at the current tutorial hourly rate for time spent outside of the regular school day on IAT matters up to \$1,000.00 per year per IAT Case Manager position.

(See also 13.04)

17.07 CONSISTENCY WITH THE LAW

Any provision of the Article that is inconsistent with Federal or State laws or regulations governing the education of students with disabilities shall be null and void.

17.08 EQUITABLE DISTRIBUTION

Efforts will be made to assign inclusion students in an equitable fashion. This provision would apply for all students for which an Individualized Education Plan (IEP) or 504 Plan is required and which plan requires placement in a regularly scheduled class excluding speech improvement students, home instruction, and various tutoring programs.

17.09 RELEASE TIME

- A. Full-time special education teachers and speech therapists will be allotted five (5) release days to prepare for IEP conferences. These release days shall be scheduled with the prior approval of the building administrator.

The number of release days will be adjusted down for teachers and therapists who work less than full-time.

Said members of the bargaining unit (full time intervention specialists and speech and language pathologists) may elect to seek compensation in lieu of any chosen release days at the current sub rate at no less than \$100.00 per day by notifying the building principal by October 30th of each year.

- B. As a best practice determined by the special education teacher and building principal, release time shall be provided to conduct testing and assessment, and to prepare mandated evaluation results for submission to the state. The release time shall be granted for four (4) hours each, per each alternative assessment.
- C. Certificated staff that are required to coordinate and/or assess district or state mandated testing (i.e. perform as building test coordinators) that extends beyond the work day, shall be granted compensatory time as arranged with their building administrator. The time granted shall be for up to ten (10) hours per week, and shall be used within twenty (20) work days.

- D. Teachers allotted release days shall be given the opportunity to work offsite on the designated release days.
- E. A special education teacher required to develop an individualized education plan (IEP) shall be granted one (1) release day to develop the IEP when less than a ten (10) work day notice is given for a student receiving an out-of-district scholarship. The Board shall provide a substitute teacher to cover the teacher's normal classroom teaching duties on that release day.

ARTICLE 18. HEALTH AND SAFETY

18.01 MAINTENANCE OF HEALTH AND SAFETY

The Board shall strive to ensure and maintain facilities that are free of hazards that might cause serious physical harm to employees and students. All bargaining unit members will report in writing to the building principal within two (2) days any hazardous conditions in the building that might cause serious physical harm to employees or students. Effective September 1, 2008, a Health and Safety Committee shall be established to implement best practice procedures for reporting and correcting health/safety issues. Implementation of the procedures shall occur no later than October 1, 2008.

18.02 HEALTH SUPPLIES

- A. The Board shall ensure that in the main offices, athletic offices and in every lab there shall be an adequate first aid kit, which shall be maintained by the employee(s) assigned to the particular location. When replacement supplies are needed for the first aid kit, the assigned employee will notify the Principal's secretary who will order the necessary supplies.
- B. The Board shall provide every bargaining unit member with an adequate supply of disposable rubber gloves and CPR masks. It is the responsibility of each bargaining unit member to store these supplies in a convenient yet safe location.
- C. The Board shall provide and maintain an eye wash station in every laboratory where students have access to chemicals or other caustic substances.

18.03 ADMINISTERING MEDICATIONS

A. Teachers

Teachers shall not be prohibited from, but shall not be required to, administer medication or be custodians of medication. In emergency situations employees are expected to assist to the best of their ability.

B. Support Staff

1. The issue of dispensing medication shall be referred to a joint REA/Employer Committee comprised of not more than five (5) committee members appointed by the REA and five (5) committee members appointed by the Board. The committee shall issue a report to the parties not later than May 1, 2001. Until the joint REA/ Board committee issues its report, staff who now dispense medication will continue to do so in accordance with the procedures in B2, below.
2. When it is necessary for employees to dispense prescribed medication, the following procedures shall apply:
 - a. The Principal in each building shall assign a person or persons who will supervise the storage and dispensing of prescribed medication.
 - b. A secure storage location shall be established for the storage of the medication.
 - c. Medication must be brought to the school in the container in which it was dispensed by the prescribing physician or licensed pharmacist. The container must be affixed with a prescription label that includes the student's name, date, name of the medication, and directions of dosage.
 - d. Written orders from the physician detailing the name of the medication, dosage, time interval the medication is to be given and possible side effects must be on file in the school's office. If the order originally provided by the physician changes, the parent, guardian or other person having care or charge of the student must submit a revised written order signed by a physician.
 - e. Written permission from the parent requesting that the Board comply with the physician's order must be on file in the school's office before any medication can be dispensed.
 - f. Each time medication is dispensed, a record will be maintained which demonstrates, at a minimum, for each student the time and date of dispensing the medication, the amount dispensed, and any additional comments that the employee deems relevant concerning the medication dispensing.
 - g. No employee employed by the Board will be required to dispense a medication to a student except in accordance with the requirements of this provision and the relevant policies of the Board. The Board

shall not require an employee to dispense a medication to a student if the employee objects to administering medication based upon a genuinely held religious conviction.

- h. The Sovereign Immunity Act of 1985 and its amendments apply to those employees who adhere to the provisions with the Board as it relates to the dispensing of prescription medication.
- i. At no time shall a school support employee be required to perform an invasive procedure unless it is an emergency situation.

18.04 NO REPRISALS

There shall be no reprisals, restraints, interference, coercion, or discrimination against an employee for filing a report of an unsafe or unhealthy condition, for refusing to work under conditions that the public employee reasonably believes present an imminent danger, or for any other participation in the health and safety program.

18.05 SAFETY COMMITTEE

Four (4) REA representatives shall be designated to serve on the current District Safety Committee chaired by the Coordinator of Business Services.

ARTICLE 19. PARENTAL CONCERN PROCEDURE

19.01 PURPOSE

Community and school relations shall ideally reflect an attitude of mutual concern and cooperation in the constant attempt to provide the best possible learning environment for the students. However, complaints and misunderstanding are sometimes inevitable.

19.02 INFORMAL RESOLUTION

Communications between parents and the school ideally should be such that most concerns may be resolved through personal conferences at the school level. Various avenues of contact between the employee, student, parent/guardian principal and other appropriate staff personnel shall be utilized before using the formal written procedures outlined below. Prior to implementing a plan to resolve a parental concern, the principal will meet with and seek input from the employee.

19.03 FORMAL WRITTEN RESOLUTION

If the informal resolution process does not lead to an understanding and/or resolution of the concern(s) involved, a parent may pursue further action by submitting in writing the

concern(s) involving the bargaining unit member to the principal or immediate supervisor. If such a concern is not submitted in writing by the parent, the matter shall be considered closed. The bargaining unit member shall be present at all meetings involving the expressed concern(s) about the bargaining unit member. The bargaining unit member shall have the opportunity to have his/her Union representative present at all formal meetings.

19.04 GENERAL PROVISIONS

- A. Written statements by parents shall be on the Parental Concerns Form, shall include the problem which has arisen, and shall be signed.
- B. The affected employee shall be given a copy of any written concern on or before the next regular workday of the Administration's receipt of the concern.
- C. Anonymous concerns shall have no validity.

ARTICLE 20. SUPPORT STAFF WORKING CONDITIONS

20.01 OVERTIME/EXTRA DUTY

- A. Extra duty work is work performed beyond the normal workday but not in excess of forty (40) hours per week. Extra duty work shall be paid at the employee's regular hourly rate of pay.
- B. Overtime work performed in excess of a forty (40) hours per week in pay status (Monday through Sunday) shall be considered overtime and paid at the rate of one and one-half (1 1/2) times the employee's regular hourly wage rate.
- C. Extra duty and overtime work shall be voluntary and pre-approved by the building principal.

20.02 TECHNOLOGY TRAINING

Support staff employees will be afforded the opportunity to obtain Board provided training for new technology. If the training is designated as required by the administration, the support staff employee will be paid his/her regular rate of pay for all training time spent outside of the regular work day. New systems, equipment, or software that are demonstrated to be unfamiliar to the employee and are required in their assignment shall be designated as requiring training.

All other training opportunities are voluntarily and will not be paid.

-20.03 SUPPORT STAFF SUBSTITUTIONS

In the event of a support staff employee secretary or assistant absence, the Revere Board of Education shall endeavor to provide a substitute secretary or assistant when such personnel is available on the substitute list. The Board shall maintain an updated list of substitute secretaries and assistants. The list shall be available for review upon request. No support staff employee shall be required to perform substitute services, or provide services outside of his/her job description.

ARTICLE 21. GENERAL PROVISIONS

21.01 CONTINUOUS PERFORMANCE

During this Agreement, neither the Association, its agents, or the bargaining unit members represented by the Association will engage in a strike or any other concerted effort which interferes with, impedes, or impairs the normal operation of the schools. Exercise of statutory rights to withhold service for health or safety reasons shall be a protected activity as provided by law.

21.02 RIGHTS

The duties and obligations of the parties to this Agreement shall be limited to those expressly set forth by law and/or by the provisions of this Agreement.

21.03 COMPLETE AGREEMENT

This Agreement supersedes and cancels all previous Agreements, verbal or written or based upon alleged past practice, between the Board of Education and the Association, and constitutes the entire Agreement between the parties. Any amendment or agreement supplemental hereto shall not be binding upon either party unless executed in writing by the parties.

21.04 CONTRARY TO LAW

If any provision or application of this Agreement is determined by a court of competent jurisdiction, by an act of the Federal and/or State Legislature, regulations, or orders issued by Federal or State authorities, or by mutual agreement of the parties, that provision shall be considered null and void to the extent specifically prohibited, but all other provisions herein shall continue in full force and effect. If a provision becomes unworkable due to its being contrary to law, such action shall be reason for a reopening of negotiations within ten (10) calendar days after receipt of a request by the Association or the Board on that provision to obtain a workable provision within the established legal structure.

21.05 INDIVIDUAL CONTRACTS AND SALARY NOTICES

- A. A contract or salary notice shall be issued to each member of the bargaining unit no later than July 1 for the following work year. The contract or salary notice shall contain at least the following information:
 - 1. Names of the parties;
 - 2. Term of contract, type of contract (limited or continuing), or annual salary;
 - 3. Salary;
 - 4. Number of pay periods and date of first pay;
 - 5. The statement: “The Master Agreement negotiated between the Association and the Board is herein incorporated by reference. Any argument or dispute will be settled by the provisions established in said Master Agreement or by provisions provided by law.”

B. Contract Issuance

1. Limited Contracts – Certified Staff

One (1) year limited contract	Upon initial employment
One (1) year limited contract	Upon reemployment for second and third years
Three (3) year limited contract	All subsequent contracts can be for three (3) years until such time as the teacher qualifies for a continuing contract.

A multi-year contact would only be issued to a teacher who shows evidence of the following:

a. District Level Leadership

That is active membership in one or more district level committees and/or district initiatives.

b. Building Level Leadership

That is active membership in one or more building level committees and/or building initiatives.

c. Technology Proficiency

The teacher must have tested out and shown proficiency at the novice level competencies developed through School Net technology training.

d. Classroom Evaluations

The teacher must have had positive written evaluations from the Building Principal or supervisor.

Each year of the multi-year contract, the teacher must continue his/her involvement in Items B.1. a, b and c, above.

If a teacher who is eligible for reemployment for a third (3rd) year and beyond and does not show evidence for eligibility of a multi-year contract as listed above, that teacher may be given another one-year limited contract.

2. Continuing Contract

a. A continuing contract is a contract which shall remain in effect until the employee resigns, elects to retire or is retired pursuant to Ohio Revised Code 3307.37, or until he/she is terminated or suspended.

b. To be eligible for continuing service status, employees shall:

1) Have a professional, life, or permanent certificate/license;

(2) Any teacher holding a professional educator license who has completed the applicable one of the following:

(a) If the teacher did not hold a masters degree at the time of initially receiving a teacher's certificate under former law or an educator license, thirty semester hours of coursework in the area of licensure or in an area related to the teaching field since the initial issuance of such certificate or license, as specified in rules which the state board of education shall adopt;

(b) If the teacher held a masters degree at the time of initially receiving a teacher's certificate under former law or an educator license, six semester hours of graduate coursework in the area of licensure or in an area related to the teaching field since the initial

issuance of such certificate or license, as specified in rules which the state board of education shall adopt.

- 3) Have taught three (3) out of the last five (5) years in this District; or
 - 4) Have been granted tenure in another district and taught two (2) years in this District.
- c. Teachers who meet the above requirements are to submit a letter to the office of the Superintendent, on or before September 15, indicating their interest in being considered for continuing contract status.
- d. When a teacher has met the requirements for a continuing contract and makes a request, one of the following must be done:
- 1) Award a continuing contract after four (4) classroom observations, at least one (1) by the Superintendent or his/her designee during the tenure evaluation year.
 - 2) Non-renew the teacher's limited contract.
 - 3) Withhold the continuing contract for one (1) year during which time the teacher must follow a detailed plan of improvement to correct deficiencies specified on the evaluations. At the end of the extended limited contract period, the teacher will receive the continuing contract or be non-renewed.
- e. If an employee becomes eligible for a continuing contract during a multi-year limited contract, that employee may request in writing prior to September 15 to be considered for a continuing contract. If no continuing contract is issued, the current multi-year contract shall remain in effect.

3. Contracts: Support Staff

- a. Each support staff employee shall be provided a copy of his/her applicable individual contract.
- b. Contracts shall be issued as follows:

One-Year Contract	Upon initial employment
Two-Year Contract	Upon reemployment for a second school year.

Continuing Contract	Upon reemployment for a fourth school year.
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- c. Not later than June 15, the Board shall issue a salary notice to each support staff employee for the following school year.

21.06 AVAILABILITY OF AGREEMENT

This Agreement and any amendments to this Agreement will be made available electronically to bargaining unit members in the staff section of the Revere School District website.

21.07 COLLEGE CREDIT PLUS PROGRAM

1. Qualified bargaining unit members shall be given the first opportunity to teach College Credit Plus classes in accordance with this Article. If no bargaining unit member is qualified, pursuant to the requirements of the program, the Board may arrange for such class(es) to be taught by nonbargaining unit members.
2. The Board shall compensate bargaining unit members the Tutorial Hourly Rate specified in the Agreement for completing College Credit Plus program training required beyond the workday subject to the Treasurer's receipt of written training confirmation from the college/university.
3. Any College Credit Plus program teacher performance assessments required shall not be used as a part of the OTES evaluation nor shall they be included in the teacher's personnel file unless requested by the teacher.
4. The Board and the Association shall establish a joint College Credit Plus Program Committee composed of up to three (3) members appointed by the Superintendent and up to three (3) members appointed by the Association President unless mutually agreed otherwise.
 - A. The College Credit Plus Program joint committee shall make recommendations to the Board and the Association for the 2016-2017 school year. The College Credit Plus joint committee shall convene its first meeting by September 15, 2015.
 - B. If no agreement is reached on a particular issue, the current terms of the Agreement will remain in effect.
 - C. Any consensus agreement requiring changes in the Agreement will be forwarded to the Association's general membership and the Board for ratification as agreed by the joint College Credit Plus Committee,

21.08 DURATION

Except as otherwise provided herein, the provisions of this Agreement shall be effective July 1, 2015, and remain in effect through June 30, 2018 and shall be renewed automatically for the 2018-2019 school year unless, at least ninety (90) days before the expiration of the July 1, 2015 through June 30, 2018 Agreement, either party provides the other party with a written notice of its intent to modify the provisions of this Agreement.

IN WITNESS WHEREOF, the parties hereto have set their hands this 21ST day of JULY, 2015.

For the
REVERE EDUCATION ASSOCIATION:

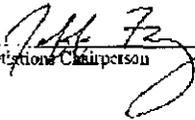
For the
BOARD OF EDUCATION OF THE
REVERE LOCAL SCHOOL DISTRICT:



President



President



Negotiations Chairperson



Superintendent



Treasurer

E. Disposition of Grievance: _____

Decision Rendered By _____
Signature

Date

Step

EVALUATION TIMELINES

APPENDIX B

Timeline	Superintendent	Principal	Educator
August/September	<p>eTPES</p> <ul style="list-style-type: none"> • District options, complete set-up screens • Set SGM percentages for district educators and principals • Verify principal roster • Send access to principals 	<p>SGM/eTPES</p> <ul style="list-style-type: none"> • Review individual educator categories • Educator VA • Report any irregularities to Central Office <p>Cycle 1 (Sept-Jan 15) Sept. 15 Walkthroughs and Pre-Conference begin</p>	<p>SGM/eTPES</p> <ul style="list-style-type: none"> • Educator Value Added available <p>Begin evaluation process</p> <ul style="list-style-type: none"> • Complete Professional Growth Plan/Improvement Plan • Schedule Pre-Conference meeting with evaluator • Submit SLOs for approval (Oct. 3) <p>Cycle 1 (Sept-Jan 15)</p> <ul style="list-style-type: none"> • Sept. 15 Walkthroughs and Pre-Conference begin
October-January		<p>Cycle 1</p> <ul style="list-style-type: none"> • Oct. 1-Jan. 1 (written report/post conference by Jan. 15) 	<p>Cycle 1</p> <ul style="list-style-type: none"> • Oct. 1-Jan. 1 Classroom observations begin • Written report/post conference by Jan. 15) • SLO Committee approves SLOs by Oct. 30

January-April		Cycle 2 (Jan 15- April 30) <ul style="list-style-type: none"> • Observation/Walk-throughs begin 	Cycle 2 (Jan 15- April 30) <ul style="list-style-type: none"> • Observation/Walk throughs begin • Educator administers final assessment at the end of interval instruction to determine growth • EXCEPTION- Post Conference by April 10 (non-renewal, limited, or extended limited contract) • Written response by April 30 for continuing contract personnel. • Educators submit results of SLO data to evaluator by April 30th
May		Cycle 2 <ul style="list-style-type: none"> • Post Conference/Summative eTPES Conference by May 10(All Contracts) 	Cycle 2 <ul style="list-style-type: none"> • Post Conference/Summative eTPES Conference by May 10(All contracts)
June	eTPES- <ul style="list-style-type: none"> • Sign Off on District aggregated educator ratings in eTPES 	eTPES- <ul style="list-style-type: none"> • Report any irregularities to Central Office 	

Definitions Defined

Pre-Conference

First Pre-Conference meeting with evaluator/educator is mandatory and scheduled at an agreeable time by both parties

- Submit the following to evaluator twenty-four hours prior to scheduled Pre-Conference:
 - Form 1 and 2 of the Pre-Conference Forms and Professional Growth Plan

- Improvement Plan will be crafted in collaboration with your evaluator at your first Pre-Conference

Second Pre-Conference is optional. A second Pre-Conference can be scheduled if either party wants to meet to discuss previous observations

- With or without the Pre-Conference, Educators **MUST** Submit Form 2 of the Pre-Conference forms to their Evaluator twenty-four hours prior to the observation

Observation

- Scheduled/announced observation agreed upon by both parties
 - 2 observations yearly
 - Minimum of 30 minutes in duration

Walk-throughs

- Unannounced
- 2 official walk-throughs per year (i-pad/laptop visible to educator)
- Maximum of 10 minutes in duration
- Walk-through feedback sent to educators within 24 hours of visit

Post Conference:

- Post conference will be scheduled within 10 school days of observation
- Post conference meeting with evaluator/educator is mandatory and scheduled at an agreeable time by both parties
- SGM final rating discussed at 2nd Post Conference if data is complete/available.
- If data collection is not complete in time for Post Conference, a Summative eTPES meeting should be scheduled prior to May 10th

District Educator Evaluators:

Central Office Personnel (Director of Special Education and Director of Curriculum and Instruction)

Building Principals/Assistant Principals

Final Summative Rating Form:

Educators are responsible for adding up their SLO data and presenting it to their evaluator. Together educator and evaluator will sign off in eTPES.

Both signed observation forms and eTPES summative rating form are placed in educator's personnel file.

District Director of Curriculum and Instruction will be responsible for finalizing all Final Summative Rating forms into eTPES as directed by the Ohio Department of Education

REVERE'S TEACHER EVALUATION SYSTEM

Appendix C

Timeline	Superintendent	Principal	Educator
August/September	<p>eTPES</p> <ul style="list-style-type: none"> • District options, complete set-up screens • Set SGM percentages for district educators and principals • Verify principal roster • Send access to principals 	<p>SGM/eTPES</p> <ul style="list-style-type: none"> • Review individual educator categories • Educator VA • Report any irregularities to Central Office <p>Cycle 1 (Sept-Jan 15) Sept. 15 Walkthroughs and Pre-Conference begin</p>	<p>SGM/eTPES</p> <ul style="list-style-type: none"> • Educator Value Added available <p>Begin evaluation process</p> <ul style="list-style-type: none"> • Complete Professional Growth Plan/Improvement Plan • Schedule Pre-Conference meeting with evaluator • Submit SLOs for approval (Oct. 3) <p>Cycle 1 (Sept-Jan 15) • Sept. 15 Walkthroughs and Pre-Conference begin</p>
October-January		<p>Cycle 1</p> <ul style="list-style-type: none"> • Oct.1-Jan. 1 (written report/post conference by Jan. 15) 	<p>Cycle 1</p> <ul style="list-style-type: none"> • Oct.1-Jan. 1 Classroom observations begin • Written report/post conference by Jan. 15) • SLO Committee approves SLOs by Oct. 30
January-April		<p>Cycle 2 (Jan 15- April 30)</p> <ul style="list-style-type: none"> • Observation/Walk-throughs begin 	<p>Cycle 2 (Jan 15- April 30)</p> <ul style="list-style-type: none"> • Observation/Walk-throughs begin • Educator administers final assessment at the end of interval instruction to determine growth • EXCEPTION- Post Conference by April 10 (non-renewal, limited, or extended limited contract) • Written response by April 30 for continuing contract personnel. • Educators submit results of SLO data to evaluator by April 30th

May		Cycle 2 <ul style="list-style-type: none"> • Post Conference/Summative eTPES Conference by May 10(All Contracts) 	Cycle 2 <ul style="list-style-type: none"> • Post Conference/Summative eTPES Conference by May 10(All contracts)
June	eTPES- <ul style="list-style-type: none"> • Sign Off on District aggregated educator ratings in eTPES 	eTPES- <ul style="list-style-type: none"> • Report any irregularities to Central Office 	

Definitions Defined

Pre-Conference

First Pre-Conference meeting with evaluator/educator is mandatory and scheduled at an agreeable time by both parties

- Submit the following to evaluator twenty-four hours prior to scheduled Pre-Conference:
 - Form 1 and 2 of the Pre-Conference Forms and Professional Growth Plan
 - Improvement Plan will be crafted in collaboration with your evaluator at your first Pre-Conference

Second Pre-Conference is optional. A second Pre-Conference can be scheduled if either party wants to meet to discuss previous observations

- With or without the Pre-Conference, Educators **MUST** Submit Form 2 of the Pre-Conference forms to their Evaluator twenty-four hours prior to the observation

Observation

- Scheduled/announced observation agreed upon by both parties
 - 2 observations yearly
 - Minimum of 30 minutes in duration

Walk-throughs

- Unannounced
- 2 official walk-throughs per year (i-pad/laptop visible to educator)
- Maximum of 10 minutes in duration
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District Educator Evaluators:

Central Office Personnel (Director of Special Education and Director of Curriculum and Instruction)
Building Principals/Assistant Principals

Final Summative Rating Form:

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Both signed observation forms and eTPES summative rating form are placed in educator's personnel file.

District Director of Curriculum and Instruction will be responsible for finalizing all Final Summative Rating forms into eTPES as directed by the Ohio Department of Education

PRE-CONFERENCE FORM 2- Please Complete this Side Prior to Each Observation				<i>APPENDIX C</i>	
Teacher/Therapist:		Subject:	Grade	# of Students:	Date:
Briefly discuss the students in this class, including those with special needs.			How do you plan to engage students in the content? What will you do? What will the students do? Include time estimates.		
What are your goals for the lesson? What do you want the students to learn?			What difficulties do students typically experience in this area and how do you plan to anticipate these difficulties?		
Why are these goals suitable for this group of students?			What instructional materials or other resources, if any, will you use?		
How do these goals support the broader unit of study, the curriculum and the content standards?			How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any performance tasks with accompanying scoring rubrics.)		

How are you meeting the needs of varying abilities and needs within the lesson?

How do you plan to use the results of any assessments?

PRE-CONFERENCE FORM 1- Please Complete this Side for Initial Pre-Conference Meeting Only

REVERE LOCAL SCHOOLS

Teacher/Therapist:

Date:

How do you decide what you are going to teach in a given week?.

How do you incorporate technology in your class?

How often do you incorporate student-led learning in your classroom and in what ways?

What kind of data do you typically collect in your classroom?

How often do analyze data in your classroom and how it is used to inform instruction?

How do you communicate with parents and encourage their participation in their child's education?

How do you get to know your students, their backgrounds, strengths and needs?

How do you collaborate with your colleagues?

What are some methods you typically use to differentiate instruction within your classroom?

What leadership roles have you taken within the building, district or with outside organizations and what professional goals do you have?

**SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)**

Appendix D-1

DOMAIN A: PLANNING AND PREPARING FOR LEARNING

A.1: The SLP acquires and uses knowledge about individual students as learners in preparing lessons, which consider the students' academic needs, cultural heritage, interests and community.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Acquisition of Information About Individual Learners	<ul style="list-style-type: none"> • The SLP does not acquire knowledge of individual students as learners. -or- • The SLP does not acquire that knowledge from a variety of sources and in an on-going manner. 	<ul style="list-style-type: none"> • The SLP acquires detailed information about individual students as learners from a variety of sources, and/or in an on-going manner. 	<ul style="list-style-type: none"> • The SLP acquires extensive and detailed information about individual students as learners from a variety of sources, and in an on-going manner.
Use of Acquired Information	<ul style="list-style-type: none"> • The SLP planning shows little or no awareness of students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through the following: <ul style="list-style-type: none"> *Flexible groupings *Activities that invite student interaction and choice *Strategies that address various learning styles, special needs and cultural heritage *Instruction that addresses strengths and gaps in student background knowledge and skills. • The SLP does not clearly communicate planning. • There is little evidence that the SLP uses achievement data or other assessment results to plan instruction. 	<ul style="list-style-type: none"> • The SLP clearly communicates how planning shows consideration for the students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through most of the following: <ul style="list-style-type: none"> *Flexible groupings *Activities that invite student interaction and choice *Strategies that address various learning styles, special needs and cultural heritage *Instruction that addresses strengths and gaps in student background knowledge and skills. • The SLP uses achievement data and other assessment results to plan lessons to meet individual/group instructional needs. 	<ul style="list-style-type: none"> • The SLP clearly communicates how planning incorporates consideration for the students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through all of the following: <ul style="list-style-type: none"> *Flexible groupings *Activities that invite student interaction and choice *Strategies that address various learning styles, special needs and cultural heritage *Instruction that addresses strengths and gaps in student background knowledge and skills. • The SLP analyzes and uses achievement data and other assessment results to plan lessons to meet individual/group instructional needs.

**SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)**

Appendix D-1

DOMAIN A: PLANNING AND PREPARING FOR LEARNING

A.2: The SLP demonstrates the ability to follow due process procedures, including the selection and administration of diagnostic instruments and procedures as defined by the Individuals with Disabilities Education (IDEA) and completes required due process paperwork.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Variety of Diagnostic Assessments	<ul style="list-style-type: none"> • The SLP is unable to select appropriate diagnostic instruments. 	<ul style="list-style-type: none"> • The SLP selects and administers diagnostic instruments and procedures based on the student's developmental level, areas of concern and SLP/parent input. The SLP gathers information on how the student's developmental disorder affects educational performance from limited sources. 	<ul style="list-style-type: none"> • The SLP selects and administers a variety of diagnostic instruments and procedures based on the student's developmental level, areas of concern and SLP/parent input. The SLP gathers information on how the student's developmental disorder affects educational performance from a variety of sources.
Due Process	<ul style="list-style-type: none"> • The SLP demonstrates a basic knowledge of the IDEA. The appropriate referral process is not followed. 	<ul style="list-style-type: none"> • The SLP demonstrates an adequate understanding of the IDEA by generally following appropriate procedures for referral, identification, placement and exits. 	<ul style="list-style-type: none"> • The SLP demonstrates a thorough understanding of the IDEA by consistently following appropriate procedures for referral, identification, placement and exits.
Documentation	<ul style="list-style-type: none"> • The documentation for due process is not complete. • The SLP does not clearly communicate the evidence. 	<ul style="list-style-type: none"> • The documentation for initial placement, exit, and re-evaluation packets is usually complete and thorough. • The SLP clearly communicates an explanation of the evidence. 	<ul style="list-style-type: none"> • The documentation for initial placement, exit, and re-evaluation packets is accurately completed and thorough. • The SLP clearly communicates an explanation of the evidence.
Recommendations	<ul style="list-style-type: none"> • The SLP is unable to interpret diagnostic results or make case management recommendations. 	<ul style="list-style-type: none"> • The SLP demonstrates the ability to make appropriate case management recommendations after interpreting diagnostic results. 	<ul style="list-style-type: none"> • The SLP demonstrates the ability to make appropriate case management recommendations after accurately interpreting diagnostic results for a variety of communication disorders.

**SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)**

Appendix D-1

DOMAIN A: PLANNING AND PREPARING FOR LEARNING

A.3: The SLP uses a variety of assessments that align with standards and provides feedback to students about their progress toward the IEP objectives.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Alignment with Standards	<ul style="list-style-type: none"> Assessments do not provide opportunities for student to demonstrate proficiency. 	<ul style="list-style-type: none"> Assessments aligned with IEP goals provide evidence that students at some developmental levels are given opportunities to meet the IEP goals. 	<ul style="list-style-type: none"> Assessments aligned with IEP goals provide evidence that students at all developmental levels are given multiple opportunities to meet the IEP goals.
Alignment and Variety	<ul style="list-style-type: none"> The SLP uses assessments that are not aligned with the IEP objectives. The SLP uses mainly summative assessments. <p style="text-align: center;">-or-</p> <ul style="list-style-type: none"> Planning for assessment is not evident. 	<ul style="list-style-type: none"> The SLP uses assessments that align with the IEP goals. <p style="text-align: center;">-and-</p> <ul style="list-style-type: none"> The SLP uses informal/formal and formative/summative assessments. 	<ul style="list-style-type: none"> The SLP uses assessments that align with the IEP goals. <p style="text-align: center;">-and-</p> <ul style="list-style-type: none"> The SLP uses extensive and varied informal/formal and formative/summative assessments.

DOMAIN B: CREATING AN ENVIRONMENT FOR LEARNING

B.1: The SLP creates an inclusive and caring environment in which each individual is respected and valued.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
SLP interaction with Students.	<ul style="list-style-type: none"> SLP interactions with students are negative, demeaning, or inappropriate. 	<ul style="list-style-type: none"> SLP interactions with all students demonstrate respect. Interactions are inclusive and appropriate. 	<ul style="list-style-type: none"> SLP interactions with all students demonstrate a positive, caring rapport and mutual respect. Interactions are inclusive and appropriate.
Interactions Among Individuals.	<ul style="list-style-type: none"> SLP tolerates inappropriate and/or disrespectful interactions among individuals. 	<ul style="list-style-type: none"> SLP encourages respectful interactions among individuals and appropriately addresses any disrespectful interactions among individuals. 	<ul style="list-style-type: none"> SLP encourages and/or reinforces positive and respectful interactions among individuals <p style="text-align: center;">- and/or -</p> <ul style="list-style-type: none"> Interactions are respectful.

**SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)**

Appendix D-1

DOMAIN B: CREATING AN ENVIRONMENT FOR LEARNING

B.2: The SLP establishes effective routines and procedures, maintains a safe and orderly environment and manages transitions to maximize instructional time.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Routines/Procedures	<ul style="list-style-type: none"> The SLP uses procedures for managing student groups, supplies, and equipment that result in considerable loss of instructional time. The SLP maintains an environment where hazards exist. 	<ul style="list-style-type: none"> The SLP establishes and uses effective routines and procedures for managing student groups, supplies, and/or equipment. The SLP acts to maintain a safe environment. 	<ul style="list-style-type: none"> The SLP establishes and uses effective routines and procedures that incorporate student responsibility for managing student groups, supplies, and/or equipment. The SLP acts to maintain a safe environment.
Transitions	<ul style="list-style-type: none"> The SLP does not establish procedures for most transitions. Considerable instructional time is lost. 	<ul style="list-style-type: none"> The SLP establishes and directs procedures for transitions. No instructional time is lost. 	<ul style="list-style-type: none"> The SLP establishes procedures for managing seamless transitions incorporating student responsibility. No instructional time is lost.

B.3: The SLP manages and monitors student behavior to maximize instructional time.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Monitoring of Student Behavior	<ul style="list-style-type: none"> The SLP does not monitor student behavior and/or the SLP is unaware of student behaviors, which results in considerable loss of individual, group, and/or whole class time on task. 	<ul style="list-style-type: none"> The SLP monitors student behavior at all times, which promotes individual, group, and/or whole class time on task. 	<ul style="list-style-type: none"> The SLP monitors behavior in a manner that anticipates and prevents student misbehavior, and that allows for students to monitor their own and/or their peers' behavior, which results in no loss of time on task.
Response to Misbehavior	<ul style="list-style-type: none"> The SLP does not respond to off-task or disruptive behavior. -or- The SLP response to student misbehavior is inconsistent and/or has minimal results. 	<ul style="list-style-type: none"> The SLP response to misbehavior is appropriate, consistent, and the desired behavior is attained. 	<ul style="list-style-type: none"> The SLP response to misbehavior is appropriate, consistent, and sensitive to students' individual needs, and the desired behavior is attained. -or- Student misbehavior is not evident.

**SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)**

Appendix D-1

DOMAIN C: TEACHING FOR LEARNING

C.1: The SLP communicates the objectives from the Individual Education Plan (IEP) and the directions and procedures for the daily activities to the students.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Communication of the IEP Objectives	<ul style="list-style-type: none"> The SLP does not communicate the IEP objectives to the student. 	<ul style="list-style-type: none"> The SLP clearly and accurately communicates IEP objectives to each student. 	<ul style="list-style-type: none"> The SLP clearly and accurately communicates the IEP objectives to each student and a rationale for this learning.
Instructional directions and procedures	<ul style="list-style-type: none"> The SLP does not communicate instructional directions or procedures. -or- The SLP communicates instructional directions or procedures inaccurately. 	<ul style="list-style-type: none"> The SLP clearly and accurately communicates instructional directions and procedures for the activity. 	<ul style="list-style-type: none"> The SLP clearly and accurately communicates instructional directions and procedures for the activity. The SLP anticipates possible student misunderstanding.
Monitoring and Adjusting	<ul style="list-style-type: none"> The SLP is unable to develop a method of periodic monitoring. 	<ul style="list-style-type: none"> The SLP develops a program of periodic monitoring of student progress toward IEP goals. The SLP uses information to modify treatment plans, strategies or materials to meet the needs of the student. 	<ul style="list-style-type: none"> The SLP develops a program of periodic monitoring of student progress toward IEP goals. The SLP uses information to modify treatment plans, strategies or materials to meet the needs of the student. SLP involves the student in monitoring of progress.
Use of Information	<ul style="list-style-type: none"> The SLP does not have the information to determine the present level of performance on quarterly reports. 	<ul style="list-style-type: none"> The SLP uses monitored information to report student's present level on quarterly reports. 	<ul style="list-style-type: none"> The SLP uses monitored information to report student's present level on IEP and quarterly reports or in collaboration with special education.

**SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)**

Appendix D-1

DOMAIN C: TEACHING FOR LEARNING

C.2: The SLP demonstrates content knowledge of speech and language development and therapy techniques.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Knowledge of Speech/Language Development	<ul style="list-style-type: none"> The SLP uses daily activities and objectives that may or may not be related to the hierarchy of speech/language development. Tasks are unrelated to student's needs or instructional level. 	<ul style="list-style-type: none"> The SLP chooses daily activities and objectives in the hierarchy of speech/language development, which move the student toward fulfilling IEP goals. Tasks assigned are at or near instructional level. 	<ul style="list-style-type: none"> The SLP chooses daily activities and objectives in the hierarchy of speech/language development, which move the student toward fulfilling IEP goals. SLP manipulates tasks assigned so that students consistently work at the instructional level.
Knowledge of Speech/Language Techniques and Service Delivery Models	<ul style="list-style-type: none"> The SLP uses one model of therapy for treatment of speech/language disorders for all students. Service is delivered only in Speech Resources area. 	<ul style="list-style-type: none"> The SLP uses a variety of therapy models and techniques to meet individual student needs as specified in the IEP. Services are delivered within various environments. 	<ul style="list-style-type: none"> The SLP uses a variety of therapy models and techniques to deliver appropriate services to meet individual student needs as specified in the IEP. Services are delivered in the environment most appropriate to student and IEP needs.

C.3: The SLP conducts the therapy session, addressing the specific areas of disability delineated on the IEP.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Conceptual Understanding	<ul style="list-style-type: none"> The SLP conducts lessons that are not appropriate to the specific area of disability and are not relevant to the IEP. 	<ul style="list-style-type: none"> The SLP challenges students in a variety of adaptable activities that address the specific areas of disability and promotes mastery of IEP goals and objectives. 	<ul style="list-style-type: none"> The SLP consistently challenges students in a variety of creative, adaptable activities that address the specific areas of disability and promotes mastery of IEP goals and objectives.
Monitoring and Adjustment	<ul style="list-style-type: none"> The SLP presents the lesson as planned and makes no adjustments. 	<ul style="list-style-type: none"> The SLP periodically monitors the student's current skill level and consistently adapts activities and pacing to move the student to mastery. 	<ul style="list-style-type: none"> The SLP monitors the student's current skill level and consistently adapts activities and pacing to move the student to mastery.
Extension of Thinking	<ul style="list-style-type: none"> The SLP creates situations that do not challenge students to think about the IEP goal being taught. 	<ul style="list-style-type: none"> The SLP creates situations that challenge students to think independently, creatively or critically about the IEP objective being taught. 	<ul style="list-style-type: none"> The SLP creates situations that challenge students to think independently, creatively or critically about the IEP objective being taught to reflect their understanding and consider new possibilities.

**SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)**

Appendix D-1

DOMAIN C: TEACHING FOR LEARNING

C.4: The SLP provides opportunities that promote student responsibility, enhance interest in learning, and increase student engagement.

Elements	Needs Improvement (1)	Proficient (3)	Exceeds Expectations (3)
Student Engagement	<ul style="list-style-type: none"> The SLP has difficulty engaging the students in selected activities. 	<ul style="list-style-type: none"> The SLP consistently engages the students in learning through use of controlled choices, relevancy to speech/language progress and the student's instructional level. 	<ul style="list-style-type: none"> The SLP consistently engages the students in learning through use of controlled choices, relevancy to academic progress and the student's instructional level.
Thought-Provoking questions	<ul style="list-style-type: none"> The SLP frequently asks questions that are inappropriate to the objectives of the lesson. The SLP frequently does not ask follow-up questions. The SLP does not provide appropriate wait time. 	<ul style="list-style-type: none"> The SLP asks thought-provoking questions that focus on the objectives of the lesson. The SLP seeks clarification through additional questions. The SLP provides appropriate wait time. 	<ul style="list-style-type: none"> The SLP routinely asks thought-provoking questions that focus on the objectives of the lesson. The SLP seeks clarification and elaboration through additional questions. The SLP provides appropriate wait time.

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C.5: The SLP provides feedback to students about their performance during therapy sessions using a variety of methods.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Quality-methods and timelines	<ul style="list-style-type: none"> The SLP provides insufficient and/or inaccurate feedback to students about their progress toward the learning objectives. <li align="center">-or- Feedback is not provided in a timely manner. 	<ul style="list-style-type: none"> The SLP provides accurate, specific, and timely feedback to students about their progress toward the learning objectives. The SLP provides feedback using a variety of methods and facilitates student self-assessment. 	<ul style="list-style-type: none"> The SLP routinely provides substantive, accurate, specific, and timely feedback to students about their progress toward the learning objectives. The SLP provides feedback using a variety of methods and facilitates student self-assessment.
Student errors/misconceptions	<ul style="list-style-type: none"> The SLP does not correct student content errors. The SLP fails to address misconceptions. 	<ul style="list-style-type: none"> The SLP corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarify the process or concept. The SLP addresses misconceptions as they arise. 	<ul style="list-style-type: none"> The SLP corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarify the process or concept and by facilitating opportunities for self-correction. The SLP anticipates and addresses misconceptions.

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DOMAIN C: TEACHING FOR LEARNING

C.6: The SLP reflects upon the session's effectiveness and uses that reflection in planning future instruction.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Session effectiveness	<ul style="list-style-type: none"> • The SLP misjudges and/or makes an inaccurate assessment of the session's effectiveness or the extent to which the instructional goals of the session were met. -or- • The SLP does not address the session observed. -or- • The SLP did not submit the Evidence of Reflection form. • The SLP does not clearly communicate the explanation of the evidence. 	<ul style="list-style-type: none"> • The SLP makes an accurate assessment of the session's effectiveness and the extent to which it achieved its goals by citing examples from the session. • The SLP clearly communicates the explanation of the evidence. 	<ul style="list-style-type: none"> • The SLP makes a thoughtful and accurate assessment of the session's effectiveness and the extent to which it achieved its goals, citing specific examples from the session's strengths and/or weaknesses related to the session's objectives. • The SLP clearly communicates the explanation of the evidence.
Student Engagement	<ul style="list-style-type: none"> • The SLP makes an inaccurate assessment of the level of student engagement. -or- • The SLP did not submit the Evidence of Reflection form. • The SLP does not clearly communicate the explanation of the evidence. 	<ul style="list-style-type: none"> • The SLP makes an accurate assessment of the level of student engagement, listing positive and negative examples of student actions. • The SLP clearly communicates the explanation of the evidence. 	<ul style="list-style-type: none"> • The SLP makes a thoughtful and accurate assessment of the level of student engagement, addressing specific examples of positive and/or negative student actions. <ul style="list-style-type: none"> • The SLP clearly communicates the explanation of the evidence.
Future Planning	<ul style="list-style-type: none"> • The SLP does not explain why changes may or may not be necessary. • The SLP gives up and/or blames the students or the environment for the students' lack of success. -or- • The SLP does not address the session observed. -or- • The SLP did not submit the Evidence of Reflection form. • The SLP does not clearly communicate the explanation of the evidence. 	<ul style="list-style-type: none"> • The SLP offers appropriate explanations for why the assessment choices, SLP's contributions to meetings, or future instruction would not be changed. -and/or- • The SLP offers appropriate explanations and specific suggestions for why the assessment choices, SLP's contributions to meetings, or future instruction would be changed. • The SLP clearly communicates the explanation of the evidence. 	<ul style="list-style-type: none"> • The SLP offers insightful explanations for why the assessment choices, SLP's contributions to meetings, or future instruction would not be changed. -and/or- • The SLP offers insightful explanations and constructive suggestions for why the assessment choices, SLP's contributions to meetings, or future instruction would be changed. • The SLP clearly communicates the explanation of the evidence.

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DOMAIN D: PROFESSIONALISM

D.1: The SLP will provide constructive information on student performance to teacher and other professionals and will collaborate with these individuals regarding case management of the student, including the IEP team.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Collaboration with Teacher and Other Professionals	<ul style="list-style-type: none"> The SLP does not collaborate with other professionals. The SLP does not clearly communicate the evidence. 	<ul style="list-style-type: none"> The SLP demonstrates collaboration by sharing results of assessments with other professionals. The SLP seeks information on student performance from the teacher. The SLP clearly communicates an explanation of the evidence. 	<ul style="list-style-type: none"> The SLP demonstrates effective professional collaboration by sharing results of ongoing assessments of student's performance. The SLP seeks information on student performance from the teacher. The SLP keeps documentation of teacher collaboration and/or meetings. The SLP clearly communicates an explanation of the evidence.
Collaboration with IEP Team	<ul style="list-style-type: none"> Another school designee must convene the team, the SLP gives minimal cooperation with needed paperwork, and speech terms dominate the language requiring translation for the team members to understand. The SLP does not clearly communicate the evidence. 	<ul style="list-style-type: none"> The SLP convenes the team when the IEP is due. All forms are at hand but may not be completed, and language includes speech terms which are unclear to some team members. The SLP clearly communicates an explanation of the evidence. 	<ul style="list-style-type: none"> The SLP convenes the team when the IEP review is due. All forms are ready, with language clear to all team members. The SLP clearly communicates an explanation of the evidence.
Needs of the Student	<ul style="list-style-type: none"> The present level of performance is given as a generic statement; the needs of the student are defined by the SLP's program. The SLP does not clearly communicate the evidence. 	<ul style="list-style-type: none"> The present level of performance is stated with general agreement of the team; the needs of the student are developed in consideration of communication development. The SLP clearly communicates an explanation of the evidence. 	<ul style="list-style-type: none"> The present level of performance is stated with supporting evidence is provided; the needs of the student are developed in consideration of communication needs for classroom performance. The SLP clearly communicates an explanation of the evidence.

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DOMAIN D: PROFESSIONALISM

D.2: The SLP informs the family about the progress of their child toward IEP goals and completes progress reports designated in the IEP.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Communication with Parents	<ul style="list-style-type: none"> The SLP does not provide progress information to the families 	<ul style="list-style-type: none"> The SLP demonstrates clear and effective communication with the student's parents/family by providing progress information to families of program students as designated in the IEP. The SLP seeks information on student performance from the parent. 	<ul style="list-style-type: none"> The SLP demonstrates clear and effective communication with the student's parents/family by providing progress information and sharing the results of on-going assessment to families of program students as designated in the IEP. The SLP actively seeks information on student performance from the parent. The SLP encourages the parent's involvement in the therapeutic process. The SLP provides relevant information on speech/language disorders.

D.3: The SLP establishes and maintains professional relationships with peers and team members and functions as a member of an Intervention Assistance Team (when included as a team member by the school), participates in staff, district and school initiatives.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Professional Relationships	<ul style="list-style-type: none"> The SLP does not respond to the needs of staff members and/or attends Intervention Assistance Team meetings when invited. The SLP does not clearly communicate the evidence. 	<ul style="list-style-type: none"> The SLP demonstrates the establishment of professional relationships by actively participating in the Intervention Assistance Team and supporting the team developing and implementing decisions. The SLP clearly communicates an explanation of the evidence. 	<ul style="list-style-type: none"> The SLP demonstrates the establishment of professional relationships by actively participating in the Intervention Assistance Team and supporting the team developing and implementing decisions. The SLP responds to the needs and concerns of school staff members as it relates to students not directly serviced by an IEP. The SLP clearly communicates an explanation of the evidence.

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DOMAIN D: PROFESSIONALISM

D.4: The SLP improves professional knowledge and therapeutic skills by participating in professional development activities and applies what is learned.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Professional Knowledge and Therapeutic Skills	<ul style="list-style-type: none"> The SLP does not participate in school/district professional development activities. 	<ul style="list-style-type: none"> The SLP participates in required school/district professional development activities and in additional designed to improve professional knowledge and therapeutic skills. 	<ul style="list-style-type: none"> The SLP participates in required school/district professional development activities and demonstrates a consistent pattern of professional growth by participating in multiple and varied professional development activities designed to improve professional knowledge and therapeutic skills.
Application	<ul style="list-style-type: none"> There is no evidence that the SLP implements knowledge gained through professional development. The SLP does not clearly communicate the evidence. 	<ul style="list-style-type: none"> The SLP consistently implements and describes therapeutic applications of knowledge gained through required professional development. The SLP clearly communicates an explanation of the evidence. 	<ul style="list-style-type: none"> The SLP consistently implements and describes therapeutic applications of knowledge gained through required and SLP-selected professional development. The SLP clearly communicates an explanation of the evidence.

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Ohio Teacher Evaluation System

Assessment of Teacher Performance

Teacher Performance Evaluation Rubric

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

Teacher Name:

Date:

INSTRUCTIONAL PLANNING		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	<p>FOCUS FOR LEARNING (Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.	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				

**SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)**

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INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Skilled	Accomplished
ASSESSMENT DATA (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning.	The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans.
	The teacher does not use or only uses one measure of student performance.	The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.	The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.	Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.
Evidence				

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

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INSTRUCTIONAL PLANNING		Ineffective	Developing	Skilled	Accomplished
	Evidence				

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INSTRUCTIONAL PLANNING					
INSTRUCTIONAL PLANNING	<p>KNOWLEDGE OF STUDENTS (Standard 1: Students)</p> <p><i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference</p>	<p>The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information.</p> <p>The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.</p>	<p>The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information.</p> <p>The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.</p>	<p>The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.</p> <p>The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.</p>	<p>The teacher demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information.</p> <p>The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans.</p> <p>The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.</p>
	Evidence				

**SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)**

Appendix D-1

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

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

**SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)**

Appendix D-1

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

**SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)**

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

**SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)**

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

GUIDANCE COUNSELOR PERFORMANCE EVALUATION RUBRIC

Appendix D-2

I. DOMAIN A: PLANNING AND PREPARING TO PROVIDE SERVICES

A.1 The counselor acquires knowledge about individual students and uses information about the student’s interests, abilities, academic needs, cultural heritage, and community to assist the student in maximum growth and development.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Acquisition of Information About Individual Students	<ul style="list-style-type: none"> • Counselor does not acquire knowledge of individual students. 	<ul style="list-style-type: none"> • Counselor acquires detailed information about individual students from a variety of sources and in an ongoing manner. 	<ul style="list-style-type: none"> • Counselor acquires extensive and detailed information about individual students from a variety of sources, and in an ongoing manner.
Use of Acquired Information	<ul style="list-style-type: none"> • Counselor planning shows little or no awareness of students’ academic needs and learning styles, interests, cultural heritage and community backgrounds that would be demonstrated through the following: <ul style="list-style-type: none"> *Flexible grouping; *Activities that invite student interaction and choice; *Strategies that address various learning styles, special needs and cultural heritage; *Presentations and/or individual conferences that address strengths and gaps in student background and knowledge and skills. • There is little evidence that the counselor uses achievement data or other assessment results to plan services for students. • The counselor’s explanation of the evidence is not clearly communicated. 	<ul style="list-style-type: none"> • Counselor clearly communicates how planning shows consideration for the students’ academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through most of the following: <ul style="list-style-type: none"> *Flexible grouping; *Activities that invite student interaction and choice; *Strategies that address various learning styles, special needs and cultural heritage; *Presentations and/or individual conferences that address strengths and gaps in student background and knowledge and skills. • Counselor uses achievement data and other assessment results to plan services to meet individual/group needs. 	<ul style="list-style-type: none"> • Counselor clearly communicates how planning incorporates consideration for the students’ academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through all of the following: <ul style="list-style-type: none"> *Flexible grouping; *Activities that invite student interaction and choice; *Strategies that address various learning styles, special needs and cultural heritage; *Presentations and/or individual conferences that address strengths and gaps in student background and knowledge and skills. • Counselor analyzes and uses achievement data and other assessment results to plan services to meet individual/group needs.

GUIDANCE COUNSELOR PERFORMANCE EVALUATION RUBRIC

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II. DOMAIN A: PLANNING AND PREPARING TO PROVIDE SERVICES

A.2 The counselor writes clear goals that address student’s academic, career, and personal/social development and designs activities that enable all students to meet those goals.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Goals and Activities	<ul style="list-style-type: none"> • The counselor does not have written goals that target students’ developmental needs. -and/or- • The counselor designs activities that provide limited opportunity for students to meet the goals. 	<ul style="list-style-type: none"> • The counselor writes clear and measurable goals that target all of the students’ developmental needs: academic, career, and personal/social. • The counselor designs activities that are aligned to the goals and provide opportunity for students to meet the goals. 	<ul style="list-style-type: none"> • The counselor writes clear and measurable goals that target all of the students’ developmental needs: academic, career, and personal/social. The counselor shares these goals with the school community. -and- • The counselor designs activities that are aligned to the goals and provide opportunity for students to meet the goals.

A.3 The counselor provides feedback to students about their progress toward their developmental goals.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Feedback to students regarding progress toward developmental goals.	<ul style="list-style-type: none"> • The counselor provides little to no feedback to students about their progress toward academic, career, and personal/social development goals. 	<ul style="list-style-type: none"> • The counselor provides accurate and specific feedback to students about their progress toward academic, career, and personal/social development goals. 	<ul style="list-style-type: none"> • The counselor provides substantive, accurate, and specific feedback to students about their progress toward academic, career, and personal/social development goals

GUIDANCE COUNSELOR PERFORMANCE EVALUATION RUBRIC

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DOMAIN B: CREATING AN ENVIRONMENT FOR PROVIDING SERVICES

B.1 The counselor creates an inclusive and caring environment in which each individual is respected and valued.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Counselor Interaction with Students	<ul style="list-style-type: none"> • Counselor interactions with students are negative, demeaning, or inappropriate. 	<ul style="list-style-type: none"> • Counselor interactions with all students demonstrate respect. Interactions are inclusive and appropriate. 	<ul style="list-style-type: none"> • Counselor interactions with all students demonstrate a positive, caring rapport and mutual respect. Interactions are inclusive and appropriate
Interactions Among Individuals	<ul style="list-style-type: none"> • Counselor tolerates disrespectful interactions among individuals. 	<ul style="list-style-type: none"> • Counselor encourages respectful interactions among individuals and appropriately addresses any disrespectful interactions among individuals. -or- • Interactions are respectful. 	<ul style="list-style-type: none"> • Counselor encourages and/or reinforces positive and respectful interactions among individuals. -and- • Interactions are respectful.

DOMAIN B: CREATING AN ENVIRONMENT FOR PROVIDING SERVICES

B.2 The counselor establishes effective routines and procedures, maintains a safe and orderly environment, and manages transitions to maximize services to students.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Routines/ Procedures	<ul style="list-style-type: none"> • Counselor uses procedures for managing student groups, supplies, and equipment that result in considerable loss of time on task. • Materials to supplement the goals of the counseling session are not accessible. • Counselor maintains an environment where hazards exist. 	<ul style="list-style-type: none"> • Counselor establishes and uses effective routines and procedures for managing student groups, supplies, and/or equipment. • Materials to supplement the goals of the counseling session are accessible. • Counselor acts to maintain a safe environment. 	<ul style="list-style-type: none"> • Counselor establishes and uses effective routines and procedures that incorporate student responsibility for managing student groups, supplies, and/or equipment. • Materials to supplement the goals of the counseling session are easily accessible. • Counselor acts to maintain a safe environment.
Transitions	<ul style="list-style-type: none"> • Counselor does not establish procedures for most transitions. Considerable time on task is lost. 	<ul style="list-style-type: none"> • Counselor establishes and directs procedures for transitions. No time on task is lost. 	<ul style="list-style-type: none"> • Counselor establishes procedures for managing seamless transitions incorporating student responsibility. No time on task is lost.

GUIDANCE COUNSELOR PERFORMANCE EVALUATION RUBRIC

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B.3 The counselor maintains professional standards of confidentiality.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
<ul style="list-style-type: none"> Maintains professional standards of confidentiality 	<ul style="list-style-type: none"> The Counselor does not model or promote ethical practices for confidential communication. 	<ul style="list-style-type: none"> The counselor models and promotes ethical practices for confidential communication. 	<ul style="list-style-type: none"> The counselor models and promotes ethical practices for confidential communication. -and- The counselor maintains adequate safeguards for privacy and confidentiality of information.

DOMAIN C: SERVICE DELIVERY FOR DEVELOPMENT

C.1 The counselor identifies student concerns and gives guidance to the students in the selection of appropriate goals.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Identifying Concerns	<ul style="list-style-type: none"> The counselor does not elicit the nature of the student's concern. 	<ul style="list-style-type: none"> The counselor usually elicits the nature of the student's concern. 	<ul style="list-style-type: none"> The counselor competently elicits the nature of the student's concern.
Goal Setting	<ul style="list-style-type: none"> The counselor fails to provide information to students about setting appropriate goals. 	<ul style="list-style-type: none"> The counselor provides clear and accurate information about setting appropriate goals. 	<ul style="list-style-type: none"> The counselor provides clear and accurate information about setting appropriate goals and gives a rationale for doing so.

C.2 The counselor demonstrates skills and knowledge by using appropriate counseling techniques and strategies.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Techniques and Strategies	<ul style="list-style-type: none"> Counselor uses counseling strategies that are ineffective and/or inappropriate. 	<ul style="list-style-type: none"> Counselor uses counseling strategies that are effective and appropriate. 	<ul style="list-style-type: none"> Counselor uses multiple approaches and a broad range of counseling strategies that are effective and appropriate.

GUIDANCE COUNSELOR PERFORMANCE EVALUATION RUBRIC

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C.3 The counselor uses appropriate resources and techniques to disseminate information and monitors and adjusts counseling/guidance to meet individual needs.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Resources	<ul style="list-style-type: none"> The counselor provides no resource information. 	<ul style="list-style-type: none"> The counselor provides appropriate resource information. 	<ul style="list-style-type: none"> The counselor takes a leadership role in identifying and providing appropriate resource information.
Techniques	<ul style="list-style-type: none"> The counselor uses techniques to disseminate information that are not appropriate for the situation. 	<ul style="list-style-type: none"> The counselor uses appropriate techniques to disseminate information. The counselor pursues active student involvement. 	<ul style="list-style-type: none"> The counselor uses appropriate techniques to disseminate information and creates situations that challenge students to access information independently. The counselor pursues active student involvement.
Monitoring and Adjustment	<ul style="list-style-type: none"> Counselor fails to monitor or adjust activities/pacing to respond to differences in student needs. 	<ul style="list-style-type: none"> Counselor monitors and adjusts activities/pacing to respond to differences in student needs. 	<ul style="list-style-type: none"> The activities/pacing address the needs of the students. <p align="center">-or-</p> <ul style="list-style-type: none"> Counselor invites input from students in order to monitor and adjust /activities/pacing to respond to differences in student needs.

DOMAIN C: SERVICE DELIVERY FOR DEVELOPMENT

C.4 The counselor engages students in discourse and uses statements/thought-provoking questions to explore and extend knowledge.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Discourse	<ul style="list-style-type: none"> Counselor permits off-topic discussions, or does not elicit student responses. 	<ul style="list-style-type: none"> Counselor initiates and leads discourse to explore and extend knowledge. 	<ul style="list-style-type: none"> Counselor structures and facilitates discourse between counselor and students and among students to explore and extend knowledge.
Thought-Provoking Statements and Questions	<ul style="list-style-type: none"> Counselor frequently makes statements and/or asks questions that are inappropriate to goals of the session. Counselor frequently does not ask follow-up questions. Counselor frequently does not provide appropriate wait time. Counselor answers own questions. 	<ul style="list-style-type: none"> Counselor statements and/or asks thought-provoking questions that focus on the goals of the session. Counselor seeks clarification through additional questions. Counselor provides appropriate wait time. 	<ul style="list-style-type: none"> Counselor routinely makes statements and/or asks thought-provoking questions that focus on the goals of the session. Counselor seeks clarification and elaboration through additional questions. Counselor provides appropriate wait time.

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DOMAIN C: SERVICE DELIVERY FOR DEVELOPMENT

C.5 The counselor provides timely, constructive feedback to students about their progress toward the goals of the session, using a variety of methods, and addresses student misconceptions.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Quality-Methods and Timeliness	<ul style="list-style-type: none"> • Counselor provides insufficient and/or inaccurate feedback to students about their progress toward the goals of the session. <p align="center">-or-</p> <ul style="list-style-type: none"> • Feedback is not provided in a timely manner. 	<ul style="list-style-type: none"> • Counselor provides accurate, specific, and timely feedback to students about their progress toward the goals of the session. • Counselor provides feedback using a variety of methods. 	<ul style="list-style-type: none"> • Counselor routinely provides substantive, accurate, specific, and timely feedback to students about their progress toward the goals of the session. • Counselor provides feedback using a variety of methods and facilitates student self-assessment.
Student Misconceptions	<ul style="list-style-type: none"> • Counselor fails to address misconceptions. 	<ul style="list-style-type: none"> • Counselor addresses misconceptions as they arise. 	<ul style="list-style-type: none"> • Counselor anticipates and addresses misconceptions.

DOMAIN C: SERVICE DELIVERY FOR DEVELOPMENT

C.6 The counselor reflects upon the effectiveness of the intervention and uses that reflection in planning future activities.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Session Effectiveness	<ul style="list-style-type: none"> • Counselor misjudges and/or makes an inaccurate assessment of the session's effectiveness or the extent to which instructional goals were met. <p align="center">-or-</p> <ul style="list-style-type: none"> • Counselor does not address the session observed. <p align="center">--or-</p> <ul style="list-style-type: none"> • Counselor did not submit the Evidence of Reflection form. • Counselor does not clearly communicate the explanation of the evidence. 	<ul style="list-style-type: none"> • Counselor makes an accurate assessment of the session's effectiveness and the extent to which it achieved its goals by citing examples from the session. • Counselor clearly communicates the explanation of the evidence. 	<ul style="list-style-type: none"> • Counselor makes a thoughtful and accurate assessment of the session's effectiveness and the extent to which it achieved its goals, citing specific examples from the session, and strengths and/or weaknesses related to the goals of the session. • Counselor clearly communicates the explanation of the evidence.

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<p>Student Engagement</p>	<ul style="list-style-type: none"> • Counselor makes an inaccurate assessment of the level of student engagement. -or- • Counselor did not submit the Evidence of Reflection form. • Counselor does not clearly communicate the explanation of the evidence. 	<ul style="list-style-type: none"> • Counselor makes an accurate assessment of the level of student engagement, listing positive and negative examples of student actions. • Counselor clearly communicates the explanation of the evidence. 	<ul style="list-style-type: none"> • Counselor makes a thoughtful and accurate assessment of the level of student engagement, addressing specific examples of positive and/or negative student actions. • Counselor clearly communicates the explanation of the evidence.
<p>Future Sessions</p>	<ul style="list-style-type: none"> • Counselor does not explain why changes may or may not be necessary. • Counselor gives up/ blames the students or environment for the students' lack of success. -or- • Counselor does not address the session observed. -or- • Counselor did not submit the Evidence of Reflection form. • Counselor does not clearly communicate the explanation of the evidence. 	<ul style="list-style-type: none"> • Counselor offers appropriate explanations for why the content and/or delivery of the session would not be changed in the future. -and/or- • Counselor offers appropriate explanations and specific suggestions for changes to the content and/or delivery of the session. • Counselor clearly communicates the explanation of the evidence. 	<ul style="list-style-type: none"> • Counselor offers insightful explanations for why the content and/or delivery of the session would not be changed in the future. -and/or- • Counselor offers insightful explanations and constructive suggestions for changes to the content and/or delivery of the session. • Counselor clearly communicates the explanation of the evidence.

GUIDANCE COUNSELOR PERFORMANCE EVALUATION RUBRIC

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DOMAIN D: PROFESSIONALISM

D.1 The counselor tracks service delivery to students.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Tracking Service Delivery	<ul style="list-style-type: none"> • Counselor does not track service delivery activities. • Counselor does not submit required records/reports. • Counselor does not clearly communicate the evidence. 	<ul style="list-style-type: none"> • Counselor shows and clearly explains methods used to track service delivery activities. • Counselor submits records/reports in a timely manner. 	<ul style="list-style-type: none"> • Counselor shows and clearly explains methods used to systematically track service delivery activities. • Counselor submits records/reports in a timely manner.

D.2 The counselor informs the family about the academic/social progress of the student, explains the counseling program, and encourages family involvement in the student's education.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Academic/Social Progress	<ul style="list-style-type: none"> • Counselor fails to communicate with the family concerning the student's academic and social progress. -and/or- • The counselor's explanation of the evidence is not clearly communicated. 	<ul style="list-style-type: none"> • Counselor maintains ongoing communication with the family by providing information on both positive and negative aspects of the student's academic and social progress. • The counselor's explanation of the evidence is clearly communicated. 	<ul style="list-style-type: none"> • Counselor maintains on-going communication and promotes interactive communication with the family by providing information on both positive and negative aspects of the student's academic and social progress. • The counselor's explanation of the evidence is clearly communicated.
Counseling Program	<ul style="list-style-type: none"> • Counselor provides inadequate/incorrect or no counseling to the family about the instructional program. -and/or- • The counselor's explanation of the evidence is not clearly communicated. 	<ul style="list-style-type: none"> • Counselor provides information to the family about the counseling program beyond that required by the school. • The counselor's explanation of the evidence is clearly communicated. 	<ul style="list-style-type: none"> • Counselor establishes a pattern of providing information and feedback to the family about the counseling program. • The counselor's explanation of the evidence is clearly communicated.
Encouraging Family Involvement	<ul style="list-style-type: none"> • Counselor makes few or no attempts to encourage family involvement. -and/or- • The counselor's explanation of the evidence is not clearly communicated. 	<ul style="list-style-type: none"> • Counselor encourages family involvement in school-wide activities and in the student's learning. • The counselor's explanation of the evidence is clearly communicated. 	<ul style="list-style-type: none"> • Counselor creates opportunities for family involvement in school-wide activities and in the student's learning. • The counselor's explanation of the evidence is clearly communicated.

GUIDANCE COUNSELOR PERFORMANCE EVALUATION RUBRIC

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DOMAIN D: PROFESSIONALISM

D.3 The counselor establishes and maintains professional relationships by engaging in discourse about professional issues with colleagues and professional associates, functioning as a member of instructional leadership groups, and participating in counselor, school initiatives, and district initiatives.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Discourse About Professional Issues	<ul style="list-style-type: none"> • Counselor does not engage in discourse about professional issues. • The counselor's explanation of the evidence is not clearly communicated. 	<ul style="list-style-type: none"> • Counselor leads colleagues and professional associates in discourse about professional issues. • The counselor's explanation of the evidence is clearly communicated. 	<ul style="list-style-type: none"> • Counselor demonstrates a pattern of initiating, leading, and engaging colleagues and professional associates in discourse about professional issues. • The counselor's explanation of the evidence is clearly communicated.
Development and Implementation of Decisions	<ul style="list-style-type: none"> • Counselor does not implement decisions made at the school or district level. 	<ul style="list-style-type: none"> • Counselor participates in and provides support for developing and implementing decisions made at the school or district level. 	<ul style="list-style-type: none"> • Counselor provides leadership in developing and implementing decisions made at the school or district level.
Participation in School Events	<ul style="list-style-type: none"> • Counselor does not participate in required counselor /school events and committees. • The counselor's explanation of the evidence is not clearly communicated. 	<ul style="list-style-type: none"> • Counselor participates in multiple counselor /school events and/or committees in addition to those required. • The counselor's explanation of the evidence is clearly communicated. 	<ul style="list-style-type: none"> • Counselor assumes leadership roles in multiple counselor /school events and/or committees. • The counselor's explanation of the evidence is clearly communicated.
Participation at the District Level	<ul style="list-style-type: none"> • Counselor does not participate in district initiatives. • The counselor's explanation of the evidence is not clearly communicated. 	<ul style="list-style-type: none"> • Counselor participates in district initiatives and contributes to decision-making processes. The counselor disseminates information when appropriate. • The counselor's explanation of the evidence is clearly communicated. 	<ul style="list-style-type: none"> • Counselor demonstrates a pattern of participation in district initiatives and contributes to decision-making processes. The counselor disseminates information when appropriate. • The counselor's explanation of the evidence is clearly communicated.

GUIDANCE COUNSELOR PERFORMANCE EVALUATION RUBRIC

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DOMAIN D: PROFESSIONALISM

D.4 The counselor improves content knowledge and counseling skills by participating in professional development activities and applying what is learned.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Obtains Content Knowledge	<ul style="list-style-type: none"> • Counselor does not participate in school/district professional development activities. 	<ul style="list-style-type: none"> • Counselor participates in school/district professional development activities, and in additional activities designed to improve content knowledge or counseling skills. 	<ul style="list-style-type: none"> • Counselor participates in school/district professional development activities, and demonstrates a consistent pattern of professional growth by participating in multiple and varied professional development activities designed to improve content knowledge or counseling skills.
Application	<ul style="list-style-type: none"> • There is no evidence that the Counselor implements knowledge gained through professional development. • The counselor's explanation of the evidence is not clearly communicated. 	<ul style="list-style-type: none"> • Counselor consistently implements the knowledge gained through professional development. • The counselor's explanation of the evidence is clearly communicated. 	<ul style="list-style-type: none"> • Counselor consistently implements and applies the knowledge gained through professional development. • The counselor's explanation of the evidence is clearly communicated.

SCHOOL PSYCHOLOGIST RUBRIC

DOMAIN A: PLANNING AND PREPARING FOR LEARNING

A.1: The school psychologist uses strategies to clarify and identify the problem and target behaviors.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Clarification	<ul style="list-style-type: none"> The school psychologist does not provide strategies or data to clarify/identify academic and/or behavioral concerns. There is no input or direction from the school psychologist or recommendations do not match existing concerns. 	<ul style="list-style-type: none"> The school psychologist acquires strategies and data to clarify/identify academic and behavioral concerns and prioritizes those concerns. Data/documentation is collected from teachers and/or the referring party. 	<ul style="list-style-type: none"> The school psychologist acquires strategies and data to clarify/identify academic and behavioral concerns. A written document reflecting concerns is generated from the referring party.
Collaborative Problem Solving	<ul style="list-style-type: none"> The school psychologist does not communicate problem situations or definitions remain vague. Target behaviors, representing the level of performance the student will need to reach to meet expectations, are not specified. 	<ul style="list-style-type: none"> The school psychologist communicates problem situations in observable and measurable terms. Target behaviors are identified that represent the level of performance the student will need to reach to meet expectations. 	<ul style="list-style-type: none"> The school psychologist communicates in observable and measurable terms. The school psychologist asks guiding questions to help the team prioritize problems/behaviors to address target behaviors. Interventions and assessment procedures are identified to allow the student access to the general curriculum.

A.2: The school psychologist engages in systematic problem analysis, considering appropriate ecological variables (e.g., instructional level, classroom variables, attendance).

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Problem Analysis	<ul style="list-style-type: none"> The school psychologist demonstrates limited knowledge in analyzing how or why the problem situation is occurring. 	<ul style="list-style-type: none"> The school psychologist guides the team to determine why the problem situation is occurring including consideration of the skills and behaviors of the child, his or her teacher, and the environmental context in which the problem situation is occurring. 	<ul style="list-style-type: none"> The school psychologist guides the team to obtain measurable data in order to identify why the problem situation is occurring including consideration of the skills and behaviors of the child, his or her teacher, and the environmental context in which the problem situation is occurring. He or she summarizes team decision-making frequently throughout the meeting in the interest of making the problem-solving process clear.

SCHOOL PSYCHOLOGIST RUBRIC

DOMAIN A: PLANNING AND PREPARING FOR LEARNING

A.3: The school psychologist demonstrates an awareness of resources and processes for referral to community and other agencies.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Awareness of Resources	<ul style="list-style-type: none"> • The school psychologist makes little or no effort to identify outside resources and processes for referral to community and other agencies. 	<ul style="list-style-type: none"> • The school psychologist demonstrates an awareness of commonly used community agencies/resources and maintains a record of referral information, including phone numbers, contact person, and population served. 	<ul style="list-style-type: none"> • The school psychologist systematically maintains a record of commonly used community resources/agencies and is able to share this information with key stakeholders in a timely manner. • The school psychologist will contact the community resource/agency person to share information (with consent) and work cooperatively.
Facilitating Referrals	<ul style="list-style-type: none"> • The school psychologist does not maintain a record of widely used community resources and agencies and is unaware of procedures for referral to commonly used agencies/resources. 	<ul style="list-style-type: none"> • The school psychologist readily shares resources with concerned key stakeholders and assists in implementing the referral process. 	<ul style="list-style-type: none"> • The school psychologist provides this information to concerned key stakeholders and assists in expediting referrals to various resources/agencies.

SCHOOL PSYCHOLOGIST RUBRIC

DOMAIN B: CREATING AN ENVIRONMENT FOR LEARNING

B.1: The school psychologist uses effective oral communication strategies (e.g., genuineness, listening, empathy, paraphrasing, questioning, handling conflict) and written communication strategies.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Oral Communication	<ul style="list-style-type: none"> The school psychologist uses ineffective oral communication strategies (e. g., genuineness, listening, empathy, paraphrasing, questioning, handling conflict) in day-to-day activities with key stakeholders. He or she gives poorly stated or inaccurate information that leads to misunderstandings by key stakeholders. 	<ul style="list-style-type: none"> The school psychologist uses effective communication strategies (e. g., genuineness, listening, empathy, paraphrasing, questioning, handling conflict) consistently in day-to-day activities with key stakeholders. Information can easily be understood by key stakeholders. 	<ul style="list-style-type: none"> The school psychologist uses appropriate and effective communication strategies (e.g., genuineness, listening, empathy, paraphrasing, questioning, handling conflict) and provides rationale for the use of these strategies. The school psychologist uses these skills consistently in day-to-day activities with key stakeholders. Information is well stated, accurate, clear, and concise and lends itself to easy understanding by key stakeholders.
Written Communication	<ul style="list-style-type: none"> The school psychologist uses written communication strategies that are difficult to understand and do not allow for easy comprehension by key stakeholders. The school psychologist does not make use of technology to convey information. 	<ul style="list-style-type: none"> The school psychologist uses a range of written communication strategies that are clear, concise, and effective. The school psychologist uses technology to convey information to key stakeholders. 	<ul style="list-style-type: none"> The school psychologist uses a range of written communication strategies that are clear, concise, and effective and consistently uses technology to convey information to key stakeholders. The school psychologist is proficient in the use of technology and can use technological tools to enhance information flow.

SCHOOL PSYCHOLOGIST RUBRIC

DOMAIN B: CREATING AN ENVIRONMENT FOR LEARNING

B.2: The school psychologist participates in intervention planning and collaborates with the team to establish procedures for monitoring progress, when problem-solving as a team (e.g., Intervention Assistance Team, 504 Accommodation Plan Team, Behavior Plan Team).

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Intervention Planning	<ul style="list-style-type: none"> • The school psychologist makes little or no attempt to establish procedures to work with a team to develop an intervention plan. 	<ul style="list-style-type: none"> • The school psychologist establishes and uses effective routines and procedures to be able to work with a team to develop an intervention plan. A list of possible intervention strategies is generated but not fully documented. 	<ul style="list-style-type: none"> • The school psychologist establishes and uses effective routines and procedures to be able to work with a team to develop an intervention plan. A list of possible intervention strategies is generated and documented.
Teaming	<ul style="list-style-type: none"> • The school psychologist does not establish procedures for team decision-making. An intervention plan is created that fails to define the responsibilities and roles for individuals and the timeline for implementation and monitoring progress. 	<ul style="list-style-type: none"> • The school psychologist participates within the team and helps with decision-making. A written intervention plan defines the responsibilities and roles for all individuals and the timeline for implementation and monitoring progress. Documentation for the plan and team members' activities is completed. 	<ul style="list-style-type: none"> • The school psychologist participates within the team and helps in the clarification and decision-making process. A written intervention plan defines the responsibilities and roles for all individuals and the timeline for implementation and monitoring progress. Documentation for the plan and team members' activities is completed and available to participants.

SCHOOL PSYCHOLOGIST RUBRIC

B.3: The school psychologist demonstrates awareness and application of federal rules and regulations (including FERPA, Section 504, IDEA and 99-457) and State Standards of Education.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
<p>Monitoring of Student Behavior Knowledge of Federal and State Rules</p>	<ul style="list-style-type: none"> • The school psychologist demonstrates little or no knowledge of specific federal and state rules. He or she is not aware of the requirements of informed consent, confidentiality, and due process. • The school psychologist is not able to discuss the essential concepts of IDEA. 	<ul style="list-style-type: none"> • The school psychologist refers to specific federal and state rules verbally and in writing, using appropriate terms when needed in public and nonpublic school settings (across a wide range of ages and disability conditions). He or she ensures that informed consent has been obtained from parents and/or guardians, including clear and concise explanations of confidentiality and due process. • The school psychologist is able to discuss the essential concepts of IDEA including the definition of LRE and FAPE. 	<ul style="list-style-type: none"> • The school psychologist refers to specific federal and state rules verbally and in writing, using appropriate terms when needed in public and nonpublic school settings (across a wide range of ages and disability conditions). He or she ensures that informed consent has been obtained from parents and/or guardians, including clear and concise explanations of confidentiality and due process. <p>The school psychologist is able to discuss the essential concepts of IDEA including the definition of LRE and FAPE.</p>
<p>Advocacy</p>	<ul style="list-style-type: none"> • The school psychologist fails to follow the ethical guidelines of his or her professional organization. 	<ul style="list-style-type: none"> • The school psychologist is aware and follows the ethical guidelines of his or her professional organization and is able to provide supporting evidence of ethical practice and child advocacy. 	<ul style="list-style-type: none"> • The school psychologist is aware and follows ethical guidelines of his or her professional organization and is able to discuss and provide supporting evidence of ethical practice and child advocacy.

SCHOOL PSYCHOLOGIST RUBRIC

DOMAIN C: TEACHING FOR LEARNING

C.1: The school psychologist, with the problem-solving team, considers interventions and their outcomes and is guided by a problem-solving approach when planning assessment.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Sequential Problem Solving	<ul style="list-style-type: none"> The school psychologist communicates little or nothing to a sequential problem-solving approach to clarify/identify academic and behavioral concerns and to analyze how and why they are occurring. Interventions were not developed and monitored. 	<ul style="list-style-type: none"> The school psychologist, with the problem-solving team, clearly and accurately communicates a sequential problem-solving approach in which academic and behavioral concerns are clarified/identified and analyzed as to how and why they may be occurring. Interventions are suggested but not thoroughly discussed as part of the intervention planning. 	<ul style="list-style-type: none"> The school psychologist, with the problem-solving team, clearly and accurately communicates a sequential problem-solving approach in which academic and behavioral concerns are clarified/identified and analyzed as to how and why they may be occurring. Organized documentation of interventions (i.e., who did what by when) and their outcomes are used for intervention planning. The school psychologist guides the teacher through the problem-solving model.
Instructional directions and procedures Assessment Linked to Intervention	<ul style="list-style-type: none"> The school psychologist uses a limited array of assessment tools. Each student is assessed in the same manner regardless of his or her unique needs. Assessment is not linked to subsequent intervention strategies and/or Individualized Education Program (I.E.P.) goals and objectives. 	<ul style="list-style-type: none"> The school psychologist clearly uses assessment tools based upon the unique needs of the student. Assessment activities are linked to subsequent intervention strategies and/or Individualized Education Program (I.E.P.) goals and objectives. 	<ul style="list-style-type: none"> The school psychologist clearly and accurately uses assessment tools that are based upon the unique needs of the student. Assessment activities are linked to subsequent intervention strategies and/or Individualized Education Program (I.E.P.) goals and objectives.

SCHOOL PSYCHOLOGIST RUBRIC

DOMAIN C: TEACHING FOR LEARNING

C.2: The school psychologist considers classroom and instructional variables, cultural and family variables, and other contributing factors in assessment. He or she demonstrates technical proficiency in selecting, administering, and interpreting assessment instruments.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Instructional Strategies & Content Knowledge Contributing Factors	<ul style="list-style-type: none"> The school psychologist makes little or no effort to consider classroom and instructional variables, cultural and family variables, and other contributing factors in assessment. Assessment occurs in a vacuum. 	<ul style="list-style-type: none"> The school psychologist considers and can discuss classroom variables and instructional variables relevant to the student when gathering and interpreting assessment data. Cultural variables and family variables are considered in assessment. 	<ul style="list-style-type: none"> The school psychologist documents and can discuss classroom variables, and instructional variables relevant to the student when gathering and interpreting assessment data. Cultural variables and family variables are considered in assessment. A hypothesis regarding any academic and/or social target behaviors is developed through a functional behavioral assessment as needed.
Valid Assessment and Interpretation	<ul style="list-style-type: none"> The school psychologist uses the same assessment instrument for all children regardless of their age, cultural, primary language, and suspected disability. He or she administers the assessment in a haphazard and non-standardized fashion. The school psychologist offers no interpretation of the results. 	<ul style="list-style-type: none"> The school psychologist selects an assessment instrument that is valid, given the age, culture, primary language, and suspected disability of the child. He or she administers the assessment instrument(s) in a standardized fashion and is able to discuss the limitations of the instrument, when asked. 	<ul style="list-style-type: none"> The school psychologist selects one or more assessment instruments to enhance the validity of their evaluation, given the age, culture, primary language, and suspected disability of the child. He or she administers the assessment instrument(s) in a standardized fashion and provides an accurate interpretation. The school psychologist discusses and includes a written statement regarding the limitations of the instrument in cases where validity or reliability is in question.

SCHOOL PSYCHOLOGIST RUBRIC

Appendix D-3

DOMAIN C: TEACHING FOR LEARNING

C.3: The school psychologist participates as a team member with parents and school personnel after the team completes a Multi-factored Evaluation (MFE). He or she participates as a member of the I.E.P./Services Plan team, when an initial I.E.P./Services Plan is developed and at the request of the parent or I.E.P. team.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Conceptual Understanding Conferencing	<ul style="list-style-type: none"> • The school psychologist briefly attends a conference with parent/ guardian after completing a MFE. Appropriate forms are not completed and no information is provided. • The school psychologist does not contribute all appropriate information to the I.E.P. team in a clear, professional manner. 	<ul style="list-style-type: none"> • The school psychologist facilitates a conference with parent/guardian after completing a MFE. He or she is prepared with appropriate forms completed. Assessment information is reviewed. 	<ul style="list-style-type: none"> • The school psychologist facilitates a conference with parent/guardian and school personnel after completing a MFE. He or she is prepared with appropriate forms completed. Assessment information is reviewed and questions are answered thoroughly in understandable terms. • The school psychologist contributes appropriate information to the I.E.P. team in a clear, professional manner.
Extension of Thinking Contributing to I.E.P.	<ul style="list-style-type: none"> • The school psychologist does not contribute to the development of the initial I.E.P. No consultation with members of the I.E.P. team is provided. 	<ul style="list-style-type: none"> • The school psychologist contributes to the development of the initial I.E.P. when appropriate. He or she provides consultation, but no written information, to I.E.P. team members. Information generated by the school psychologist through his or her part of the MFE assists the I.E.P. team in determining appropriate goals and objectives for each student. 	<ul style="list-style-type: none"> • The school psychologist does not necessarily write the initial I.E.P., but contributes his or her expertise through consultation and written information with the I.E.P. team member(s) based on the needs of each individual student. • The school psychologist's contribution to the MFE identifies strengths, educational needs, and implications for instruction that guide the writing of an I.E.P.

SCHOOL PSYCHOLOGIST RUBRIC

DOMAIN C: TEACHING FOR LEARNING

C.4: The school psychologist uses appropriate group or individual counseling techniques and behavior planning. He or she assesses and modifies plans as needed.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Discourse Counseling and Behavior Planning	<ul style="list-style-type: none"> The school psychologist makes little or no effort to assist in developing counseling or behavior plans for students. 	<ul style="list-style-type: none"> The school psychologist assists teams with developing counseling plans and assists teams in writing behavior plans for students, based on identified needs relating to a disability or school adjustment (using baseline and/or intervention data). 	<ul style="list-style-type: none"> The school psychologist develops and implements counseling plans and assists team members to understand the student's needs relating to a disability or school adjustment issue.
Progress Monitoring	<ul style="list-style-type: none"> The school psychologist does not complete progress reports and regularly scheduled reviews for counseling and behavior plans. 	<ul style="list-style-type: none"> The school psychologist uses observable, measurable criteria to monitor progress on a regular schedule, as described in an intervention plan, I.E.P., or Service Plan. Activities and materials are planned with the individual needs of the student as a primary focus. The dynamics of the individual and group interactions are monitored and this information is used to guide future planning. The school psychologist generates progress reports and engages in regularly scheduled reviews. 	<ul style="list-style-type: none"> The school psychologist uses observable, measurable criteria to monitor progress on a regular schedule, as described in an intervention plan, I.E.P., or Service Plan. Research-based activities and materials are planned with the individual needs of the student as a primary focus. The dynamics of the individual and group interactions are monitored and data-based decisions guide future planning. The school psychologist participates in team meetings and/or provides clearly written progress reports and regularly scheduled reviews.

C.5: The school psychologist provides timely, constructive feedback to student/family about progress toward the goals of the session, using a variety of methods, and addresses misconceptions

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Quality-methods and timelines	<ul style="list-style-type: none"> The school psychologist provides insufficient and/or inaccurate feedback to students about their progress toward the goals of the session. -or- Feedback is not provided in a timely manner. 	<ul style="list-style-type: none"> The school psychologist provides accurate, specific, and timely feedback to students about their progress toward the goals of the session. The school psychologist provides feedback using a variety of methods. 	<ul style="list-style-type: none"> The school psychologist routinely provides substantive, accurate, specific, and timely feedback to students about their progress toward the goals of the session. The school psychologist provides feedback using a variety of methods and facilitates student self-assessment.

SCHOOL PSYCHOLOGIST RUBRIC

DOMAIN C: TEACHING FOR LEARNING

C.6: The school psychologist reflects upon the effectiveness of the intervention and uses that reflection in planning future activities.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Session Effectiveness	<ul style="list-style-type: none"> • School Psychologist misjudges and/or makes an inaccurate assessment of the session's effectiveness or the extent to which instructional goals were met. 	<ul style="list-style-type: none"> • School Psychologist makes an accurate assessment of the session's effectiveness and the extent to which it achieved its goals by citing examples from the session. • School Psychologist clearly communicates the explanation of the evidence. 	<ul style="list-style-type: none"> • School Psychologist makes a thoughtful and accurate assessment of the session's effectiveness and the extent to which it achieved its goals, citing specific examples from the session, and strengths and/or weaknesses related to the goals of the session. School Psychologist clearly communicates the explanation of the evidence.

DOMAIN D: PROFESSIONALISM

D.1: The school psychologist provides documentation of scheduled service time.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Scheduling	<ul style="list-style-type: none"> • The school psychologist makes no efforts to communicate schedule changes to administrators or team members. 	<ul style="list-style-type: none"> • The school psychologist adheres to the weekly schedule developed to accommodate staffing needs. • The school psychologist clearly communicates schedule changes to administrators or team members. 	<ul style="list-style-type: none"> • The school psychologist adheres to the schedule developed to accommodate staffing needs. • The school psychologist clearly communicates schedule changes to administrators and team members.

SCHOOL PSYCHOLOGIST RUBRIC

DOMAIN D: PROFESSIONALISM

D.2: The school psychologist demonstrates awareness of Brecksville-Broadview Heights City Schools’ policies and procedures and participates in crisis intervention planning, procedures, and programs (i.e., building-wide and/or individual child crisis).

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Applies District Knowledge	<ul style="list-style-type: none"> The school psychologist is unable to refer to specific BBH policies and procedure and contributes to confusion or discord in situations with parents or teacher teams. 	<ul style="list-style-type: none"> The school psychologist can refer to BBH policies and procedures using appropriate terms and in a variety of situations. Reference to BBH guidelines is made among teams of teachers and parents during collaborative problem-solving efforts. 	<ul style="list-style-type: none"> The school psychologist refers to BBH policies and procedures using appropriate terms and in a variety of situations. BBH guidelines are shared with teams of teachers and parents during collaborative problem-solving efforts.
Follows District Procedures	<ul style="list-style-type: none"> The school psychologist demonstrates a limited understanding of BBH guidelines results in ineffective collaboration and a failure to complete work responsibilities. 	<ul style="list-style-type: none"> The school psychologist demonstrates an understanding of BBH guidelines relevant to day-to-day practices is demonstrated by effective collaboration with team members to solve problems, the creation of critical documents, and the completion of work responsibilities. 	<ul style="list-style-type: none"> The school psychologist demonstrates an understanding of BBH guidelines relevant to day-to-day practices is demonstrated by effective collaboration with team members to solve problems, the creation of critical documents, the completion of work responsibilities, and the contribution to work groups on specific problems within the system.

DOMAIN D: PROFESSIONALISM

D.3 The school psychologist collaborates with parents, teachers, school personnel (other special services personnel, principals), and community agencies.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Collaborative/ Partnership Role	<ul style="list-style-type: none"> The school psychologist fails to provide a collaborative/partnership role among parents, teachers, school personnel, and community agencies. 	<ul style="list-style-type: none"> The school psychologist provides an accurate, and specific collaborative/ partnership role among parents, teachers, school personnel, and community agencies. 	<ul style="list-style-type: none"> The school psychologist provides a substantive, accurate, and specific collaborative/partnership role among parents, teachers, school personnel, and community agencies.
Consensus Seeking	<ul style="list-style-type: none"> The school psychologist does not encourage mutual goals, parity among participants, shared participation, shared accountability, and shared resources. 	<ul style="list-style-type: none"> The school psychologist emphasizes mutual goals, parity among participants, shared participation, shared accountability, and shared resources. The school psychologist seeks consensus initially, but does not actively persist throughout the meeting in maintaining a collaborative/partnership role, when it does 	<ul style="list-style-type: none"> The school psychologist establishes mutual goals, parity among participants, shared participation, shared accountability, and shared resources. The school psychologist persists throughout the meeting in actively seeking consensus and maintaining a collaborative/partnership role.

SCHOOL PSYCHOLOGIST RUBRIC

Appendix D-3

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DOMAIN D: PROFESSIONALISM

D.4: The school psychologist demonstrates commitment to on-going professional development. He or she has a personal professional development plan and supports the skill development of key stakeholders by engaging in staff development activities (e.g., presentations to staff or parents, on-going technical assistance).

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Ongoing Professional Development	<ul style="list-style-type: none"> The school psychologist does not attend mandatory training on topics related to professional practice. 	<ul style="list-style-type: none"> The school psychologist attends local training on topics related to professional practice. 	<ul style="list-style-type: none"> The school psychologist attends training on topics related to professional practice. A written record of conferences is maintained and current relevant information learned from conferences is available and shared with colleagues.
Presenting to Key Stakeholders	<ul style="list-style-type: none"> The school psychologist develops presentations, when appropriate, that are not developed with appropriate written materials for key stakeholders. 	<ul style="list-style-type: none"> The school psychologist develops presentations, when appropriate, with written materials for key stakeholders on topics related to student needs. 	<ul style="list-style-type: none"> The school psychologist develops clear and accurate presentations, when appropriate, with written materials for key stakeholders on topics related to student needs.

MEDIA SPECIALIST RUBRIC

Appendix D-4

DOMAIN A: PROGRAM ADMINISTRATION AND MANAGEMENT

A.1 Develops and maintains written policies and procedures on information issues (selection, challenges, acceptable use, controversial materials) reflecting legal guidelines and professional ethics.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Policies and Procedures	<ul style="list-style-type: none"> SLMS/TL is not completely familiar with board adopted policies regarding materials selection, challenges, acceptable use, and including of controversial materials. Librarian has insufficient knowledge of legal guidelines in regard to these policies. 	<ul style="list-style-type: none"> SLMS/TL is familiar with all board adopted policies regarding materials selection, challenge, acceptable use, inclusion of controversial materials. SLMS/TL follows legal guidelines in regard to these policies. 	<ul style="list-style-type: none"> SLMS/TL regularly reviews all board-adopted policies regarding materials selection, challenges, acceptable use, and including of controversial materials. Librarian actively solicits staff input in development and revision of such policies. Librarian is aware of and closely follows and interprets legal guidelines regarding such issues.

A.2 Establishes effective routines and procedures in order to maintain an inclusive and caring library media center environment that is conducive to learning.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Routines and procedures for effective environment	<ul style="list-style-type: none"> SLMS/TL does not establish procedures and routines that effectively manage student groups, library materials, and/or equipment. The environment of the media center does not foster and support productive and focused learning. 	<ul style="list-style-type: none"> SLMS/TL establishes and uses effective routines and procedures for managing student groups, library materials, and/or equipment that create a productive and welcoming atmosphere. 	<ul style="list-style-type: none"> SLMS/TL establishes and uses effective routines and procedures that incorporate managing student groups, library materials, and/or equipment. The environment stimulates and supports productive and focused learning.

A.3 Establishes and maintains consistent standards of media center behavior that are conducive to learning.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Student interactions and behavioral expectations	<ul style="list-style-type: none"> SLMS/TL's interactions with students are generally appropriate but at times negative. Behavioral expectations and rules for conduct are not clearly communicated. 	<ul style="list-style-type: none"> SLMS/TL's interactions with students demonstrate respect. Interactions are inclusive and appropriate. Behavioral expectations and rules for conduct are communicated and published for students. 	<ul style="list-style-type: none"> SLMS/TL's interactions with all students demonstrate a positive, caring rapport and mutual respect. Interactions are inclusive and appropriate. Behavioral expectations and rules for conduct are clearly articulated and published in the student handbook.

MEDIA SPECIALIST RUBRIC

DOMAIN A: PROGRAM ADMINISTRATION AND MANAGEMENT

A.4 The Implements effective methods of circulation and maintenance of all materials and instructional equipment to assure optimum use.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Circulation and maintenance of materials/equipment	<ul style="list-style-type: none"> • SLMS/TL does not maintain or organize circulation records. Librarian is not proficient at utilizing all the features of the current library automation software system. The collection of materials is not regularly inventoried or weeded. Equipment repair issues are not addressed. 	<ul style="list-style-type: none"> • SLMS/TL organizes circulation records and procedures in compliance with school policy. Librarian utilizes most features of current library automation/circulation software. Materials and equipment are inventoried and weeded occasionally. Equipment repair is handled adequately. 	<ul style="list-style-type: none"> • Librarian organizes circulation records and procedures in compliance with school policy. Librarian expertly utilizes all features of current library automation/circulation software. Materials and equipment are inventoried and weeded on a regular basis. A procedure for timely repair of equipment is utilized regularly.

A.5 Organizes reports, budgets, policies and circulation according to district policy.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Reports, budgets, policies and circulation	<ul style="list-style-type: none"> • SLMS/TL rarely or never prepares reports for the principal and administration. District and building budget procedures are not closely followed. Allocation of the library budget is not closely mapped to curricular needs. Deadlines for spending are not followed consistently. 	<ul style="list-style-type: none"> • SLMS/TL sometimes prepares reports for the principal and administration. District and building budget policies are followed adequately and spending deadlines are followed. Allocation of the media budget is mapped in general to curricular needs. 	<ul style="list-style-type: none"> • SLMS/TL complies with district and school budget policies and consistently meets deadlines for spending. Allocation of library funds is closely mapped to curricular needs. Librarian prepares and disseminates clear and effective reports for the principal and administration on a regular basis.

DOMAIN B: COLLECTION DEVELOPMENT AND CURRICULAR SUPPORT

B.1 Collaboratively develops, evaluates, and maintains a well-balanced collection to support curriculum, reflect students' interests, and meet diverse needs of learners.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Collection development	<ul style="list-style-type: none"> SLMS/TL does not seek input from staff and students for collection development purposes. SLMS/TL makes minimal effort to provide a balanced resource collection. SLMS/TL makes some effort to provide for a current and relevant collection. 	<ul style="list-style-type: none"> SLMS/TL seeks input from staff and students for collection development purposes. SLMS/TL makes available a balance of resource types for students to use for research and other studies. SLMS/TL is aware of collection needs and selects resources accordingly to provide a current and relevant collection. 	<ul style="list-style-type: none"> SLMS/TL actively seeks input from faculty and students regarding resources to be purchased for the collection. SLMS promotes and makes available a balanced collection of a variety of resource types that support the curriculum, foster life-long learning, and provide for personal pursuits. SLMS maps collection to curriculum and continuously monitors and provides for a contemporary and relevant collection in each subject area.

B.2 Provides flexible and equitable access to information, ideas, and resources for learning and personal interests during and beyond the school day as much as is possible.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Access to information	<ul style="list-style-type: none"> SLMS/TL does not effectively use an online public access catalog (OPAC) to make media resources available to staff and students. SLMS does not make media center resource or media center services easily accessible during and beyond the school day. Interlibrary loan is not facilitated within the district or with public and college library systems. 	<ul style="list-style-type: none"> SLMS/TL provides and maintains an all-inclusive online public access catalog (OPAC) which is networked and accessible within and outside of the media center. SLMS/TL makes all Media Center resources accessible within the school, the district, and the community. Interlibrary loan is utilized within the district, the public and college library systems. The media center is accessible to students during the school day. 	<ul style="list-style-type: none"> SLMS/TL actively provides, maintains, and promotes an all-inclusive online public access catalog (OPAC) which is networked and accessible within and outside of the media center. SLMS/TL actively, effectively, and continually promotes all Media Center resources and makes them optimally accessible within the school, the district, and the community. Interlibrary loan is actively utilized within the district, the public and college library systems. The media center is openly accessible to students as much as possible during and beyond the school day.

MEDIA SPECIALIST RUBRIC

Appendix D-4

DOMAIN B: COLLECTION DEVELOPMENT AND CURRICULAR SUPPORT

B.3 Organizes, arranges, and promotes all resources to provide easy access and encourage use.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Resources for easy access	<ul style="list-style-type: none"> Books and other media center resources are not organized effectively and access to materials is compromised. Promotional activities and displays are seldom arranged. An accurate shelf list and inventory is not maintained. 	<ul style="list-style-type: none"> Most resources are organized in a manner to make them easily accessible to students and staff members. Promotional displays and thematic activities are regularly arranged. A shelf list and inventory is maintained. 	<ul style="list-style-type: none"> All resources are efficiently organized to provide maximum access to staff and students. Attractive promotional displays and thematic activities are arranged to market media center materials. An accurate shelf list and inventory is continually maintained and evaluated.

B.4 Clearly communicates mission, goals, programs, and functions of the media center through a variety of venues.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Communication of mission	<ul style="list-style-type: none"> SLMS/TL does not regularly communicate to promote and inform the staff, students, and community of the Media Center's programs, functions, mission, and goals. SLMS/TL is not an active advocate the resources and services of the media center program. 	<ul style="list-style-type: none"> SLMS/TL communicates through a variety of venues to promote and inform the staff, students, and community of the Media Center's programs, functions, mission, and goals. SLMS/TL works to advocate the resources and services of the media center program. 	<ul style="list-style-type: none"> SLMS/TL communicates creatively and effectively through a variety of venues to promote and inform the staff, students, and community of the Media Center's programs, functions, mission, and goals. SLMS/TL is an active and positively vocal advocate of the media center program.

B.5 Uses current standard methods of cataloguing and circulating media center materials.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Cataloguing and circulating materials	<ul style="list-style-type: none"> SLMS/TL classifies and catalogs all media center resources but is rarely consistent in using standard acceptable methods. SLMS/TL does not keep current with library automation software modules. New materials are not processed in a timely fashion. 	<ul style="list-style-type: none"> SLMS/TL classifies and catalogs all media center materials according to current standards of the ALA guidelines and current software in place. SLMS/TL is proficient at utilization of current library management/automation software system. Materials are processed in a timely fashion. 	<ul style="list-style-type: none"> SLMS/TL classifies and catalogs all media center materials according to current standards of the ALA guidelines and specifications of the current software in place. The SLMS is a proactive leader in utilization of library management/automation software system. Materials are immediately available to be accessed by staff and students.

MEDIA SPECIALIST RUBRIC

DOMAIN C: TEACHING FOR LEARNING

C.1 Acquires and utilizes knowledge of the ACS for all curricular areas. Integrates information, media, and technology literacy into the curriculum across all grade levels and content areas as detailed in the BBHCSD Media Centers' COS and ODE Guidelines for Effective School Libraries.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Integration of information across curricular areas	<ul style="list-style-type: none"> • SLMS/TL does not acquire sufficient information about the Academic Content Standards for each curricular area and grade level and does not regularly incorporate the principles of the Media Center Course of Study into the curricular areas. 	<ul style="list-style-type: none"> • SLMS/TL acquires detailed information about the Academic Content Standards for each curricular area and grade level and regularly incorporates the principles of the Media Center Course of Study into each of these areas on a regular basis. 	<ul style="list-style-type: none"> • SLMS/TL acquires extensive and detailed information about the Academic Content Standards for each curricular area and grade level and regularly and consistently incorporates the principles of the Media Center Course of Study into every curricular area in an ongoing manner.

C.2 Collaborates with teachers to implement standards-based instruction for students, individuals and/or groups.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Collaboration	<ul style="list-style-type: none"> • SLMS/TL does not consult or communicate regularly or effectively with the curricular area teachers. Lessons are not collaboratively designed and are not clearly articulated or aligned correctly with the standards. Standards for the curricular area and the media component are not adequately identified or addressed. Activities designed fall short of achieving the goals of the lesson. 	<ul style="list-style-type: none"> • SLMS/TL works to consult and communicate with teachers in all curricular areas before designing and writing lesson plans. Collaborative lessons are designed with clear instructional objectives that are aligned with the standards. Standards for the curricular lesson and the media center component are generally identified and activities to address these components and are designed to achieve the goals of the lesson. 	<ul style="list-style-type: none"> • SLMS/TL effectively and regularly consults and communicates with teachers in all curricular areas before designing and writing lesson plans. Collaborative lessons are designed with clear instructional objectives that are aligned with the standards. Standards for the curricular lesson and the media center component are correctly identified. Creative and diverse activities geared to the learning style and abilities of the student group are designed to ensure achievement of the goals of the lesson.

MEDIA SPECIALIST RUBRIC

DOMAIN C: TEACHING FOR LEARNING

C.3 Ensures that learning goals and instructional procedures are clear to students.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Learning goals and instructional procedures	<ul style="list-style-type: none"> SLMS/TL selects and designs instructional goals with activities that set expectations but are not clearly focused on meeting standards within the curriculum. Learning goals are not clearly articulated to students. Librarian does not make clear connections the ODE Library Guidelines and the Media COS. 	<ul style="list-style-type: none"> SLMS/TL designs and writes lesson plans with clear instructional goals. Goals are articulated to students in a clear fashion. Activities are planned that establish high expectations for student performance and provide opportunities for students to make continuous progress toward meeting the standards-based learning goals. Curricular connections are made to the ODE Library Guidelines and the Media COS. 	<ul style="list-style-type: none"> SLMS/TL designs and writes lesson plans with clear and measurable instructional objectives that are aligned with the standards. These goals are clearly and logically articulated to students at the onset of the lesson. Instructional goals are coordinated with activities that establish high expectations for student performance and provide opportunities for students to make continuous progress toward meeting or exceeding standards. Curricular connections are consistently made to ODE Library Guidelines and the Media COS.

C.4 Encourages and engages students in reading, viewing, and listening for enjoyment, enrichment, and understanding.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Engaging students	<ul style="list-style-type: none"> SLMS/TL provides reading materials for staff and students. SLMS/TL does not routinely assist students and staff in selection of reading materials. Promotional activities regarding reading and literature are not planned. SLMS/TL is not involved in suggestion of supplemental reading materials to staff members. 	<ul style="list-style-type: none"> SLMS/TL selects and provides appropriate reading materials for students. SLMS/TL assists students and staff in selection of reading materials based on individual needs. SLMS provides opportunities for reading activities using different techniques. SLMS/TL assists teachers in selection of supplemental reading materials. 	<ul style="list-style-type: none"> SLMS/TL selects and provides a variety of quality age-appropriate reading material for students. SLMS/TL actively assists students and staff in the selection or reading material based on abilities, reading level, interests, and information needs. SLMS/TL creatively and continually facilitates reading activities using a wide array of activities. SLMS/TL continually assists teachers in selection of high-quality literature to supplement and enrich their curricular studies.

MEDIA SPECIALIST RUBRIC

Appendix D-4

DOMAIN C: TEACHING FOR LEARNING

C.5 Supports diverse learning abilities, styles, and individual needs. Fosters individual and collaborative inquiry.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Diverse learning and inquiry	<ul style="list-style-type: none"> SLMS/TL's lessons, planning, and interactions with students do not demonstrate a clear awareness of students' academic needs, learning styles, interests, heritage, and community backgrounds. SLMS/TL's does not utilize a variety of effective techniques to foster individual and collaborative inquiry for learning. 	<ul style="list-style-type: none"> SLMS/TL utilizes lessons, planning and interactions with students that demonstrate awareness of students' academic needs and learning styles, interests, heritage, and community backgrounds. SLMS/TL implements activities that invite student interaction and choice, strategies that address various learning styles and special needs, instruction that addresses strengths and weaknesses in student background knowledge and skills. 	<ul style="list-style-type: none"> SLMS/TL clearly utilizes lessons, planning, and interactions with students that demonstrate astute awareness of students' academic needs and learning styles, interests, heritage, and community backgrounds. SLMS/TL utilizes a variety of effective activities that invite student interaction and choice, strategies that address various learning styles and special needs, instruction that addresses strengths and weaknesses in student background knowledge and skills.

C.6 Uses a variety of techniques to assess student achievement, provides constructive feedback, and reflects upon the effectiveness of a project or lesson.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Student achievement	<ul style="list-style-type: none"> Assessment criteria and/or performance standards are not clearly communicated to students. Task-specific criteria are not clearly articulated to students for achievement of the various performance levels. Inadequate methods are utilized for assessing student achievement. Lessons are not revised and reviewed based on assessment results. 	<ul style="list-style-type: none"> SLMS/TL communicates assessment criteria and/or performance standards to students. SLMS/TL communicates the task-specific criteria for various performance levels. SLMS/TL evaluates student achievement using a variety of methods and revises lessons accordingly. 	<ul style="list-style-type: none"> SLMS/TL clearly and accurately communicates assessment criteria and/or performance standards to students. SLMS/TL communicates the task-specific criteria for various performance levels. SLMS/TL utilizes a variety of tools to assess student achievement and revises lessons accordingly.

MEDIA SPECIALIST RUBRIC

DOMAIN D: PROFESSIONALISM

D.1 Communicates with staff and school community to inform them of new and existing resources as well as policies, events, and activities organized and offered through the media center.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Communication	<ul style="list-style-type: none"> SLMS/TL minimally communicates with staff, students, and the community of the school area, to inform and promote the media center's resources and services. Communications lack variety and do not address all of the stakeholders of the school community served by the media program. 	<ul style="list-style-type: none"> SLMS/TL regularly communicates with staff, students, and the community of the school area, to inform and promote the resources, activities, and services of the media center. Communications are varied in content, intent, and address the various stakeholders served by the media program. 	<ul style="list-style-type: none"> SLMS/TL creatively, effectively, and regularly communicates with students, staff, and the community in general to inform and promote the variety of new and existing media center resources, activities, and services. Communications are creative and varied in content, intent, and adapted to a variety of audiences served by the media center.

D.2 Provides flexible and equitable access to information, ideas, and resources for learning and personal interests during and beyond the school day as much as is possible.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Resources for flexible and equitable access	<ul style="list-style-type: none"> SLMS/TL does not maintain an effective virtual library presence (Media Center Web Page) to maximize access to media center resources. Media Center resources and services are not actively promoted. The media center is open and available to staff and students during the school day. The environment of the media center is not positive and welcoming. 	<ul style="list-style-type: none"> SLMS/TL utilizes and promotes use of a virtual library presence (Media Center Web Page) to maximize access to media center resources. Media Center resources and services are actively promoted regularly. The media center is open and available to staff and students as much as is possible during and beyond the school day. A positive and welcoming media center environment is maintained. 	<ul style="list-style-type: none"> SLMS/TL effectively utilizes and promotes use of an effective and useful virtual library presence (Media Center Web Page) to maximize access to media center resources. Media Center resources and services are actively and creatively promoted regularly. The media center is open and available to staff and students as much as is possible during and beyond the school day. A positive and welcoming media center environment is continually maintained.

MEDIA SPECIALIST RUBRIC

DOMAIN D: PROFESSIONALISM

D.3 Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Professional relationships to coordinate learning activities	<ul style="list-style-type: none"> SLMS/TL does not follow a consistent pattern of initiating and engaging other staff members in a discourse about professional issues and integrated student learning opportunities. SLMS/TL does not consistently connect classroom application of knowledge gained through integration of the media program and resources into the curriculum. 	<ul style="list-style-type: none"> SLMS/TL demonstrates a consistent pattern of initiating, leading, and engaging other staff members in discourse about professional issues and integrated student learning opportunities. SLMS/TL implements and describes classroom applications of knowledge gained through integration of the media program and resources into the curriculum. 	<ul style="list-style-type: none"> SLMS/TL demonstrates an active, effective, and consistent pattern of initiating, leading, and engaging other staff members in discourse about professional issues and integrated student learning opportunities. SLMS/TL consistently implements and describes classroom applications of knowledge gained through integration of the media program and resources into the curriculum.

D.4 Offers regular in-service opportunities to staff members regarding effective utilization and features of all types of library media resources and available technology.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
In-service opportunities	<ul style="list-style-type: none"> SLMS/TL exhibits minimal effort at arranging regular in-service activities to staff members that are geared toward the various curricular areas. Demonstrations of optimum use of the available technology and media center resources are not effectively conducted. Curricular connections to resources and units of study are not strongly stressed. 	<ul style="list-style-type: none"> SLMS/TL arranges a variety of in-service activities to staff members geared toward each curricular area. Effective utilization of technology and optimum use of all available resources are stressed by demonstrating practical integration of these tools into the various curricular areas and units of study. 	<ul style="list-style-type: none"> SLMS/TL actively and regularly arranges a variety of in-service activities to staff members geared toward each curricular area. Effective utilization of technology and optimum use of all available resources are stressed by demonstrating practical integration of these tools into the various curricular areas and units of study.

Non-OTES Observation Form – Revere Local Schools

APPENDIX D5

Teacher:

Administrator:

Building:

Class Observed:

Teaching Assignment:

Observation #: 1 2

Observation Date:

Overall Rating:

CODE: S-SATISFACTORY NI-NEEDS IMPROVEMENT* NA-NOT APPLICABLE

*Must be accompanied by comments and/or suggestions.

PLANNING AND PREPARATION:

- ____ 1. Lesson plans state clear learning goals for the lesson that are appropriate for the students.
- ____ 2. Creates or selects teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson.
- ____ 3. Creates or selects assessment strategies that are appropriate for the students and that are aligned with the goals of the lesson.
- ____ 4. Lesson plans show evidence that lessons comply with state standards, courses of study and/or vocational competencies (where applicable).

COMMENTS:

Teacher:

Observation Date:

Page 2 of 4

CLASSROOM ENVIRONMENT:

- ___ 1. Establishes and maintains disciplinary expectations which are fairly and consistently enforced while showing respect for the learner.
- ___ 2. Maintains the physical environment as safely as possible.
- ___ 3. Establishes a positive environment that stimulates learning.
- ___ 4. Uses instructional time effectively, and students maintain a high level of time on task

COMMENTS:

Teacher:

Observation Date:

Page 3 of 4

CLASSROOM INSTRUCTION:

1. Learning goals are clearly evident and appropriate for students.
2. Establishes an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.
3. Accommodates individual needs and learning styles, and uses methods of teaching that are appropriate for students.
4. Involves students in the active learning process, and encourages students to use higher order thinking skills.
5. Monitors students' understanding of content through a variety of means, provides feedback to assist learning, and adjusts learning activities as the situation demands.

COMMENTS:

Teacher:

Observation Date:

Page 4 of 4

PROFESSIONAL RESPONSIBILITIES:

- ___ 1. Displays neat and appropriate appearance.
- ___ 2. Maintains poise and self-control.
- ___ 3. Communications with students are clear, concise, and appropriate.

COMMENTS:

Administrator's Signature

Date

Teacher's Signature

Date

(Signature indicates examination, it does not indicate agreement.)

INFORMAL OBSERVATION (WALKTHROUGH)

Appendix E

Teacher Informal Observation/Walkthrough – Revere Local Schools	
Teacher: Building:	Administrator: Subject:
Teaching Assignment: Observation Date:	Walkthrough #:
Beginning Time:	Ending Time:
FOCUS FOR LEARNING (Standard 4: Instruction)	
ASSESSMENT DATA (Standard 3: Assessment)	
PRIOR CONTENT KNOWLEDGE SEQUENCE / CONNECTIONS (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)	
KNOWLEDGE OF STUDENTS (Standard 1: Students)	
LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)	

INFORMAL OBSERVATION (WALKTHROUGH)

Appendix E

<p>DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction)</p>
<p>RESOURCES (Standard 2: Content; Standard 4: Instruction)</p>
<p>CLASSROOM ENVIRONMENT (Standard 1: Students, Standard 5: Learning Environment; Standard 6: Collaboration and Communication)</p>
<p>ASSESSMENT FOR STUDENT LEARNING (Standard 3: Assessment)</p>
<p>COMMENTS</p>

FINAL SUMMATIVE RATING OF TEACHER EFFECTIVENESS

Appendix F

Final Summative Rating of Teacher Effectiveness

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

Check here if Improvement Plan has been recommended.

Teacher Signature _____ **Date** _____ **Evaluator Signature** _____ **Date** _____

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

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

APPENDIX G

Professional Growth Plan

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

Self-Directed

Collaborative

Teacher

Evaluator

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

Evaluator Signature

Date

Teacher Signature

Date

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

Improvement Plan

Teacher Name: _____

Grade Level/ Subject: _____

School year: _____ Building: _____

Date of Improvement Plan Conference: _____

Written improvement plans are to be developed in the circumstances when an educator makes less than average growth with his/ her students. In addition, it is recommended that teachers who have Ineffective ratings in any area of performance or who have an overall Ineffective performance rating have an Improvement Plan. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

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

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

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

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

Improvement Plan

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

Actions to be Taken	Sources of Evidence that Will Be Examined

Section 4: Assistance and Professional Development

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

--

Date for this Improvement Plan to Be Evaluated: _____

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

Improvement Plan: Evaluation of Plan

Teacher Name: _____

Grade Level/ Subject: _____

School Year: _____

Building: _____

Date of Evaluation: _____

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

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

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

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

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

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

Final Summative Rating of Teacher Effectiveness

Proficiency on Standards 50%	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED	
Cumulative Performance Rating (Holistic Rating using Performance Rubric)					
<i>Areas of reinforcement/refinement:</i>					
Student Growth Data 50%	LEAST EFFEC-	APPROACHING AVERAGE	AVERAGE	ABOVE AVERAGE	MOST EFFECTIVE
Student Growth Measure of Effectiveness					
<i>Areas of reinforcement/refinement:</i>					
Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED	

Check here if Improvement Plan has been recommended.

Teacher Signature _____ Date _____
 Evaluator Signature _____ Date _____

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

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

SUPPORT STAFF PERFORMANCE EVALUATION

Name _____ Position _____

Date _____ of _____ Evaluation _____

Building _____

(Check Appropriate Choice)

	Rating Categories	Satisfactory	Unsatisfactory	Not Applicable
1.	Quality of Work			
2.	Quantity of Work			
3.	Job Knowledge			
4.	Dependability			
5.	Adaptability			
6.	Initiative			
7.	Work Habits			
8.	People Skills			
9.	Professionalism			

_____ REEMPLOY _____ NONRENEW _____ TERMINATE

Employee Signature

Supervisor Signature

Date _____

Date _____

Evaluator Comments:

Note: If any deficiencies are cited, the supervisor must attach an appropriate improvement program.

Evaluator _____
Date _____

Employee Comments:

I have received a copy of this evaluation report and have had the opportunity to read it.

Employee _____ Date _____

CATEGORIES FOR EVALUATING SUPPORT STAFF EMPLOYEES

Each category is to be judged separately.

The following are things to consider in each Rating Category which may help you in your judgment:

1. Quantity Consider the quantity of work turned out and the promptness with which it is completed, as measured against the quantity of work.
2. Quality Consider the neatness, accuracy and general efficiency of the work. Does the employee demonstrate high skills in this respect?
3. Knowledge Consider how much the employee knows about the present job and his/her ability to apply it.
4. Dependability Consider the employee's reliability in meeting work requirements and schedules.
5. Adaptability Consider the ability to adjust to varying conditions and the ability to learn.
6. Initiative Consider the ability to recognize problems as they occur and use appropriate methods and address the situation.
7. Work Habits Consider whether or not working habits are conscientious, safe and time saving.
8. People Skills Exhibits a professional relationship with school personnel and the community.
9. Professionalism Exhibits and maintains a demeanor and appearance that is appropriate for the working environment.

TEACHER'S REQUEST FOR PERSONAL LEAVE OF ABSENCE

Name of Employee _____ Date _____
Assignment _____ Building _____

I am requesting Personal Leave under Article 11, Section 11.02, for the valid reason checked below, on the date(s) indicated:

- Date(s)
- _____ Legal transactions or legal matters which cannot be scheduled outside of the regular working day.
 - _____ Observance of religious holiday.
 - _____ Day of the marriage of the teacher, teacher's child, or teacher's parent.
 - _____ Graduation exercises of the teacher, teacher's child, teacher's spouse, or teacher's parent.
 - _____ House or dwelling of teacher damaged by fire, flood, or severe accident.
 - _____ Travel conditions which make it unsafe for the teacher to report as assigned.
 - _____ Repair of damaged major appliance which would create hazardous conditions to the teacher's dwelling if left unattended.
 - _____ Personal business transactions which it is impossible to schedule after completion of regular school day.
 - _____ Wedding or funeral of a relative or friend.

Falsification of the reasons for Personal Leave shall be grounds for discipline, including discharge.

Teacher's Signature

_____ Other for good and sufficient reasons. (State reasons on the back of this form)

DISPOSITION

The above personal leave for other good and sufficient reasons is hereby:

_____ Approved _____ Not Approved

Date _____

Date _____

Signature of Building Principal

Signature of Superintendent

Submit In Triplicate: _____ Teacher's Copy _____ Principal's Copy _____ Superintendent's Copy

APPENDIX M**REVERE CERTIFICATED
SALARY INDEX**

<u>YEARS</u>	<u>BA</u>	<u>BA + 15</u>	<u>BA + 30</u>	<u>MAST</u>	<u>MA + 15</u>	<u>MA + 30</u>	<u>PhD</u>
STEP 0	1.0000	1.0600	1.1080	1.1560	1.2000	1.2440	1.2880
STEP 1	1.0620	1.1110	1.1600	1.2190	1.2630	1.3070	1.3510
STEP 2	1.1120	1.1620	1.2120	1.2820	1.3260	1.3700	1.4140
STEP 3	1.1620	1.2130	1.2640	1.3450	1.3890	1.4330	1.4770
STEP 4	1.2120	1.2640	1.3160	1.4080	1.4520	1.4960	1.5400
STEP 5	1.2620	1.3150	1.3680	1.4710	1.5150	1.5590	1.6030
STEP 6	1.3120	1.3660	1.4200	1.5340	1.5780	1.6220	1.6660
STEP 7	1.3620	1.4170	1.4720	1.5970	1.6410	1.6850	1.7290
STEP 8	1.4120	1.4680	1.5240	1.6600	1.7040	1.7480	1.7920
STEP 9	1.4620	1.5190	1.5760	1.7230	1.7670	1.8110	1.8550
STEP 10	1.5120	1.5700	1.6280	1.7860	1.8300	1.8740	1.9180
STEP 11	1.5620	1.6210	1.6800	1.8490	1.8930	1.9370	1.9810
STEP 12	1.6120	1.6720	1.7320	1.9120	1.9560	2.0000	2.0440
STEP 13	1.6620	1.7230	1.7840	1.9750	2.0190	2.0630	2.1070
STEP 14	1.7120	1.7740	1.8360	1.9750	2.0190	2.0630	2.1070
STEP 15	1.7620	1.8250	1.8880	1.9750	2.0190	2.0630	2.1070
STEP 17	1.7620	1.8250	1.8880	2.0380	2.0820	2.1260	2.1700
STEP 19	1.8120	1.8760	1.9400	2.0380	2.0820	2.1260	2.1700
STEP 20	1.8120	1.8760	1.9400	2.1010	2.1450	2.1890	2.2330
STEP 22	1.8620	1.9270	1.9920	2.1010	2.1450	2.1890	2.2330
STEP 23	1.8620	1.9270	1.9920	2.1640	2.2080	2.2520	2.2960
STEP 25	1.9120	1.9780	2.0440	2.1640	2.2080	2.2520	2.2960
STEP 26	1.9120	1.9780	2.0440	2.2270	2.2710	2.3150	2.3590
Step 30	1.9620	2.0290	2.0960	2.2900	2.3340	2.3780	2.4220

APPENDIX N

REVERE CERTIFICATED SALARY SCHEDULE

Effective July 1, 2015 – June 30, 2016

Base Salary: \$38,967

YEARS	BA	BA + 15	BA + 30	MAST	MA + 15	MA + 30	PhD
STEP 0	38,967	41,305	43,175	45,046	46,760	48,475	50,189
STEP 1	41,383	43,292	45,202	47,501	49,215	50,930	52,644
STEP 2	43,331	45,280	47,228	49,956	51,670	53,385	55,099
STEP 3	45,280	47,267	49,254	52,411	54,125	55,840	57,554
STEP 4	47,228	49,254	51,281	54,866	56,580	58,295	60,009
STEP 5	49,176	51,242	53,307	57,320	59,035	60,750	62,464
STEP 6	51,125	53,229	55,333	59,775	61,490	63,204	64,919
STEP 7	53,073	55,216	57,359	62,230	63,945	65,659	67,374
STEP 8	55,021	57,204	59,386	64,685	66,400	68,114	69,829
STEP 9	56,970	59,191	61,412	67,140	68,855	70,569	72,284
STEP 10	58,918	61,178	63,438	69,595	71,310	73,024	74,739
STEP 11	60,866	63,166	65,465	72,050	73,765	75,479	77,194
STEP 12	62,815	65,153	67,491	74,505	76,219	77,934	79,649
STEP 13	64,763	67,140	69,517	76,960	78,674	80,389	82,103
STEP 14	66,712	69,127	71,543	76,960	78,674	80,389	82,103
STEP 15	68,660	71,115	73,570	76,960	78,674	80,389	82,103
STEP 17	68,660	71,115	73,570	79,415	81,129	82,844	84,558
STEP 19	70,608	73,102	75,596	79,415	81,129	82,844	84,558
STEP 20	70,608	73,102	75,596	81,870	83,584	85,299	87,013
STEP 22	72,557	75,089	77,622	81,870	83,584	85,299	87,013
STEP 23	72,557	75,089	77,622	84,325	86,039	87,754	89,468
STEP 25	74,505	77,077	79,649	84,325	86,039	87,754	89,468
STEP 26	74,505	77,077	79,649	86,780	88,494	90,209	91,923
STEP 30	76,453	79,064	81,675	89,234	90,949	92,664	94,378

APPENDIX N

REVERE CERTIFICATED SALARY SCHEDULE

Effective July 1, 2016 – June 30, 2017

Base Salary: \$39,746

YEARS	BA	BA + 15	BA + 30	MAST	MA + 15	MA + 30	PhD
STEP 0	39,746	42,131	44,039	45,946	47,695	49,444	51,193
STEP 1	42,210	44,158	46,105	48,450	50,199	51,948	53,697
STEP 2	44,198	46,185	48,172	50,954	52,703	54,452	56,201
STEP 3	46,185	48,212	50,239	53,458	55,207	56,956	58,705
STEP 4	48,172	50,239	52,306	55,962	57,711	59,460	61,209
STEP 5	50,159	52,266	54,373	58,466	60,215	61,964	63,713
STEP 6	52,147	54,293	56,439	60,970	62,719	64,468	66,217
STEP 7	54,134	56,320	58,506	63,474	65,223	66,972	68,721
STEP 8	56,121	58,347	60,573	65,978	67,727	69,476	71,225
STEP 9	58,109	60,374	62,640	68,482	70,231	71,980	73,729
STEP 10	60,096	62,401	64,706	70,986	72,735	74,484	76,233
STEP 11	62,083	64,428	66,773	73,490	75,239	76,988	78,737
STEP 12	64,071	66,455	68,840	75,994	77,743	79,492	81,241
STEP 13	66,058	68,482	70,907	78,498	80,247	81,996	83,745
STEP 14	68,045	70,509	72,974	78,498	80,247	81,996	83,745
STEP 15	70,032	72,536	75,040	78,498	80,247	81,996	83,745
STEP 17	70,032	72,536	75,040	81,002	82,751	84,500	86,249
STEP 19	72,020	74,563	77,107	81,002	82,751	84,500	86,249
STEP 20	72,020	74,563	77,107	83,506	85,255	87,004	88,753
STEP 22	74,007	76,591	79,174	83,506	85,255	87,004	88,753
STEP 23	75,994	78,618	79,174	86,010	87,759	89,508	91,257
STEP 25	75,994	78,618	81,241	86,010	87,759	89,508	91,257
STEP 26	75,994	78,618	81,241	88,514	90,263	92,012	93,761
STEP 30	77,982	80,645	83,308	91,018	92,767	94,516	96,265

APPENDIX N

REVERE CERTIFICATED SALARY SCHEDULE

Effective July 1, 2017 – June 30, 2018

Base Salary: \$40,541

YEARS	BA	BA + 15	BA + 30	MAST	MA + 15	MA + 30	PhD
STEP 0	40,541	42,973	44,919	46,865	48,649	50,433	52,217
STEP 1	43,055	45,041	47,028	49,419	51,203	52,987	54,771
STEP 2	45,082	47,109	49,136	51,974	53,757	55,541	57,325
STEP 3	47,109	49,176	51,224	54,528	56,311	58,095	59,879
STEP 4	49,136	51,244	53,352	57,082	58,866	60,649	62,433
STEP 5	51,163	53,311	55,460	59,636	61,420	63,203	64,987
STEP 6	53,190	55,379	57,568	62,190	63,974	65,758	67,541
STEP 7	55,217	57,447	59,676	64,744	66,528	68,312	70,095
STEP 8	57,244	59,514	61,784	67,298	69,082	70,866	72,649
STEP 9	59,271	61,582	63,893	69,852	71,636	73,420	75,204
STEP 10	61,298	63,649	66,001	72,406	74,190	75,974	77,758
STEP 11	63,325	65,717	68,109	74,960	76,744	78,528	80,312
STEP 12	65,352	67,785	70,217	77,514	79,298	81,082	82,866
STEP 13	67,379	69,852	72,325	80,068	81,852	83,636	85,420
STEP 14	69,406	71,920	74,433	80,068	81,852	83,636	85,420
STEP 15	71,433	73,987	76,541	80,068	81,852	83,636	85,420
STEP 17	71,433	73,987	76,541	82,623	84,406	86,190	87,974
STEP 19	73,460	76,055	78,650	82,623	84,406	86,190	87,974
STEP 20	73,460	76,055	78,650	85,177	86,960	88,744	90,528
STEP 22	75,487	78,123	80,758	85,177	86,960	88,744	90,528
STEP 23	75,487	78,123	80,758	87,731	89,515	91,298	93,082
STEP 25	77,514	80,190	82,866	87,731	89,515	91,298	93,082
STEP 26	77,514	80,190	82,866	90,285	92,069	93,852	95,636
STEP 30	79,541	82,258	84,974	92,839	94,623	96,406	98,190

APPENDIX N

REVERE CERTIFICATED SALARY SCHEDULE

Effective July 1, 2018 – June 30, 2019

Base Salary: \$41,352

YEARS	BA	BA + 15	BA + 30	MAST	MA + 15	MA + 30	PhD
STEP 0	41,352	43,833	45,818	47,803	49,622	51,442	53,261
STEP 1	43,916	45,942	47,968	50,408	52,228	54,047	55,867
STEP 2	45,983	48,051	50,119	53,013	54,833	56,652	58,472
STEP 3	48,051	50,160	52,269	55,618	57,438	59,257	61,077
STEP 4	50,119	52,269	54,419	58,224	60,043	61,863	63,682
STEP 5	52,186	54,378	56,570	60,829	62,648	64,468	66,287
STEP 6	54,254	56,487	58,720	63,434	65,253	67,073	68,892
STEP 7	56,321	58,596	60,870	66,039	67,859	69,678	71,498
STEP 8	58,389	60,705	63,020	68,644	70,464	72,283	74,103
STEP 9	60,457	62,814	65,171	71,249	73,069	74,888	76,708
STEP 10	62,524	64,923	67,321	73,855	75,674	77,494	79,313
STEP 11	64,592	67,032	69,471	76,460	78,279	80,099	81,918
STEP 12	66,659	69,141	71,622	79,065	80,885	82,704	84,523
STEP 13	68,727	71,249	73,772	81,670	83,490	85,309	87,129
STEP 14	70,795	73,358	75,922	81,670	83,490	85,309	87,129
STEP 15	72,862	75,467	78,073	81,670	83,490	85,309	87,129
STEP 17	72,862	75,467	78,073	84,275	86,095	87,914	89,734
STEP 19	74,930	77,576	80,223	84,275	86,095	87,914	89,734
STEP 20	74,930	77,576	80,223	86,881	88,700	90,520	92,339
STEP 22	76,997	79,685	82,373	86,881	88,700	90,520	92,339
STEP 23	76,997	79,685	82,373	89,486	91,305	93,125	94,944
STEP 25	79,065	81,794	84,523	89,486	91,305	93,125	94,944
STEP 26	79,065	81,794	84,523	92,091	93,910	95,730	97,549
STEP 30	81,133	83,903	86,674	94,696	96,516	98,335	100,155

APPENDIX O

SUPPORT STAFF SALARY INDEX

	SPECIALISTS:		<u>Library</u>	<u>Intervention</u>
	<u>Ten</u> <u>Month</u>	<u>Twelve Month</u>	<u>Media</u> <u>Assistant</u>	<u>Instruction</u> <u>Assistant</u>
STEP 0	1.0000	1.0000	1.0000	1.0000
STEP 1	1.0470	1.0470	1.0470	1.0470
STEP 2	1.0820	1.0820	1.0820	1.0820
STEP 3	1.1170	1.1170	1.1170	1.1170
STEP 4	1.1520	1.1520	1.1520	1.1520
STEP 5	1.1870	1.1870	1.1870	1.1870
STEP 6	1.2220	1.2220	1.2220	1.2220
STEP 7	1.2720	1.2720	1.2720	1.2720
STEP 8	1.3120	1.3120	1.3120	1.3120
STEP 9	1.3520	1.3520	1.3520	1.3520
STEP 10	1.3920	1.3920	1.3920	1.3920
STEP 12	1.4320	1.4320	1.4320	1.4320
STEP 14	1.4720	1.4720	1.4720	1.4720
STEP 16	1.512	1.512	1.512	1.512
STEP 18	1.552	1.552	1.552	1.552
STEP 22	1.592	1.592	1.592	1.592
STEP 25	1.642	1.642	1.642	1.642
STEP 30	1.692	1.692	1.692	1.692

REVERE SUPPORT STAFF SALARY SCHEDULE				
Effective July 1, 2015 to June 30, 2016				
	SECRETARIES:		SPECIALISTS:	
	<u>Ten Month Principal</u>	<u>Twelve Month Principal</u>	<u>Library Media Aide</u>	<u>Educational Aide</u>
Base Salaries:	\$24,450	\$30,936	\$12.46	\$12.46
STEP 0	24,450	30,936	12.46	12.46
STEP 1	25,599	32,390	13.05	13.05
STEP 2	26,455	33,473	13.48	13.48
STEP 3	27,311	34,556	13.92	13.92
STEP 4	28,166	35,638	14.35	14.35
STEP 5	29,022	36,721	14.79	14.79
STEP 6	29,878	37,804	15.23	15.23
STEP 7	31,100	39,351	15.85	15.85
STEP 8	32,078	40,588	16.35	16.35
STEP 9	33,056	41,825	16.85	16.85
STEP 10	34,034	43,063	17.34	17.34
STEP 12	35,012	44,300	17.84	17.84
STEP 14	35,990	45,538	18.34	18.34
STEP 16	36,968	46,775	18.84	18.84
STEP 18	37,946	48,013	19.34	19.34
STEP 22	38,924	49,250	19.84	19.84
STEP 25	40,147	50,797	20.46	20.46
STEP 30	41,369	52,344	21.08	21.08

APPENDIX P

REVERE SUPPORT STAFF SALARY SCHEDULE				
Effective July 1, 2016 to June 30, 2017				
	SECRETARIES:		SPECIALISTS:	
	<u>Ten Month Principal</u>	<u>Twelve Month Principal</u>	<u>Library Media Aide</u>	<u>Educational Aide</u>
Base Salaries:	\$24,939	\$31,555	\$12.71	\$12.71
STEP 0	24,939	31,555	12.71	12.71
STEP 1	26,111	33,038	13.31	13.31
STEP 2	26,984	34,143	13.75	13.75
STEP 3	27,857	35,247	14.20	14.20
STEP 4	28,730	36,351	14.64	14.64
STEP 5	29,603	37,456	15.09	15.09
STEP 6	30,475	38,560	15.53	15.53
STEP 7	31,722	40,138	16.17	16.17
STEP 8	32,720	41,400	16.68	16.68
STEP 9	33,718	42,662	17.18	17.18
STEP 10	34,715	43,925	17.69	17.69
STEP 12	35,713	45,187	18.20	18.20
STEP 14	36,710	46,449	18.71	18.71
STEP 16	37,708	47,711	19.22	19.22
STEP 18	38,705	48,973	19.73	19.73
STEP 22	39,703	50,236	20.23	20.23
STEP 25	40,950	51,813	20.87	20.87
STEP 30	42,197	53,391	21.51	21.51

APPENDIX P

REVERE SUPPORT STAFF SALARY SCHEDULE				
Effective July 1, 2017 to June 30, 2018				
	SECRETARIES:		SPECIALISTS:	
	<u>Ten Month Principal</u>	<u>Twelve Month Principal</u>	<u>Library Media Aide</u>	<u>Educational Aide</u>
<u>Base Salaries:</u>	\$25,438	\$32,186	\$12.96	\$12.96
STEP 0	25,438	32,186	12.96	12.96
STEP 1	26,634	33,699	13.57	13.57
STEP 2	27,524	34,825	14.02	14.02
STEP 3	28,414	35,952	14.48	14.48
STEP 4	29,305	37,078	14.93	14.93
STEP 5	30,195	38,205	15.38	15.38
STEP 6	31,085	39,331	15.84	15.84
STEP 7	32,357	40,941	16.49	16.49
STEP 8	33,375	42,228	17.00	17.00
STEP 9	34,392	43,515	17.52	17.52
STEP 10	35,410	44,803	18.04	18.04
STEP 12	36,427	46,090	18.56	18.56
STEP 14	37,445	47,378	19.08	19.08
STEP 16	38,462	48,665	19.60	19.60
STEP 18	39,480	49,953	20.11	20.11
STEP 22	40,497	51,240	20.63	20.63
STEP 25	41,769	52,849	21.28	21.28
STEP 30	43,041	54,459	21.93	21.93

APPENDIX P

REVERE SUPPORT STAFF SALARY SCHEDULE				
Effective July 1, 2018 to June 30, 2019				
	SECRETARIES:		SPECIALISTS:	
	<u>Ten Month Principal</u>	<u>Twelve Month Principal</u>	<u>Library Media Aide</u>	<u>Educational Aide</u>
Base Salaries:	\$25,946	\$32,830	13.22	13.22
STEP 0	25,946	32,830	13.22	13.22
STEP 1	27,165	34,373	13.84	13.84
STEP 2	28,074	35,522	14.30	14.30
STEP 3	28,982	36,671	14.77	14.77
STEP 4	29,890	37,820	15.23	15.23
STEP 5	30,798	38,969	15.69	15.69
STEP 6	31,706	40,118	16.15	16.15
STEP 7	33,003	41,760	16.82	16.82
STEP 8	34,041	43,073	17.34	17.34
STEP 9	35,079	44,386	17.87	17.87
STEP 10	36,117	45,699	18.40	18.40
STEP 12	37,155	47,013	18.93	18.93
STEP 14	38,193	48,326	19.46	19.46
STEP 16	39,230	49,639	19.99	19.99
STEP 18	40,268	50,952	20.52	20.52
STEP 22	41,306	52,265	21.05	21.05
STEP 25	42,603	53,907	21.71	21.71
STEP 30	43,901	55,548	22.37	22.37

WAIVER AGREEMENT: JOB SHARING

Between the Revere Schools and _____.

It is agreed that the above teacher may share the assignment normally scheduled for a single teacher.

The following conditions are understood and agreed to between the teacher and the Revere Education Association:

- A. Teachers who wish to share a full-time position shall submit a written plan for such arrangement to the Superintendent and Building Principal no later than March 1 of the school year preceding the proposed position share.
- B. The written plan shall include a proposed teaching schedule, including all building responsibilities. While it may not be possible to make the teaching schedules and responsibilities exactly equal, reasonable efforts shall be made to make the teaching schedules and responsibilities equitable.
- C. Members of a Job Sharing Team shall not be assigned duties or responsibilities in excess of one regular full-time position. Both members of the Job Sharing Team shall attend In-Service Day(s) and system-scheduled Parent Conferences. One (1) member of the Job Sharing Team will attend staff meetings, and that member shall inform the other member of the Job Sharing team of the meeting content.
- D. Teachers assigned to job sharing positions shall be scheduled to work one-half (1/2) day each day of the school year. Compensation shall be at one-half (1/2) the level which the teacher would receive under a full-time contract, and movement on the salary schedule shall be no movement for year one (1), and one (1) step after year two (2).
- E. Each member of the Job Sharing Team shall be responsible for payment of 50% of the Board's cost of the insurance premium, if he/she elects coverage.
- F. Each member of the Job Sharing Team shall accrue one (1) year of seniority for each year of job sharing.
- G. Job sharing may be in effect for one (1) school year, if approved by the Superintendent. Applications for renewal for subsequent school years must be submitted in writing by March 1 and are subject to approval by the Superintendent. In the first year of the job sharing experience, the Board shall treat the vacancy created by the job sharing as a leave of absence.

- H. If after the first year the members of the Job Sharing Team do not reapply, or the team is not approved for a subsequent year, then the team members shall be reinstated to full-time positions for the following school year. In subsequent years, if the members of the Job Sharing Team do not reapply, or the team is not approved for a subsequent year, then the team members shall be reinstated to a full-time position for the following school year if a position is available. If no position is available, the teacher of the Job Sharing Team with the least seniority shall be placed on the recall list until recalled for a vacancy. The Board shall reinstate all eligible Job Sharing teachers to full-time status before hiring personnel from outside the school district to fill a position for which the eligible Job Sharing teacher is certified/licensed.

- I. During any school year, there shall never be more than three (3) Job Sharing Teams district-wide.

Superintendent

Date

Teacher

Date

Teacher

Date

APPENDIX R

SUPPLEMENTARY CONTRACTS SALARY SCHEDULE

Stipends paid for supplemental contract co curricular activities are specified as percentages of the base salary (BA-0 experience) on the salary schedule in effect during the school year in which the activity is conducted.

CO-CURRICULAR ATHLETIC POSITIONS: STIPENDS AND LONGEVITY

Football	Head	.19
	Varsity Assistant (5)	.13
	Grade 9 Coach (2)	.13 each
	RMS Coach	.09
	7th Grade Coach (2)	.09 each
Soccer	8 th Grade Coach (2)	.09 each
	Head (Boys/Girls)	.15
	Varsity Assistant Coach (Boys/Girls) (1 each)	.09 each
	Junior Varsity (Boys/Girls) (1 each)	.09 each
Volleyball	9th Grade Soccer Coach (Boys)	.07
	Head	.12
	Varsity Assistant Coach	.09
	Junior Varsity	.07
	Grade 9 Coach	.07
	Grade 8 Coach	.07
Cross Country	Grade 7 Coach	.07
	Head (Boys & Girls) (1 each)	.09 each
	RMS Coach	.07
Golf	RMS Assistant Coach	.04
	Head (Boys & Girls)	.09
Tennis	Assistant (Boys & Girls)	.07
	Boys	.09
Tennis	Junior Varsity Coach	.07
	Girls	.09
Basketball	Junior Varsity Coach	.07
	Head (Boys)	.17
	Varsity Assistant	.13
	Junior Varsity	.13
	Grade 9 Coach	.13
Basketball	7th & 8th Grades (Boys) (1 each)	.09 each
	Head (Girls)	.17
	Varsity Assistant	.13
	Junior Varsity	.13
	7th & 8th Grades (Girls) (1 each)	.09

Wrestling	Head	.17
	Assistant	.13
	RMS (2)	.09 each
Baseball	Head	.12
	Assistant	.09
	Junior Varsity	.09
	Grade 9 Coach	.09
Track	Head (Boys/Girls) (1 each)	.12 each
	Assistant (Boys & Girls) (2 each)	.09 each
	Assistant Coach Combo	.09
	RMS Coach (Girls) (2)	.08 each
	RMS Coach Combo	.08
	RMS Coach (Boys & Girls) (2 each)	.08
Softball	Head	.12
	Varsity Assistant	.09
	Junior Varsity	.09
Cheerleaders	Varsity	.12
	Assistant	.08
	Grade 9 Coach	.05
	RMS	.05
Weight Room (2 per season)	(four seasons) Fall Supervisor; Winter Supervisor; Spring Supervisor; Summer Supervisor (2015)	.03 per person per season
Swim Team	Head	.12
	Assistant	.08
Lacrosse	Head Coach (Boys & Girls) (1 each)	.12
	Assistant (2) (Boys & Girls) (1 each)	.09

Longevity increases will be provided for all positions accordingly:

4-5-6 Years	=	1% of Base Teacher's Salary
7-8-9 Years	=	2% of Base Teacher's Salary
10 Years	=	3% of Base Teacher's Salary

Longevity will be based on the years of experience coaching in a particular sport in the Revere Local School District.

Note: Grandfather former longevity modifications for current bargaining unit members who held supplemental contract during the 2007-2008 school year as long as future contract remains in same sport or activity; if there is a break in contract or a change to another sport or activity, new longevity modification percentages will become applicable when appropriate.

In addition to the above, the coach(es) whose starting date is to exceed more than ten (10) working days before the beginning of school shall receive an additional 1% of the base teacher salary.

The number of Athletic Assistant Coaches shall not be decreased. The Superintendent, Athletic Director, REA President and Head Coach may recommend additional Assistants subject to Board of Education approval.

CO-CURRICULAR NON-ATHLETIC POSITIONS: STIPENDS AND LONGEVITY

Class Advisor	Grade 12	.09
	Grade 11	.07
	Grade 10	.04
	Grade 9	.04
Mock Trial		.08
Speech/Debate		.08
Department Heads	(8)	.07 each
Elementary Grade Level Leaders & Middle School Department Chairs	(8)	.07 each
Middle School Yearbook		.03
Washington, D.C. Coordinator		.03
Intensive Needs Coordinators (RHS)	(2)	.03
Saturday Detention		.03
STEM Advisors	(3)	.02 each
Flags		.06
Band	Director (RHS)	.10
	Assistant (RHS)	.065
	Jazz/Concert	.03
	Percussion Advisor	.06
	Pep Band	.02
	Summer Band Director (RHS)	.10
	Assistant Summer Band Director (RHS)	.065
Vocal Music, Director		.07
Revere Players Vocal Director		.02
Revere Players Band Director		.02
Revere Players Choreographer		.02
National Honor Society		.04
Student Council	High School	.09
	High School Assistant	.04
	Middle School	.04
Stage Manager		.10
Dramatics	Director	.07
	Assistant	.05
Books Alive		.02
Key Club		.05
Gaming Club	RMS	.03
	Hillcrest and Bath (1 each)	.03 each
Lantern		.03
Middle School Band		.02
Middle School Choir		.02
Yearbook		.08
Art Club		.03

N.A.H.S. Advisor		.03
Audio Visual	Director, Revere Middle	.06
	Director, High School	.065
	Director, Elementary (one per school)	.04
Odyssey of the Mind, Coaches	(per team)	.01
Academic Challenge	Head (if televised)	.03
	Assistant	.03
	RMS	.03
Academic Decathlon		.02
Revere-Ettes	Head	.09
Bus Duty	(3.5 @ HES) (3@ BES) prorated for .5	.03 each
Building Computer Coordinator	(one per school)	.04 each
Chess		.04
Ohio Math League		.02
Math Counts	RMS	.02
RHS Science Olympics		.02
RMS Science Olympics		.02
World Awareness Coordinator	(Bi-Annual)	.05
International Club		.03
Project Love		.03
Mu Alpha Theta (RHS)		.02
Power of the Pen (RMS)		.02
Robotics Advisor (RHS)		.09
Robotics Assistant Advisor (RHS)		.03
IAT Case Managers	(1 per building)	Tutor rate up to \$1,000 max
LPDC	Building Representatives	.03 each
	Clerical Support	.03
Resident Educator Mentor	for first RE mentee	.03
	for each additional RE mentee	.02
MP Mentors	for first MP mentee;	.02
	for each additional MP mentee	.01
SLO Committee	(as long as required by state mandate)	.03

Longevity increases will be provided for all positions accordingly:

4-5-6 Years	=	1% of Base Teacher's Salary
7-8-9 Years	=	2% of Base Teacher's Salary
10 Years	=	3% of Base Teacher's Salary

Longevity will be based on the years of experience coaching in a particular sport in the Revere Local School District.

Note: Grandfather former longevity modifications for current bargaining unit members who held supplemental contract during the 2007-2008 school year as long as future contract remains in same sport or activity; if there is a break in contract or a change to another sport or activity, new longevity modification percentages will become applicable when appropriate.

SICK LEAVE TRANSFER NOTICE

Date of Distribution to Members: _____

_____ who works at _____ is about to

(Print Name) (Building)

exhaust his/her accumulated Sick Leave, has experienced ten (10) consecutive days of sick leave absence and has requested the transfer of Sick Leave from any employee willing to transfer one (1) or more days. It is estimated that _____ days will be needed.

Any employee wishing to transfer accumulated Sick Leave should complete the form below and return it to the Association President. An employee may transfer a maximum five (5) days per year. A transfer which would reduce the donor employee to less than forty (40) accumulated days will not be implemented. A limit of thirty (30) days per year (July 1 through June 30) can be received by an employee.

Transfer Authorization

I, _____, authorize the transfer of _____ days(s) of my accumulated Sick Leave to _____.

Employee Signature

Date

Implementation of Transfer by Treasurer's Office

_____ has authorized the transfer of _____ day(s) of Sick leave to _____.

Signature, Treasurer's Office

Date

STAFF NETWORK & INTERNET ACCEPTABLE USE & SAFETY AGREEMENT

To access e-mail and/or the Internet at school, staff members must sign and return this form.

Use of the Internet is a privilege, not a right. The Board's Internet connection is provided for business and educational purposes only. Unauthorized or inappropriate use will result in a cancellation of this privilege.

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board also monitors online activity of staff members in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. () The Superintendent or designee may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Staff members accessing the Internet through the Board's computers/network assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.

The Board reserves the right to monitor, review and inspect any directories, files and/or messages residing on or sent using the Board's computers/networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

- () To the extent that proprietary rights in the design of a web site hosted on the Board's servers would vest in a staff member upon creation, the staff member agrees to license the use of the website by the Board without further compensation.

Please complete the following information:

Staff Member's Full Name (please print): _____

School: _____

I have read and agree to abide by the Staff Network and Internet Acceptable Use and Safety Policy and Guidelines. I understand that any violation of the terms and conditions set forth in the Policy is inappropriate and may constitute a criminal offense. As a use of the Board's computers/network and the Internet, I agree to communicate over the Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions and guidelines.

Staff Member's Signature

Date

The Superintendent is responsible for determining what is unauthorized or inappropriate use. The Superintendent may deny, revoke or suspend access to the Network/Internet to individuals who violate the Board's Staff Network and Internet Acceptable Use and Safety Policy and related Guidelines and take such other reasonable disciplinary action as is appropriate pursuant to the applicable collective bargaining agreement (6.07, 8.01 and 8.02) and/or Board Policy.

INTENT STATEMENTS

1. **Reduction in Force (RIF):** There will be no reduction in the number of teachers due to implementation of College Credit Plus program courses. This provision does not supersede Article V of the Agreement.
2. It is the intent of the parties that, if a teacher receives an “ineffective” rating on his/her summative evaluation and is returning the following year, that teacher shall have the same evaluator for the following year.
3. The *Licensure Code of Professional Conduct for Ohio Educators* indicates the aspiration for all educators and provides standards by which to judge conduct.
4. For the purposes of providing tutorial services before or after school, the Board will budget funds as part of the budget process and the building principal shall determine when and what tutorial services will be offered and shall allocate the funds.
5. The parties have engaged in extensive discussions regarding the ability of employees to designate same sex domestic partners for coverage under the health care plan provided by the Revere Local School District to its employees. The parties announce their intent to comply with the mandates applicable to the Revere Local School District that emerge from the decision of the U.S. Supreme Court in the case of *Obergefell, et al. vs. Hodges, Director, Ohio Department of Health, et al.*, Case No. 14-556. That decision is expected to be announced during the summer of 2015 and the parties shall meet to determine what, if any, provisions of the collective bargaining agreement need to be modified in order to comply with any applicable mandates.
6. It is the intent of the Board and REA that written expectations/job descriptions be developed for the following new Supplemental Contract Positions:
 - a. Elementary Grade Level Leaders & Middle School Department Chairs -- The intent is that the expectations/job descriptions will include what is currently done plus some added responsibilities to the Principal and Director of Curriculum and Instruction for instructional leadership.
 - b. Middle School Yearbook -- the intent is for the expectations/job description to reflect the current level of responsibilities.
 - c. Elementary Gaming Club (HES and BES) -- the intent is that the expectations/job descriptions reflect levels of responsibilities similar to the RMS Gaming Club.
 - d. Intensive Needs Coordinators (2 at RHS) -- the intent is that the expectations/job descriptions reflect current levels of responsibilities.

These expectations/job descriptions are to be developed by the building principal and staff from the building to be selected by REA by September 30, 2015. The Superinten-

dent, the Director of Curriculum and Instruction, and the Director of Student Services may also participate in the development of these expectations/job descriptions.

Subsequent to the completion of these expectations/job descriptions, the positions will be posted and filled. The salaries for these positions will be prorated for the balance of the 2015-2016 school year from the date the positions are filled

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