

STATE EMPLOYMENT  
RELATIONS

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COLLECTIVE BARGAINING AGREEMENT  
BETWEEN THE  
UPPER SANDUSKY EDUCATION ASSOCIATION  
AND THE  
BOARD OF EDUCATION OF THE  
UPPER SANDUSKY EXEMPTED VILLAGE  
SCHOOL DISTRICT

JULY 1, 2015 - JUNE 30, 2018

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# **ARTICLE I - COLLECTIVE BARGAINING PROCEDURES**

## **A. Recognition**

The Board of Education of the Upper Sandusky Exempted Village School District (hereafter "Board") hereby recognizes the Upper Sandusky Education Association, (hereafter "Association"), an affiliate of the Ohio Education Association and the National Education Association, as the exclusive bargaining representative of all regularly employed full-time and part-time certificated personnel (excluding supervisory, management-level, and confidential employees and employees in other bargaining units) for purposes of collective bargaining as defined in Chapter 4117 of the Ohio revised Code.

Throughout this Agreement the term "certificated" personnel means an employee who possess a valid certificate or educator license under Section 3319.22 of the Ohio Revised Code.

## **B. Negotiations Procedure**

1. Scope of Bargaining - Negotiable matters shall be all matters pertaining to wages, hours, or terms and conditions of employment and the continuation, modification or deletion of an existing provision of this Agreement.
2. Request for Negotiations - If either party desires to negotiate for a successor agreement, it shall notify the other party in writing no sooner than one hundred twenty (120) days, and no later than sixty (60) days, prior to the expiration of this Agreement. Notification from the Association shall be served on the Superintendent, and notification from the Board shall be addressed to the Association President.

3. Negotiations Meetings - The initial meeting shall be held within (15) days after the request has been submitted, unless both parties agree to an extension. At this initial meeting, both parties shall submit their proposals in such written detail that the proposals, if agreed to by the other party, would express the whole agreement between the parties with respect thereto. Thereafter neither party shall submit additional items except with the consent of the other party.

Before adjournment of each meeting, the time, place, and agenda for the next session shall be agreed upon. All negotiations shall be in private between both parties.

4. Representation - Neither party shall have any control over the selection of the negotiating representatives of the other party. The parties may each be represented by a maximum of five (5) representatives.
  - a. The parties mutually pledge that their representatives will be clothed with all necessary power and authority to make proposals, consider proposals, and make concessions in the course of negotiations.
5. Exchange of Information - The Board and Superintendent agree to furnish the Association upon request both prior to and during negotiations all regularly and routinely prepared information concerning the financial resources of the District. The Association agrees to furnish upon request all available information on its proposals.
6. Ratification of Agreement
  - a. As tentative agreement is reached on items, the agreement shall be reduced to writing and initialed by each party. Such initialing shall not be construed as final agreement until all items have been resolved.
  - b. When tentative agreement has been reached on all issues, a complete draft of the proposed new agreement shall be prepared jointly for review by both parties. When the parties have determined that the draft is accurate and complete, but no later than five (5) work days after tentative agreement is reached, the proposed new agreement shall be submitted to the Association for its ratification. The Association shall take action no later than five (5) work days after the review of the draft is completed. If ratified by the Association, the proposed agreement then shall be presented to the Board for ratification no later than five (5) work days after the Association's ratification.

- a. When approved by both parties, three (3) copies of the final Agreement shall be signed on behalf of the parties. One (1) copy shall be retained by the Board, one (1) by the Association, and one (1) sent to the State Employment Relations Board.

### **C. Impasse Procedure**

The parties have established the following mutually agreed upon dispute resolution procedure that supersedes and replaces the statutory procedures set forth in Section 4117.14 of the Ohio Revised Code.

If agreement is not reached on all items, the Association or the Board may request that the unresolved issues be submitted to mediation. Within five (5) days of the request, the parties will request the Federal Mediation and Conciliation Service to appoint a mediator. The period of mediation shall last no longer than the expiration of this Agreement or thirty (30) days from the assignment of a mediator, whichever comes first, unless such time periods are mutually extended by the parties to a certain date.

### **D. Amendment Procedure**

The terms and conditions of this Agreement shall remain in effect for the term of the contract unless altered by mutual consent of the parties. It is recognized, however, that matters previously unforeseen or not negotiated may arise which are proper subject(s) of bargaining. It shall, therefore be possible to amend this Agreement through written amendment properly signed and ratified by each party. The party desiring to initiate discussion of an amendment may do so by written request to the other party. A meeting for such purpose shall be held within ten (10) days of the request.

### **E. Management Rights and Responsibilities**

1. Except as otherwise specified in this Agreement, the Board retains the following rights and responsibilities:
  - a. Determine matters of inherent managerial policy which include, but are not limited to areas of discretion or policy such as the functions and programs of the Board standards of services, its overall budget, utilization of technology, and organizational structure;
  - b. Direct, supervise, evaluate, or hire employees;

- c. Maintain and improve the efficiency and effectiveness of governmental operations;
  - d. Determine the overall methods, process, means, or personnel by which governmental operations are to be conducted;
  - e. Suspend, discipline, demote, or discharge for just cause, or lay off, transfer, assign, schedule, promote, or retain employees;
  - f. Determine the adequacy of the work force;
  - g. Determine the overall mission of the employer as a unit of government;
  - h. Effectively manage the work force;
  - i. Take actions to carry out the mission of the Board as a governmental unit.
2. The Board is not required to bargain on the subjects reserved to management in the preceding paragraph as they affect wages, hours, terms and conditions of employment and the continuation, modification or deletion of an existing provision of this Agreement.

# **ARTICLE II - GRIEVANCE PROCEDURE**

## **A. Procedural Steps**

“Grievance“ means a claim by a bargaining unit member(s) or the Association of a violation misinterpretation, or misapplication of a specific term(s) of this Agreement. This procedure shall be the sole and exclusive means for processing any claim that constitutes a grievance.

Teachers are encouraged to discuss grievances with the proper member(s) of the administrative staff with full assurance that such discussion shall in no way prejudice their status with the school system.

To assure a prompt and thorough consideration of any such grievance, the procedure set forth below shall be followed:

### **Step I**

Within fifteen (15) work days following an incident giving rise to a grievance, the teacher shall first discuss the matter, either personally or accompanied by an Association representative, with his/her principal or immediate supervisor who shall endeavor to effect a solution.

### **Step II**

If the grievance is not resolved within five (5) work days after the discussion at Step 1, the teacher may, within twenty (20) work days following the incident giving rise to the grievance, present to the principal or immediate supervisor a written claim in quadruplicate on a form (see Appendix A) supplied by the Association. This form will be available from the Association building representative. Within five (5) work days after receipt of such claim the principal or immediate supervisor shall indicate the disposition of the grievance by completing the appropriate portion of the grievance form and returning one (1) copy to the Superintendent, one (1) copy to the teacher, and one (1) copy to the Association representative.

### Step III

If the grievant is not satisfied with the disposition of the grievance in Step II, he/she may, within five (5) work days after receipt of the disposition above, submit a written appeal in quadruplicate to the Superintendent. The teacher shall have the right to request a hearing before the Superintendent. Such hearing shall be conducted within five (5) work days after receipt of such request. The teacher shall have the option of inviting a representative to be with him/her at the time the grievance is discussed. The Superintendent shall take action on the appeal of the grievance within five (5) work days after the receipt of the appeal, or, if a hearing is requested, within five (5) work days after the hearing. The action taken and the reasons for the action shall be reduced to writing and copies sent to the teacher, the building principal or immediate supervisor, and the Association representative.

### Step IV

If the grievant is not satisfied with the disposition of the grievance through Step III, he/she may, within five (5) work days following the receipt of such disposition, submit a written appeal in duplicate to the Board. The teacher shall have the right to request a hearing and shall have the right to invite a representative to be with him/her. Upon receipt of such a request the Board will set a date for the hearing before a committee of the Board and notify the teacher as to the time and place of such a hearing. This hearing must take place within ten (10) work days of receipt of the appeal. The action taken by the Board and reasons there for will be given in writing within five (5) work days of the hearing and copies sent to the Superintendent, the building principal or immediate supervisor, the teacher, and the Association representative.

### Step V

If the grievant is not satisfied with the disposition in Step IV, he/she may request a hearing before an arbitrator within five (5) work days after the receipt of the disposition at Step IV. If the Association agrees to submit the grievance to arbitration, it shall notify the Board of its intent to proceed to arbitration within five (5) work days after the receipt of the disposition at Step IV. If the Association agrees to submit the grievance to arbitration, it shall notify the Board of its intent to proceed to arbitration with five (5) work days after receipt of the grievant request. Within fifteen (15) work days following receipt of the grievant request for arbitration, the Superintendent or his/her designated representative shall mutually petition the Federal Mediation and Conciliation Service to provide both parties

with a list of seven (7) names. Each grievance will be separately submitted to arbitration. A second list may be requested by either party. The arbitrator shall be selected by the alternate strike method.

Once the arbitrator has been selected, he/she shall conduct a hearing on the grievance. Provided, however, that either party may raise a question of arbitrability before the hearing. If a question of arbitrability is raised, the arbitrator shall determine whether he/she has jurisdiction upon the parties written submissions. The arbitrator shall not proceed to hold a hearing until he/she has determined the grievance is arbitrable, unless a disputed question of fact exists which is essential to resolving the issue of arbitrability.

The arbitrator shall hold the necessary hearing promptly. The decision of the arbitrator, if within the limits of his/her authority set forth herein, shall be binding on the Board, the Association and the grievant. Binding arbitration shall be the sole and exclusive remedy for any alleged violation of the Agreement. If an issue is not arbitrable, then any and all other remedies permitted by law will be available to the grievant.

The arbitrator shall not have the authority to add to, subtract from or modify any of the provisions of this Agreement, nor add to, detract from or modify the language herein. The arbitrator shall not have any authority to rule contrary to the law of the State of Ohio except where this Agreement supersedes State law in accordance with Section 4117.10(A) of the Ohio Revised Code. The arbitrator shall expressly confine himself/herself to the precise issue(s) submitted and shall have no authority to decide any issue(s) not submitted.

The arbitrator shall not interfere with management prerogatives involving the Board's discretion except as otherwise agreed in this Agreement. He/she shall not limit or interfere with the powers, duties and responsibilities of the Board under Article I, Section E. of this Agreement, applicable law, and State and Federal regulations having the force and effect of law except as otherwise agreed in this Agreement. No grievance shall be arbitrated together with any other grievance except by mutual consent of the parties.

The Federal Mediation and Conciliation Service's administrative fees and fees and expenses of the arbitrator shall be shared equally by the parties and each party shall bear the cost of its own representatives.

## **B. General Conditions**

The number of days indicated at each step is considered a maximum. However, time limits may be extended by written agreement. The term "work days" shall include weekdays (Monday through Friday) during the summer recess when schools are not in session except for legal holidays.

If no response to a grievance is made within the stipulated time limits, the teacher may, within ten (10) work days of the deadline for such response, file the grievance at the next step.

If the teacher does not file a grievance or an appeal within the time limits specified above for each step, then the grievance shall be considered waived.

All communications regarding grievances shall be reduced to writing and hand delivered or mailed by certified mail, return receipt requested. The Administration shall provide the Association President (or designee) with copies of all communications.

If a grievance arises from an alleged violation of this Agreement that affects rights of the Association, the Association President or designee shall file such grievance. If the grievance is not resolved informally, the Association shall begin the formal procedure at Step III, within twenty (20) work days following the occurrence of the incident giving rise to the grievance.

Bargaining unit members allegedly aggrieved who wish to file a grievance shall sign the grievance. The Association may then process the grievance on behalf of the entire group. If a grievance is filed by one (1) or more members allegedly harmed, any relief granted shall apply to all affected bargaining unit members. Where the grievance concerns an action above the principal or supervisor's level, the grievance shall be filed at Step III.

Hearings relative to this grievance procedure shall be conducted in such manner as not to conflict with the regularly scheduled school day for the teacher or teachers involved, except as may be arranged with the approval of the administrator involved.

A teacher engaged during the school day on behalf of the Association with any representative of the Board in any grievance shall be released from regular duties without loss of salary. All documents, communications, and records dealing with the processing of a grievance shall be filed separately from the personnel files of the participants.

The Association has the right to be present at the adjustment of any and all grievance.

See following page for Grievance Forms

**UPPER SANDUSKY SCHOOL DISTRICT  
GRIEVANCE PROCEDURE FORM**

Aggrieved Person, Persons, and/or Association \_\_\_\_\_  
\_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

School \_\_\_\_\_ Principal \_\_\_\_\_

Date Grievance Occurred \_\_\_\_\_ Date of Formal \_\_\_\_\_

Person or Persons to Whom Grievance is Directed \_\_\_\_\_  
\_\_\_\_\_

Statement of Grievance: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What part of the definition of grievance is violated? Set forth the language and source violated.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Action Requested: \_\_\_\_\_  
\_\_\_\_\_

Have you discussed this with your immediate supervisor? \_\_\_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_  
Grievant

\_\_\_\_\_  
Date

**GRIEVANCE DECISION**

Step II (Formal) Decision \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date Signature of Administrative Representative

Step III (Formal) Decision \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date Signature of Administrative Representative

Signature of Aggrieved and/or Association Representative\*

STEP IV (Formal) Decision \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date Signature of Administrative Representative

Signature of Aggrieved and/or Association Representative\*

WHERE DECISION REQUIRES ADDITIONAL SPACE, ATTACH PAGES AS NECESSARY.

\*Signature of the aggrieved and/or Association representative indicates only receipt and not necessarily agreement with the decision.

## **ARTICLE III - LEAVES (PAID OR UNPAID)**

### **A. Sick Leave**

#### **1. Definition of Sick Leave**

- a. Sick leave shall be defined as leave from duty for a limited number of days because of personal illness or injury, quarantine, pregnancy or serious illness or death in the employee's family.
- b. Each full-time employee must be paid for all time lost when the schools are closed due to an epidemic or other public calamity.
- c. Sick leave shall only be used upon approval of the responsible administrator. Each employee shall furnish a written signed statement on forms prescribed by the Board to justify the use of sick leave. In addition, the Superintendent may ask an employee for further information when he has reason to believe the sick leave request is not justified.

#### **2. Cumulative Sick Leave**

- a. In accordance with Section 3319.141 of the Ohio Revised Code each full-time employee of the Board shall accrue one and one-fourth (1.25) days sick leave with pay for each month of completed service, or a total of *fifteen* (15) days per year. Unused sick leave shall be cumulative from year to year to 275 days. Each new employee shall be granted five (5) days of sick leave when he/she has begun his/her duties of full-time employment. These five (5) days shall be part of the total number of cumulative days to which the employee shall be entitled for the first year of employment

#### **3. Transfer of Sick Leave**

- a. An employee who transfers from another school system or any public agency in Ohio to employment with the Board shall have his unused accumulated sick leave credited to his/her present place of employment. The Board will accept transfer of sick leave up to the maximum cumulative days indicated in Paragraph 2 above. It is the responsibility of the employee transferring sick

leave to file a certified record of unused sick leave with the Treasurer.

4. Acceptable Reason for Use of Sick Leave

- a. Personal illness, injury, exposure to contagious disease, pregnancy, and serious illness or death in the employee's immediate family;
- b. Immediate family shall be interpreted to include father, mother, brother, sister, husband, wife, child, parent-in-law, or any member of the household who has clearly stood in the same relationship with the employee including step-relations (with approval of the Superintendent). Serious illness shall mean a grave or severe sickness which requires a family member to be the caregiver where there is no other family member other than the employee to assist the member of the immediate family.

Absence due to death in the immediate family of an employee shall not exceed five (5) work days unless this limitation is specifically waived by the Superintendent. When a waiver is granted, the exact number of days shall be determined by the family relationship and the circumstances surrounding the death. If the immediate family of the spouse is ill or dies, sick leave is limited to a maximum of three (3) days.

- c. Leave may be granted to attend the funeral of grandparents, grandchildren niece, nephew, first cousin, aunt, uncle, brother-in-law, sister-in-law, daughter in-law, or son-in-law upon approval of the Superintendent. The time shall be limited to (1) day. Additional time not to exceed two (2) days shall be granted without loss of pay when it is necessary to travel in connection with the death of a relative.

5. Absences not Chargeable to Sick Leave

- a. If an employee is subpoenaed to appear in a court or administrative hearing to which the employee is not a party, the amount of the witness fee shall be deducted from the salary of the employee. The certified amount of the fee signed by the employee must be submitted or full salary for the period of absence shall be deducted.
- b. Should the employee be a party to the court, or administrative hearing, no salary shall be paid the employee for the period of absence, unless the employee is taking personal leave under Section C of this Article for the day.

- c. All employees are eligible for jury duty. The Board shall pay a full-time employee the difference between the employee's regular compensation that received by the employee for serving as a juror. The jury duty voucher or a copy must be submitted to the Treasurer upon returning to work. The employee may retain any mileage or meal allowance provided by the court and no deduction for these shall be made from the employee's compensation.

6. Forfeiture of Cumulative Sick Leave

- a. An employee whose employment is severed by resignation, retirement, removal or any other cause, forfeits all unused days of sick leave until such time when he/she may be re-employed by the Board or finds employment in another public agency in Ohio.
7. An employee who takes sick leave on a given day shall give advance notice to his/her principal or supervisor if the employee will report for a supplemental contract duty on that day.
  8. An employee suspected of developing a pattern of sick leave abuse will be so notified by his/her principal or supervisor and may be required to provide medical verification for future absences if the pattern continues.

**B. Assault Leave**

1. Notwithstanding the provisions of Section 3319.141 of the Ohio Revised Code, the Board will grant assault leave to employees absent due to a disability resulting from assault under the following conditions:
  - a. Any employee who must be absent due to a disability or psychological injury accompanying actual physical injury resulting from an assault while engaged in school-related activities, on or off school premises, before, during, or after school hours, will be paid his/her full scheduled compensation for the period of absence.

Assault shall be defined as an unlawful action resulting in bodily injury to an employee. Unless precluded from doing so by a disability, the employee shall make an appropriate police referral and extend all reasonable cooperation and assistance in bringing the assailant(s) to justice.

- b. The employee shall furnish to the Superintendent a written, signed statement describing the circumstances and events surrounding the assault, including the location, date and time of the assault, plus names and addresses of witnesses, if known.
- c. The employee shall also furnish a written, signed statement from a physician as to the nature of the disability, its possible duration, and the need to be absent from school.

The Board reserves the right to have the employee examined by the Board's physician, at Board expense.

If there is a conflict between the employee's physician and the Board-appointed physician, the employee and Board shall mutually appoint a third physician to examine the employee with the cost to be shared equally by the Board and the Association. The third physician's determination shall be binding.

- d. Upon receiving the statements referred to in Paragraphs 3 and 4 above, the Superintendent shall review the statements and conduct any further investigation deemed advisable prior to determining if assault leave should be granted to an employee. The Superintendent's decision is final, with the further understanding that his/her decision will not overturn the third physician's determination (if any) under Paragraph 4 above.
- e. Assault leave shall not be charged against sick leave earned or earnable by the employee. Assault leave shall be granted back to the first day of the disability.

### **C. Personal Leave**

- 1. Subject only to the provisions appearing below, all employees shall be eligible for three (3) unrestricted personal leave days per school year. Requests for personal leave must, except in case of emergency, be made to the immediate supervisor at least twenty-four (24) hours prior to such leave. The personal day shall not be taken immediately before or after a holiday unless prior permission has been granted by the Superintendent.
  - a. Up to one (1) personal leave day per year may be banked and/or carried forward per year to a maximum of five (5) days total for future use by an employee.

- b. An employee will not be credited or compensated for personal leave days not banked or used by an employee by the end of the contract year.
- c. No personal leave days may be taken after May 15 unless special circumstances approved by the Principal are pre-approved, if possible, two (2) weeks in advance of the requested date of the leave.
- d. Only one (1) personal leave day may be taken in May unless special circumstances approved by the Superintendent are pre-approved, if possible, two (2) weeks in advance of the requested date of the leave.

#### **D. Professional Leave**

1. No more than three (3) leaves shall be approved under this Section for a particular employee in a given school year, exclusive of any leaves initiated or requested by the Administration. Professional leave may be granted to attend meetings, conferences, and workshops directly related to the employee's assignment. A maximum of two (2) days in the case of a head coach or advisor, and one (1) in all other cases, may be taken in connection with each extra-curricular assignment or for attendance at athletic clinics and tournaments and up to two (2) delegates to attend the OEA Representative Assembly for one (1) day each school year.

Requests for professional leave shall be submitted to both the Superintendent and the employee's immediate supervisor at least one (1) week in advance utilizing the form following this section. All reimbursable expenses must be listed (using a good faith estimate if the precise amount is not known) as a condition of reimbursement. Any additional days taken for attendance at athletic tournaments, workshops or in connection with extra-curricular assignments must be charged to personal leave, except where coaches have participants in OHSAA tournaments which shall not be charged to any leave. Each request shall specify the date(s), location, and nature of the function. Such request shall then be forwarded to the Superintendent for action. If a request is rejected at this level, the employee shall be given written notification.

2. At the time a request for professional leave is approved, an employee will be informed of the maximum amount of expenses that will be paid by the Board. Reimbursable expenses may include registration fees, lodging, parking, meals (subject to a cap of \$30.00 for a full-day professional leave only, with the further understanding that reimbursement does not apply to tips or alcoholic beverages), and actual mileage at the rate approved in Article 4, Section F. Upon return from the professional leave, an employee shall complete the expense voucher portion of the Professional Leave Form and submit it to the Treasurer.
3. The Board shall set aside for professional leave, exclusive of athletic and extra-curricular activities, a total of twelve thousand five-hundred dollars (\$12,500) per fiscal year July 1 through June 30) for use by bargaining unit employees. These funds shall be divided among the school buildings on a per-pupil basis. The distribution shall be equally divided into two (2) parts, July 1 through December 31 and January 1 through June 30 during the fiscal year. Funds not expended during the first part shall be carried over into the second part, but no remainder of funds will be rolled over into the subsequent fiscal year. It is mutually understood that monies allocated for this purpose may come from any source available to the Board, including federal, state, or other grants or funds earmarked for professional development, or the general fund.
4. When an employee has been directed to attend a professional meeting by the Superintendent or immediate supervisor, the expenses for such leaves will not be applied to the funds referred to in Paragraph 3 above.
5. Upon return from the professional leave, an employee shall submit a written summary to the immediate supervisor reflecting information gained during the professional leave. By mutual agreement of the employee and immediate supervisor, the employee may make a presentation to appropriate other staff members.

See following pages for Professional Leave Forms

**UPPER SANDUSKY EXEMPTED VILLAGE SCHOOLS  
PROFESSIONAL LEAVE FORM**

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

NAME OF MEETING \_\_\_\_\_

LOCATION OF MEETING \_\_\_\_\_ DATES OF ATTENDANCE \_\_\_\_\_

IS A SUBSTITUTE REQUIRED? \_\_\_\_\_ NUMBER OF DAYS \_\_\_\_\_

**ESTIMATED EXPENSES:**

REGISTRATION \$ \_\_\_\_\_ TRANSPORTATION \$ \_\_\_\_\_ PARKING \$ \_\_\_\_\_

MEALS \$ \_\_\_\_\_ LODGING \$ \_\_\_\_\_ OTHER \$ \_\_\_\_\_

ESTIMATED TOTAL \$ \_\_\_\_\_

WHY ARE YOU INTERESTED IN ATTENDING THIS CONFERENCE? \_\_\_\_\_

EMPLOYEE SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

PRINCIPAL SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

SUPERINTENDENT SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

\_\_\_\_\_ Approved \_\_\_\_\_ Denied \_\_\_\_\_  
(Reason for Denial)

**ACTUAL REIBURSEMENT: (ATTACH RECEIPTS)**

REGISTRATION \$ \_\_\_\_\_ TRANSPORTATION \$ \_\_\_\_\_ PARKING \$ \_\_\_\_\_

MEALS \$ \_\_\_\_\_ LODGING \$ \_\_\_\_\_ OTHER \$ \_\_\_\_\_

ACTUAL TOTAL \$ \_\_\_\_\_

**MAXIMUM REIMBURSEMENT \$ \_\_\_\_\_**

FUNDING SOURCE: \_\_\_\_\_ Building Allocation \_\_\_\_\_ General Fund \_\_\_\_\_ Athletic Fund  
\_\_\_\_\_ Extracurricular \_\_\_\_\_ Federal \_\_\_\_\_ Grant  
\_\_\_\_\_ Other

EMPLOYEE SIGNATURE \_\_\_\_\_

(Revision: 10/19/99)  
Filed in Contract  
Blue

**PROFESSIONAL LEAVE  
REPORT FORM**

Name \_\_\_\_\_ School \_\_\_\_\_

Name of Meeting \_\_\_\_\_

Date of Attendance \_\_\_\_\_

Location of Meeting \_\_\_\_\_

1. The major theme of this activity was \_\_\_\_\_

\_\_\_\_\_

2. The following will be useful in my classroom \_\_\_\_\_

\_\_\_\_\_

3. Would this activity be of interest to other teachers? (Why or Why not?) \_\_\_\_\_

\_\_\_\_\_

4. I could do a presentation as a result of attending this activity. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_  
Date Submitted

File in Forms  
Blue

## **E. Leaves of Absence of Any Kind**

As a general rule, all leaves of absence except those involving emergencies should have the prior approval of the appropriate building principal or the superintendent. When known by the employee and except in emergency situations, an employee must complete leave request paperwork prior to leave being taken or used. If at all possible, no longer than 5 days should pass before completing leave of absence paperwork, including most emergency situations. Teachers should obtain any and all leave forms from their building principal. All FMLA forms for extended leave should be completed in consultation with the human resources coordinator for the school district.

## **F. Unpaid Leaves of Absence**

A leave of absence without pay shall be granted by the Board when the purpose of the request is for personal illness or disability. A leave of absence without pay may be granted by the Board for educational, professional, or child care leave.

An employee desiring such a leave will be required to present a written request to the Superintendent not later than Monday prior to the next regularly scheduled Board meeting. Such request shall include the date the leave is to commence and the anticipated date of return. The Superintendent will report all properly submitted requests to the Board at its regularly scheduled meeting.

Leaves for child care, upon approval by the Board, will be increments of one (1) semester. The minimum length will be one (1) semester or the balance remaining of the semester of application; however, a shorter or longer length of time may be approved by the Board.

No unpaid leave shall exceed two (2) consecutive semesters inclusive of the semester in which the leave begins.

Employees will be reinstated from a leave of absence at the time agreed upon when the leave was granted. Upon return from leave, a teacher shall resume the contract status held prior to such leave and will be returned to a position similar to the one held prior to going on leave.

Where the group insurance policy permits, an employee on leave of absence may continue to participate in those benefits which are provided to other employees by payment of the full monthly group rate for such benefits to the Treasurer at least fifteen (15) days prior to the due date of said monthly premiums.

For purposes of the federal Family and Medical Leave Act, the twelve-month period during which an eligible employee may use up to twelve (12) weeks of unpaid leave is a rolling twelve-month period measured backward from when the employee uses leave under the Act.

A bargaining unit member may be absent without pay for up to ten (10) consecutive work days, subject to the approval of the Superintendent. Such absence will be limited to one (1) occurrence during any given school year and dependent upon available substitutes and impact on the continuity of instruction.

#### **G. Absence on Professional Development Days**

Planned sick leave or personal leave generally may not be used on a professional development day. If an employee must be absent because of illness, a doctor's certificate may be required. If there is a pattern of habitual absences on professional development days or the scheduling of doctor's appointments on such days appears to be non-emergency, non-attendance on such days will not be considered acceptable by the administration. Personal leave also may not be used on a professional development day except for an extraordinary and unavoidable reason, and such leave requires the prior approval of the Superintendent. If, however, it might be arranged for a tape to be viewed on a professional development day, an employee may, when special circumstances are involved, and with prior superintendent permission, be granted use of planned sick and/or personal leave.

#### **H. Sick Leave Donation Program**

In the event of a catastrophic event, pregnancy, or situation involving a staff member and/or his immediate family, the Association President and the Superintendent may need to set up a sick leave donation plan.

The minimum guidelines of such a plan shall be:

- a. The employee must exhaust his or her own sick leave first;
- b. Donations from an employee must be in units of one (1) day;
- c. The employee who is using donated sick leave will not earn additional sick leave while receiving the donated leave days; and

- d. The employee who is using donated sick leave must use the sick leave in increments of at least one (1) day.

## **ARTICLE IV - SALARIES AND FRINGE BENEFITS**

### **A. Salary Schedule**

Effective July 1, 2015, the starting salary shall be \$33,114.

Effective July 1, 2016, the starting salary shall be \$33,445.

Effective July 1, 2017, the starting salary shall be \$33,779.

The salary schedules follow this section.

In addition to compensation as detailed in the salary schedule, each bargaining unit member shall receive an annual stipend of \$1,500 per year. This stipend will be payable in 26 bi-weekly installments in conjunction with regular payroll disbursements.

**Upper Sandusky Exempted Village Schools**  
**Teacher's Salary Schedule**  
 Effective July 1, 2015

**Base: \$33,114**

Years of Service	Non-Degree	BA	BA+20	MA	MA+20
0	\$28,577	\$33,114	\$34,770	\$36,425	\$38,081
1	\$29,703	\$34,438	\$36,359	\$38,213	\$40,002
2	\$30,829	\$35,763	\$37,948	\$40,002	\$41,922
3	\$31,955	\$37,088	\$39,538	\$41,790	\$43,843
4	\$33,081	\$38,412	\$41,127	\$43,578	\$45,763
5	\$34,207	\$39,737	\$42,717	\$45,366	\$47,684
6	\$35,332	\$41,061	\$44,306	\$47,154	\$49,605
7	\$36,458	\$42,386	\$45,896	\$48,942	\$51,525
8	\$37,584	\$43,710	\$47,485	\$50,730	\$53,446
9	\$38,710	\$45,035	\$49,075	\$52,519	\$55,366
10	\$38,710	\$46,359	\$50,664	\$54,307	\$57,287
11	\$38,710	\$47,684	\$52,254	\$56,095	\$59,208
12	\$38,710	\$47,684	\$52,254	\$57,883	\$61,128
13	\$38,710	\$47,684	\$52,254	\$57,883	\$61,128
14	\$38,710	\$47,684	\$52,254	\$57,883	\$61,128
15	\$38,710	\$49,009	\$53,843	\$59,671	\$63,049
16	\$38,710	\$49,009	\$53,843	\$59,671	\$63,049
17	\$38,710	\$49,009	\$53,843	\$59,671	\$63,049
18	\$38,710	\$49,671	\$54,638	\$60,565	\$64,009
19	\$38,710	\$49,671	\$54,638	\$60,565	\$64,009
20	\$38,710	\$50,333	\$55,433	\$61,459	\$64,969
28	\$38,710	\$53,644	\$59,406	\$65,930	\$69,771

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2015 10/16/2015

**Upper Sandusky Exempted Village Schools**  
**Teacher's Salary Schedule**  
 Effective July 1, 2016

**Base: \$33,445**

Years of Service	Non-Degree	BA	BA+20	MA	MA+20
0	\$28,863	\$33,445	\$35,117	\$36,790	\$38,462
1	\$30,000	\$34,783	\$36,723	\$38,596	\$40,402
2	\$31,137	\$36,121	\$38,328	\$40,402	\$42,342
3	\$32,275	\$37,459	\$39,933	\$42,208	\$44,281
4	\$33,412	\$38,796	\$41,539	\$44,014	\$46,221
5	\$34,549	\$40,134	\$43,144	\$45,820	\$48,161
6	\$35,686	\$41,472	\$44,750	\$47,626	\$50,101
7	\$36,823	\$42,810	\$46,355	\$49,432	\$52,041
8	\$37,960	\$44,148	\$47,960	\$51,238	\$53,980
9	\$39,097	\$45,485	\$49,566	\$53,044	\$55,920
10	\$39,097	\$46,823	\$51,171	\$54,850	\$57,860
11	\$39,097	\$48,161	\$52,776	\$56,656	\$59,800
12	\$39,097	\$48,161	\$52,776	\$58,462	\$61,740
13	\$39,097	\$48,161	\$52,776	\$58,462	\$61,740
14	\$39,097	\$48,161	\$52,776	\$58,462	\$61,740
15	\$39,097	\$49,499	\$54,382	\$60,268	\$63,680
16	\$39,097	\$49,499	\$54,382	\$60,268	\$63,680
17	\$39,097	\$49,499	\$54,382	\$60,268	\$63,680
18	\$39,097	\$50,168	\$55,184	\$61,171	\$64,649
19	\$39,097	\$50,168	\$55,184	\$61,171	\$64,649
20	\$39,097	\$50,837	\$55,987	\$62,074	\$65,619
28	\$39,097	\$54,181	\$60,001	\$66,589	\$70,469

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# Upper Sandusky Exempted Village Schools

## Teacher's Salary Schedule

Effective July 1, 2017

**Base: \$33,779**

Years of Service	Non-Degree	BA	BA+20	MA	MA+20
0	\$29,152	\$33,779	\$35,468	\$37,157	\$38,846
1	\$30,300	\$35,131	\$37,090	\$38,981	\$40,806
2	\$31,449	\$36,482	\$38,711	\$40,806	\$42,765
3	\$32,597	\$37,833	\$40,333	\$42,630	\$44,724
4	\$33,746	\$39,184	\$41,954	\$44,454	\$46,683
5	\$34,894	\$40,535	\$43,575	\$46,278	\$48,642
6	\$36,043	\$41,887	\$45,197	\$48,102	\$50,602
7	\$37,191	\$43,238	\$46,818	\$49,926	\$52,561
8	\$38,340	\$44,589	\$48,440	\$51,750	\$54,520
9	\$39,488	\$45,940	\$50,061	\$53,574	\$56,479
10	\$39,488	\$47,291	\$51,683	\$55,398	\$58,438
11	\$39,488	\$48,642	\$53,304	\$57,222	\$60,398
12	\$39,488	\$48,642	\$53,304	\$59,046	\$62,357
13	\$39,488	\$48,642	\$53,304	\$59,046	\$62,357
14	\$39,488	\$48,642	\$53,304	\$59,046	\$62,357
15	\$39,488	\$49,994	\$54,925	\$60,871	\$64,316
16	\$39,488	\$49,994	\$54,925	\$60,871	\$64,316
17	\$39,488	\$49,994	\$54,925	\$60,871	\$64,316
18	\$39,488	\$50,669	\$55,736	\$61,783	\$65,296
19	\$39,488	\$50,669	\$55,736	\$61,783	\$65,296
20	\$39,488	\$51,345	\$56,547	\$62,695	\$66,275
28	\$39,488	\$54,723	\$60,600	\$67,255	\$71,173

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2017 1% Increase

## **B. Supplemental Salary Schedule**

Persons contracted to serve in extra-curricular positions shall be paid according to the Supplemental Salary Schedule that follows this section.

Supplemental contracts will be paid in equal installments over the course of the school year (or over the remaining pays in the school year if the supplemental contract is awarded after the start of the year) in accordance with Section E of this Article.

However, in the case of a seasonal supplemental contract position (for example, basketball or baseball coaching positions), the employee may opt in writing to be paid in one lump-sum payment at the end of the season. The seasonal employee's annual supplemental contract will contain an election form under which the employee may check which method of payment is preferred; if no selection is specified, payment will be made in accordance with the first sentence of this Section. If the employee does not complete the duration of the supplemental contract because of unforeseen circumstances such as leaves or termination, it is mutually understood that the Board may recoup any salary paid in advance to the holder of the supplemental contract. If the duties are performed in part, the salary will be prorated.

The salaries for positions listed on the Supplemental Salary Schedule shall be calculated as follows:

- a. No experience - percentage multiplied by the BA Step 1 salary
- b. One (1) year experience - percent times BA Step 2 salary
- c. Two (2) years experience - percent times BA Step 3 salary
- d. Three (3) years experience - percent times BA Step 4 salary
- e. Four (4) years experience - percent times BA Step 5 salary
- f. Five (5) years experience - percent times BA Step 6 salary
- g. Six (6) years experience - percent times BA Step 7 salary

See following pages for Supplemental Positions and Salary Schedule

**Upper Sandusky Exempted Village Schools**  
**Supplemental Positions**  
**2015-2018**

**ATHLETICS**

**Football**

HS Head Coach	16
HS Assistant Coach (4)	10
9th Grade Head Coach	9
9th Grade Assistant Coach	8.5
8th Grade Head Coach	8
8th Grade Assistant Coach	7.5
7th Grade Head Coach	8
7th Grade Assistant Coach	7.5

**Soccer**

Boys Head Coach	11
Boys Assistant Coach	7
Girls Head Coach	11
Girls Assistant Coach	7

**Volleyball**

HS Head Coach	11
HS Assistant Coach	7
8th Grade Head Coach	6
7th Grade Head Coach	6

**Cross Country**

HS Head Coach	10
MS Head Coach	5

**Golf**

Head Coach	10
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**Tennis**

Boys Head Coach	10
Girls Head Coach	10

**Weight Training**

Coordinator	10
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**Wrestling**

HS Head Coach	12
HS Assistant Coach	8
MS Head Coach	6
MS Assistant Coach	4

**Baseball**

Head Coach	11
Assistant Coach	7

**Basketball**

Boys Head Coach	16
Boys Assistant Coach	10
Boys Reserve Coach	10
Boys 9th Grade Head Coach	9

**ATHLETICS (CONT'D)**

**Basketball (Cont'd)**

Boys 8th Grade Head Coach	8
Boys 7th Grade Head Coach	8
Girls Head Coach	16
Girls Assistant Coach	10
Girls Reserve Coach	10
Girls 8th Grade Head Coach	8
Girls 7th Grade Head Coach	8

**Track**

HS Boys Head Coach	11
HS Boys Assistant Coach	7
MS Boys Head Coach	6
MS Boys Assistant Coach	4
HS Girls Head Coach	11
HS Girls Assistant Coach	7
MS Girls Head Coach	6
MS Girls Assistant Coach	4

**Softball**

Head Coach	11
Assistant Coach	7

**Swimming**

Head Coach	11
Assistant Coach	7

**Intramurals**

HS Director	2
MS Director	2

**Cheerleading**

HS Advisor	11
HS Assistant Advisor	7
MS Advisor	6

**MS Athletic Director**

9

**Field Lines (All Seasons)**

11

**Upper Sandusky Exempted Village Schools**  
**Supplemental Positions**  
2015-2018

**MUSIC/ARTS**

**Instrumental Music**

HS Band Director	16
HS Assistant Director	5
MS Band Director	5
HS Majorette Advisor	5
HS Flagline Advisor	5
HS Jazz Band	2
MS Jazz Band	2
Summer Instrumental Music (2)	6

**Vocal Music**

HS Choir	12
MS Choir	5
HS Accompanist (co-teacher)	2
HS Accompanist (non-staff)	10
HS Jazz/Show Choir	4

**Basketball Band**

High School Boys	2
High School Girls	2
Middle School	2

**Drama**

Fall Play Director	6
Fall Play Assistant Director	3
Fall Play Business Manager	1
Fall Play Lighting/Tech	1
HS Musical Director	8.5
HS Musical Assistant Director	5
HS Musical Pit Director	5
HS Musical Business Manager	2
HS Musical Sets	2
HS Musical Props/Costumes/Makeup	2
HS Musical Lighting/Tech	2
Cabaret Lighting/Tech	0.5
Drama Club	2
6th Grade Musical	4

**CO-CURRICULAR**

**Visual Aid**

HS Technician	3.5
Union Technician	3

**CO-CURRICULAR**

**Student Council (non-administrators)**

HS Advisor	8
MS Advisor	3
Webmaster	
High School	3
Upper Sandusky MS	2
Union Elementary	2
East Elementary School	2
South Elementary School	2

**Local Prof Development Committee**

Member (5)	\$600
Newspaper	
High School Paper	5
Middle School Paper	3.5

**Miscellaneous**

Art Club	2
Computer Tech. Coord.	7
Chess Club	2
High School Yearbook	6.5
National Honor Society	2
Prom Advisor	6
Quiz Bowl - HS	5
Robotics	2
Spelling Bee Coordinator	0.5
SLO Grade/Content Chair	\$600
Spanish Club	2

**BLT/DLT (non-administrators)**

Per Meeting	\$25
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**Upper Sandusky Exempted Village Schools**  
**Supplemental Positions**  
2015-2018

**EXTENDED SEASON PAY (LUMP SUM)**

**Athletics**

Football Season Head Coach	1%	
Football Season Coordinators/Assistants	0.5%	Paid if the season is extended into the playoffs.
Cheer Coach and MB Director/Assistant	0.5%	
All Other Seasons Head Coaches	1%	
All Other Seasons Assistant Coaches	0.5%	Paid if the season is extended past the first level of tournament play
Cheer Coach	0.5%	

*It Is mutually understood that:*

*\*in areas where multiple contracts are offered, the total number of contracts is indicated in parentheses.*

*\*in any case where a team/activity is not fielded/held during the year, no contract will be paid.*

*\*extended season pay will be a lump sum payment after the season is completed.*

**EXTENDED CONTRACT DAYS**

**Guidance Counselor**

HS 9-10	20 Days
HS 11-12	20 Days
MS	20 Days

**Technology Coordinator**

District Coordinator	25 Days
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**District Testing Coordinator**

District Testing Coordinator	Up to 10 Days
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**Upper Sandusky Exempted Village Schools**  
**Supplemental Salary Schedule**

Effective July 1, 2015

	STEP 0	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	Step 7
	\$34,438	\$35,763	\$37,088	\$38,412	\$39,737	\$41,061	\$42,386	\$43,710
	\$172	\$179	\$185	\$192	\$199	\$205	\$212	\$219
	\$344	\$358	\$371	\$384	\$397	\$411	\$424	\$437
	\$689	\$715	\$742	\$768	\$795	\$821	\$848	\$874
	\$1,033	\$1,073	\$1,113	\$1,152	\$1,192	\$1,232	\$1,272	\$1,311
	\$1,205	\$1,252	\$1,298	\$1,344	\$1,391	\$1,437	\$1,484	\$1,530
	\$1,378	\$1,431	\$1,484	\$1,536	\$1,589	\$1,642	\$1,695	\$1,748
	\$1,722	\$1,788	\$1,854	\$1,921	\$1,987	\$2,053	\$2,119	\$2,186
	\$2,066	\$2,146	\$2,225	\$2,305	\$2,384	\$2,464	\$2,543	\$2,623
	\$2,238	\$2,325	\$2,411	\$2,497	\$2,583	\$2,669	\$2,755	\$2,841
	\$2,411	\$2,503	\$2,596	\$2,689	\$2,782	\$2,874	\$2,967	\$3,060
	\$2,583	\$2,682	\$2,782	\$2,881	\$2,980	\$3,080	\$3,179	\$3,278
	\$2,755	\$2,861	\$2,967	\$3,073	\$3,179	\$3,285	\$3,391	\$3,497
	\$2,927	\$3,040	\$3,152	\$3,265	\$3,378	\$3,490	\$3,603	\$3,715
	\$3,099	\$3,219	\$3,338	\$3,457	\$3,576	\$3,695	\$3,815	\$3,934
	\$3,444	\$3,576	\$3,709	\$3,841	\$3,974	\$4,106	\$4,239	\$4,371
	\$3,788	\$3,934	\$4,080	\$4,225	\$4,371	\$4,517	\$4,662	\$4,808
	\$4,133	\$4,292	\$4,451	\$4,609	\$4,768	\$4,927	\$5,086	\$5,245
	\$4,477	\$4,649	\$4,821	\$4,994	\$5,166	\$5,338	\$5,510	\$5,682
	\$4,821	\$5,007	\$5,192	\$5,378	\$5,563	\$5,749	\$5,934	\$6,119
	\$5,166	\$5,364	\$5,563	\$5,762	\$5,961	\$6,159	\$6,358	\$6,557
	\$5,510	\$5,722	\$5,934	\$6,146	\$6,358	\$6,570	\$6,782	\$6,994

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**Upper Sandusky Exempted Village Schools**  
**Supplemental Salary Schedule**

Effective July 1, 2016

	STEP 0	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	Step 7
	\$34,783	\$36,121	\$37,459	\$38,796	\$40,134	\$41,472	\$42,810	\$44,148
	\$174	\$181	\$187	\$194	\$201	\$207	\$214	\$221
	\$348	\$361	\$375	\$388	\$401	\$415	\$428	\$441
	\$696	\$722	\$749	\$776	\$803	\$829	\$856	\$883
	\$1,043	\$1,084	\$1,124	\$1,164	\$1,204	\$1,244	\$1,284	\$1,324
	\$1,217	\$1,264	\$1,311	\$1,358	\$1,405	\$1,452	\$1,498	\$1,545
	\$1,391	\$1,445	\$1,498	\$1,552	\$1,605	\$1,659	\$1,712	\$1,766
	\$1,739	\$1,806	\$1,873	\$1,940	\$2,007	\$2,074	\$2,141	\$2,207
	\$2,087	\$2,167	\$2,248	\$2,328	\$2,408	\$2,488	\$2,569	\$2,649
	\$2,261	\$2,348	\$2,435	\$2,522	\$2,609	\$2,696	\$2,783	\$2,870
	\$2,435	\$2,528	\$2,622	\$2,716	\$2,809	\$2,903	\$2,997	\$3,090
	\$2,609	\$2,709	\$2,809	\$2,910	\$3,010	\$3,110	\$3,211	\$3,311
	\$2,783	\$2,890	\$2,997	\$3,104	\$3,211	\$3,318	\$3,425	\$3,532
	\$2,957	\$3,070	\$3,184	\$3,298	\$3,411	\$3,525	\$3,639	\$3,753
	\$3,130	\$3,251	\$3,371	\$3,492	\$3,612	\$3,732	\$3,853	\$3,973
	\$3,478	\$3,612	\$3,746	\$3,880	\$4,013	\$4,147	\$4,281	\$4,415
	\$3,826	\$3,973	\$4,120	\$4,268	\$4,415	\$4,562	\$4,709	\$4,856
	\$4,174	\$4,335	\$4,495	\$4,656	\$4,816	\$4,977	\$5,137	\$5,298
	\$4,522	\$4,696	\$4,870	\$5,043	\$5,217	\$5,391	\$5,565	\$5,739
	\$4,870	\$5,057	\$5,244	\$5,431	\$5,619	\$5,806	\$5,993	\$6,181
	\$5,217	\$5,418	\$5,619	\$5,819	\$6,020	\$6,221	\$6,422	\$6,622
	\$5,565	\$5,779	\$5,993	\$6,207	\$6,421	\$6,636	\$6,850	\$7,064

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**Upper Sandusky Exempted Village Schools  
Supplemental Salary Schedule**

Effective July 1, 2017

	STEP 0	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	Step 7
	\$35,131	\$36,482	\$37,833	\$39,184	\$40,535	\$41,887	\$43,238	\$44,589
	\$176	\$182	\$189	\$196	\$203	\$209	\$216	\$223
	\$351	\$365	\$378	\$392	\$405	\$419	\$432	\$446
	\$703	\$730	\$757	\$784	\$811	\$838	\$865	\$892
	\$1,054	\$1,094	\$1,135	\$1,176	\$1,216	\$1,257	\$1,297	\$1,338
	\$1,230	\$1,277	\$1,324	\$1,371	\$1,419	\$1,466	\$1,513	\$1,561
	\$1,405	\$1,459	\$1,513	\$1,567	\$1,621	\$1,675	\$1,730	\$1,784
	\$1,757	\$1,824	\$1,892	\$1,959	\$2,027	\$2,094	\$2,162	\$2,229
	\$2,108	\$2,189	\$2,270	\$2,351	\$2,432	\$2,513	\$2,594	\$2,675
	\$2,284	\$2,371	\$2,459	\$2,547	\$2,635	\$2,723	\$2,810	\$2,898
	\$2,459	\$2,554	\$2,648	\$2,743	\$2,837	\$2,932	\$3,027	\$3,121
	\$2,635	\$2,736	\$2,837	\$2,939	\$3,040	\$3,142	\$3,243	\$3,344
	\$2,810	\$2,919	\$3,027	\$3,135	\$3,243	\$3,351	\$3,459	\$3,567
	\$2,986	\$3,101	\$3,216	\$3,331	\$3,445	\$3,560	\$3,675	\$3,790
	\$3,162	\$3,283	\$3,405	\$3,527	\$3,648	\$3,770	\$3,891	\$4,013
	\$3,513	\$3,648	\$3,783	\$3,918	\$4,054	\$4,189	\$4,324	\$4,459
	\$3,864	\$4,013	\$4,162	\$4,310	\$4,459	\$4,608	\$4,756	\$4,905
	\$4,216	\$4,378	\$4,540	\$4,702	\$4,864	\$5,026	\$5,189	\$5,351
	\$4,567	\$4,743	\$4,918	\$5,094	\$5,270	\$5,445	\$5,621	\$5,797
	\$4,918	\$5,107	\$5,297	\$5,486	\$5,675	\$5,864	\$6,053	\$6,242
	\$5,270	\$5,472	\$5,675	\$5,878	\$6,080	\$6,283	\$6,486	\$6,688
	\$5,621	\$5,837	\$6,053	\$6,269	\$6,486	\$6,702	\$6,918	\$7,134

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*[Signature]*  
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### **C. Pay Periods**

A teacher's annual salary shall be paid in twenty-six (26) equal installments by direct electronic deposit to the employee's authorized account(s). Each employee may have a maximum of three (3) financial institutions or three (3) accounts within a financial institution in which to direct-deposit their regular pay, exclusive of any payroll deductions that may go to financial institutions. All direct-deposit notifications will be done via email to the employee. Each employee may designate up to three (3) email addresses to receive notification.

Paydays shall be every other Friday with the initial pay date to be established as the first Friday on which it would be legally possible to issue same.

No more often than once every five (5) years, the Treasurer may utilize a pay period of up to three (3) weeks in order to avoid a 27th pay in a fiscal year. In no case shall there be less than two (2) weeks between paydays. This 3-week hiatus between pays, when it occurs, will happen between the last regularly scheduled payday in June and the first payday in July. The Treasurer will give written notice of the hiatus at least ninety (90) days before it occurs.

The Treasurer shall normally distribute salary notices to each employee no later than July 1 for the succeeding school year. However, when the salary schedule for the succeeding year has not been agreed upon by July 1, the Treasurer shall then distribute salary notices within thirty (30) days after the new salary schedule has been established.

### **D. Contract Termination Payment**

Teachers leaving the District at the end of the regular school year may request the payment of the salary due in a lump sum at the end of the regular school year.

## **E. Payroll Deductions**

1. **Annuities** - The Board will accept applications from employees that the Board substitute payments in accordance with such applications to qualified insurance companies in lieu of the payment of such amounts as salaries to such employees. Written requests for diversion of salary to annuity contracts must be in the hands of the Treasurer before September 15. Request for diversion of salary for annuities at other times during the contract year will not be accepted. A new annuity carrier must have a minimum of ten percent (10%) of employees in the bargaining unit for this provision to apply.
2. **Association Dues** - Payroll deductions shall be made twice a month for Association dues (USEA/OEA/NEA/NWEOA) during the months of November through August, i.e. twenty (20) deductions. An individual employee may signify that he/she desires continuous payroll dues deduction. Such deduction shall be on a continuous basis from year to year thereafter unless revoked by the employee in writing to the Treasurer (with a copy to the Association President and Association Treasurer) during the first fifteen (15) days of any subsequent school year.
3. **Credit Union** - Payroll deductions shall be made for all employees who authorize same for purposes of diverting a portion of their salaries into any chartered credit union.
4. **Health Insurance** - Any employee having health insurance with companies who approved by the Board may have their premiums paid by payroll deductions.
5. **Optional Life Insurance** - Payroll deductions will be made for those employees who elect to purchase life insurance in addition to that provided by the Board.
6. **Hold Harmless Provision** - The Association agrees to hold the Treasurer harmless and assumes the sole responsibility to resolve all problems arising out of the payroll dues deduction procedures providing the Treasurer acted in good faith and in accordance with the terms of the above-stated procedures. If for any reason the Treasurer fails to make a duly authorized deduction for any employee as provided by the terms of this Agreement, the deduction shall be made from the employee's next pay after the error has been called to the Treasurer's attention by the Association.

## **F. Mileage Reimbursement**

Mileage expenses shall be paid at the rate of \$0.60 per mile.

## **G. Hourly Rates**

An L.D. Tutor shall be paid on the appropriate horizontal training column and vertical experience step of the regular teachers' salary schedule. An L.D. Tutor's regularly scheduled work year will include the four (4) in-service/teacher workdays specified on the District's school year calendar with each such day to consist of the employee's normal number of daily work hours. All summer school teachers and other tutors shall be paid an hourly rate calculated by dividing the base (BA at Step 0) salary on the teacher's salary schedule by 1350.

## **H. Period Substituting**

Any employee who is requested during their free school periods to substitute for an absent employee shall be reimbursed twenty-five dollars (\$25.00) per period if the absent employee is absent due to taking a sick, personal or professional day.

At the time the teacher agrees to substitute, the principal will complete the appropriate District form so the teacher can receive reimbursement at the end of the pay period. The teacher will receive a copy of the District form within two (2) working days after the teacher substituted.

## **I. Severance Pay**

1. A bargaining unit member who has been an employee of the State, a political subdivision, or any combination thereof, for at least ten (10) years and who elects to retire from active service shall be paid for one-fourth (25%) of his/her accrued but unused sick leave to a maximum of sixty-five (65) days.
2. To Qualify for Severance Pay
  - a. A letter of resignation/retirement must be submitted to qualify for severance pay.
  - b. Once an employee meets State Teachers Retirement System retirement qualifications, he/she may retire at any point during the school year. The employee must supply the district's treasurer with retirement verification information.

- c. Payment will be made with sixty (60) days after verification of the first retirement payment. Payment for sick leave on this basis shall be considered to eliminate all sick leave credit accumulated by the employee at the time.
- d. If an employee with ten (10) or more years of service with the District dies prior to retirement, the amount of severance pay to which the employee would have been entitled shall be paid to the estate of the employee.

## **J. Insurance Benefits**

### **1. Medical Insurance**

The Board shall continue to provide current medical and prescription drug insurance coverage and benefit levels through December 31, 2015. Beginning January 1, 2016, the Board will offer three Major Medical insurance choices as detailed in the following section.

The Board shall continue to provide medical and prescription drug insurance benefits for bargaining unit employees and their dependents to age 26.

Allocation of the monthly cost between the Board and employee shall be shared 85% by the Board and 15% by the employee.

For employees who regularly work less than full-time, the Board's contribution to the monthly premium shall be reduced proportionately from the amount otherwise payable by the Board under Paragraph 1 of this Section. If the employee elects insurance coverage under this Section, the employee shall pay the difference between the Board contribution and the actual premium by payroll deduction. An employee regularly scheduled to work less than half-time shall not be entitled to a Board contribution under this Section, but may elect to purchase the insurance fringe benefit solely at his/her expense during the enrollment period applicable to the benefit.

See page 43-44 for details of Medical Plan A

See pages 45-46 for details of Medical Plan B

See page 47-48 for details of Medical Plan C

## 2. Dental Insurance

The Board shall continue to provide current dental insurance benefits for bargaining unit. Allocation of the monthly cost between the Board and employee shall be shared 85% by the Board and 15% by the employee.. For employees who regularly work less than full-time the Board's coverage contribution to the monthly premium shall be reduced proportionately. If the employee elects insurance coverage under this Section, the employee shall pay the difference between the Board contribution and the actual premium through payroll deduction. An employee regularly scheduled to work less than half-time shall not be entitled to a Board contribution under this Section, but may elect to purchase the insurance fringe benefit solely at his/her expense during the enrollment period applicable to the benefit.

See page 49-50 for details of Dental Coverage

**Wyandot-Crawford Consortium  
Plan A  
Effective January 1, 2015**

<b>Benefits</b>	<b>Network</b>	<b>Non-Network</b>
Benefit Period	January 1 <sup>st</sup> through December 31 <sup>st</sup>	
Dependent Age Limit	26	
Older Aged Child	28 Removal on Birthdate	
Pre-Existing Condition Waiting Period (does not apply to members under the age of 19)	N/A	
Blood Pint Deductible	0 pints	
Overall Annual Benefit period Maximum	Unlimited	
Benefit Period Deductible – Single/Family <sup>1</sup>	\$300 / \$600	\$600 / \$1,200
Coinsurance	90%	70%
Coinsurance Out-of-Pocket Maximum (Excluding Deductible) – Single/Family	\$1700 / \$3,400	\$3,400 / \$6,800
<b>Physician/Office Services</b>		
Office Visit (Illness/Injury) <sup>2</sup>	\$20 copay, then 100%	70% after deductible
Urgent Care Office Visit <sup>2</sup>	\$50 copay, then 100%	70% after deductible
Immunizations (tetanus toxoid, rabies vaccine, and meningococcal polysaccharide vaccine are covered services)	100%	70% after deductible
<b>Preventative Services</b>		
Routine Physical Exam (One exam per benefit period for ages 21 and older) <sup>2</sup>	100%	70% after deductible
Well Child Care Services including Exam, Lab and Immunizations (31 visits per lifetime, to age 21) <sup>2</sup>	100%	70% after deductible
Routine Mammogram (One per benefit period)	100%	70% after deductible
Routine Pap Test (One per benefit period)	100%	70% after deductible
Routine Prostate Specific Antigen (PSA)	100%	70% after deductible
Routine Endoscopic Services (All ages)	100%	70% after deductible
Routine EKG, Chest X-ray, Complete Blood Count, Comprehensive Metabolic Panel, Urinalysis (Ages 21 and over limited to once per 24 month period)	100%	70% after deductible
<b>Outpatient Services</b>		
Surgical Services	90% after deductible	70% after deductible
Diagnostic Services	90% after deductible	70% after deductible
Physical & Occupational Therapy - Facility and Professional (Unlimited)	90% after deductible	70% after deductible
Chiropractic Therapy – Professional Only (Unlimited)	90% after deductible	70% after deductible
Speech Therapy – Facility and Professional (Unlimited)	90% after deductible	70% after deductible
Cardiac Rehabilitation	90% after deductible	70% after deductible
Emergency use of an Emergency Room	\$100 copay, then 100%	
Non-Emergency use of an Emergency Room	\$100 copay then 90%	70% after deductible

<b>Benefits</b>	<b>Network</b>	<b>Non-Network</b>
<b>Inpatient Facility</b>		
Semi-Private Room and Board	90% after deductible	70% after deductible
Maternity	90% after deductible	70% after deductible
Skilled Nursing Facility	90% after deductible	70% after deductible
<b>Additional Services</b>		
Allergy Testing and Treatments	90% after deductible	70% after deductible
Ambulance	90% after deductible	70% after deductible
Durable Medical Equipment	90% after deductible	70% after deductible
Home Health Care	90% after deductible	70% after deductible
Hospice	90% after deductible	70% after deductible
Organ Transplants	90% after deductible	70% after deductible
Private Duty Nursing	90% after deductible	70% after deductible
<b>Mental Health and Substance Abuse – Federal Mental Health Parity</b>		
Inpatient Mental Health and Substance Abuse Services	<b>Benefits paid are based on corresponding medical benefits</b>	
Outpatient Mental Health and Substance Abuse		
<b>Prescription Drugs<sup>3</sup> – Includes Diabetic Supplies and Oral Contraceptive Coverage<sup>4</sup></b>		
Retail – 30 Day Supply	\$5 Generic / \$25 Formulary Brand / \$40 Non-Formulary Brand	
Home Delivery – 90 Day Supply	\$10 Generic / \$62.50 Formulary Brand / \$100 Non-Formulary Brand	

Note: Services requiring a copayment are not subject to the single/family deductible.

Deductible and coinsurance expenses incurred for services by a non-network provider will also apply to the network deductible and coinsurance out-of-pocket limits. Deductible and coinsurance expenses incurred for services by a network provider will also apply to the non-network deductible and coinsurance out-of-pocket limits.

Non-Contracting and Facility Other Providers will pay the same as Non-Network.

Benefits will be determined based on Medical Mutual's medical and administrative policies and procedures.

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In certain instances, Medical Mutual's payment may not equal the percentage listed above. However, the covered person's coinsurance will always be based on the lesser of the provider's billed charges or Medical Mutual's negotiated rate with the provider.

<sup>1</sup>Maximum family deductible. Member deductible is the same as single deductible.

<sup>2</sup>The office visit copay applies to the cost of the office visit only.

<sup>3</sup>Failure to present an ID card may result in decreased benefits.

<sup>4</sup>Includes over-the-counter items, as well as insulin, syringes and needles.

**Wyandot-Crawford Consortium  
Plan B  
Effective January 1, 2015**

Benefits	Network	Non-Network
Benefit Period	January 1 <sup>st</sup> through December 31 <sup>st</sup>	
Dependent Age Limit	26	
Older Aged Child	28 Removal on Birthdate	
Pre-Existing Condition Waiting Period (does not apply to members under the age of 19)	N/A	
Blood Pint Deductible	0 pints	
Overall Annual Benefit period Maximum	Unlimited	
Benefit Period Deductible – Single/Family <sup>1</sup>	\$750 / \$1500	\$1500 / \$3000
Coinsurance	80%	60%
Coinsurance Out-of-Pocket Maximum (Excluding Deductible) – Single/Family	\$1500 / \$3000	\$3000 / \$6000
<b>Physician/Office Services</b>		
Office Visit (Illness/Injury) <sup>2</sup>	\$20 copay Primary Care/\$40 Specialist	60% after deductible
Urgent Care Office Visit <sup>2</sup>	\$50 copay, then 100%	60% after deductible
Immunizations (tetanus toxoid, rabies vaccine, and meningococcal polysaccharide vaccine are covered services)	100%	60% after deductible
<b>Preventative Services</b>		
Routine Physical Exam (One exam per benefit period for ages 21 and older) <sup>2</sup>	100%	60% after deductible
Well Child Care Services including Exam, Lab and Immunizations (31 visits per lifetime, to age 21) <sup>2</sup>	100%	60% after deductible
Routine Mammogram (One per benefit period)	100%	60% after deductible
Routine Pap Test (One per benefit period)	100%	60% after deductible
Routine Prostate Specific Antigen (PSA)	100%	60% after deductible
Routine Endoscopic Services (All ages)	100%	60% after deductible
Routine EKG, Chest X-ray, Complete Blood Count, Comprehensive Metabolic Panel, Urinalysis (Ages 21 and over limited to once per 24 month period)	100%	60% after deductible
<b>Outpatient Services</b>		
Surgical Services	80% after deductible	60% after deductible
Diagnostic Services	80% after deductible	60% after deductible
Physical & Occupational Therapy - Facility and Professional (Unlimited)	80% after deductible	60% after deductible
Chiropractic Therapy – Professional Only (Unlimited)	80% after deductible	60% after deductible
Speech Therapy – Facility and Professional (Unlimited)	80% after deductible	60% after deductible
Cardiac Rehabilitation	80% after deductible	60% after deductible
Emergency use of an Emergency Room	\$150 copay, then 100%	
Non-Emergency use of an Emergency Room	\$150 copay then 80%	60% after deductible

<b>Benefits</b>	<b>Network</b>	<b>Non-Network</b>
<b>Inpatient Facility</b>		
Semi-Private Room and Board	80% after deductible	60% after deductible
Maternity	80% after deductible	60% after deductible
Skilled Nursing Facility	80% after deductible	60% after deductible
<b>Additional Services</b>		
Allergy Testing and Treatments	80% after deductible	60% after deductible
Ambulance	80% after deductible	60% after deductible
Durable Medical Equipment	80% after deductible	60% after deductible
Home Health Care	80% after deductible	60% after deductible
Hospice	80% after deductible	60% after deductible
Organ Transplants	80% after deductible	60% after deductible
Private Duty Nursing	80% after deductible	60% after deductible
<b>Mental Health and Substance Abuse – Federal Mental Health Parity</b>		
Inpatient Mental Health and Substance Abuse Services	<b>Benefits paid are based on corresponding medical benefits</b>	
Outpatient Mental Health and Substance Abuse		
<b>Prescription Drugs<sup>3</sup> – Includes Diabetic Supplies and Oral Contraceptive Coverage<sup>4</sup></b>		
Retail – 30 Day Supply	\$5 Generic / \$25 Formulary Brand / \$40 Non-Formulary Brand	
Home Delivery – 90 Day Supply	\$10 Generic / \$62.50 Formulary Brand / \$100 Non-Formulary Brand	

Note: Services requiring a copayment are not subject to the single/family deductible.

Deductible and coinsurance expenses incurred for services by a non-network provider will also apply to the network deductible and coinsurance out-of-pocket limits. Deductible and coinsurance expenses incurred for services by a network provider will also apply to the non-network deductible and coinsurance out-of-pocket limits.

Non-Contracting and Facility Other Providers will pay the same as Non-Network.

Benefits will be determined based on Medical Mutual's medical and administrative policies and procedures.

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In certain instances, Medical Mutual's payment may not equal the percentage listed above. However, the covered person's coinsurance will always be based on the lesser of the provider's billed charges or Medical Mutual's negotiated rate with the provider.

<sup>1</sup>Maximum family deductible. Member deductible is the same as single deductible.

<sup>2</sup>The office visit copay applies to the cost of the office visit only.

<sup>3</sup>Failure to present an ID card may result in decreased benefits.

<sup>4</sup>Includes over-the-counter items, as well as insulin, syringes and needles.

**Wyandot-Crawford Consortium  
Plan C  
Effective January 1, 2015**

<b>Benefits</b>	<b>Network</b>	<b>Non-Network</b>
Benefit Period	January 1 <sup>st</sup> through December 31 <sup>st</sup>	
Dependent Age Limit	26	
Older Aged Child	28 Removal on Birthdate	
Pre-Existing Condition Waiting Period (does not apply to members under the age of 19)	N/A	
Blood Pint Deductible	0 pints	
Overall Annual Benefit period Maximum	Unlimited	
Benefit Period Deductible – Single/Family <sup>1</sup>	\$2600 / \$5200	\$2600 / \$5200
Coinsurance	100%	60%
Coinsurance Out-of-Pocket Maximum (Excluding Deductible) – Single/Family	\$0 / \$0	\$2500 / \$5000
<b>Physician/Office Services</b>		
Office Visit (Illness/Injury) <sup>2</sup>	100% after deductible	60% after deductible
Urgent Care Office Visit <sup>2</sup>	100% after deductible	60% after deductible
Immunizations (tetanus toxoid, rabies vaccine, and meningococcal polysaccharide vaccine are covered services)	100%	60% after deductible
<b>Preventative Services</b>		
Routine Physical Exam (One exam per benefit period for ages 21 and older) <sup>2</sup>	100%	60% after deductible
Well Child Care Services including Exam, Lab and Immunizations (31 visits per lifetime, to age 21) <sup>2</sup>	100%	60% after deductible
Routine Mammogram (One per benefit period)	100%	60% after deductible
Routine Pap Test (One per benefit period)	100%	60% after deductible
Routine Prostate Specific Antigen (PSA)	100%	60% after deductible
Routine Endoscopic Services (All ages)	100%	60% after deductible
Routine EKG, Chest X-ray, Complete Blood Count, Comprehensive Metabolic Panel, Urinalysis (Ages 21 and over limited to once per 24 month period)	100%	60% after deductible
<b>Outpatient Services</b>		
Surgical Services	100% after deductible	60% after deductible
Diagnostic Services	100% after deductible	60% after deductible
Physical & Occupational Therapy - Facility and Professional (Unlimited)	100% after deductible	60% after deductible
Chiropractic Therapy – Professional Only (Unlimited)	100% after deductible	60% after deductible
Speech Therapy – Facility and Professional (Unlimited)	100% after deductible	60% after deductible
Cardiac Rehabilitation	100% after deductible	60% after deductible
Emergency use of an Emergency Room	\$100 copay after deductible	
Non-Emergency use of an Emergency Room	\$100 copay after deductible	60% after deductible

<b>Benefits</b>	<b>Network</b>	<b>Non-Network</b>
<b>Inpatient Facility</b>		
Semi-Private Room and Board	100% after deductible	60% after deductible
Maternity	100% after deductible	60% after deductible
Skilled Nursing Facility	100% after deductible	60% after deductible
<b>Additional Services</b>		
Allergy Testing and Treatments	100% after deductible	60% after deductible
Ambulance	100% after deductible	60% after deductible
Durable Medical Equipment	100% after deductible	60% after deductible
Home Health Care	100% after deductible	60% after deductible
Hospice	100% after deductible	60% after deductible
Organ Transplants	100% after deductible	60% after deductible
Private Duty Nursing	100% after deductible	60% after deductible
<b>Mental Health and Substance Abuse – Federal Mental Health Parity</b>		
Inpatient Mental Health and Substance Abuse Services	<b>Benefits paid are based on corresponding medical benefits</b>	
Outpatient Mental Health and Substance Abuse		
<b>Prescription Drugs<sup>3</sup> – Includes Diabetic Supplies and Oral Contraceptive Coverage<sup>4</sup></b>		
Retail – 30 Day Supply	<b>Deductible applies then:</b> \$5 Generic/\$25 Formulary Brand/ \$40 Non-Formulary Brand <b>Deductible applies then:</b> \$10 Generic/ \$62.50 Formulary Brand/ \$100 Non-Formulary Brand	
Home Delivery – 90 Day Supply		

Note: Services requiring a copayment are not subject to the single/family deductible.

Deductible and coinsurance expenses incurred for services by a non-network provider will also apply to the network deductible and coinsurance out-of-pocket limits. Deductible and coinsurance expenses incurred for services by a network provider will also apply to the non-network deductible and coinsurance out-of-pocket limits.

Non-Contracting and Facility Other Providers will pay the same as Non-Network.

Benefits will be determined based on Medical Mutual's medical and administrative policies and procedures.

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In certain instances, Medical Mutual's payment may not equal the percentage listed above. However, the covered person's coinsurance will always be based on the lesser of the provider's billed charges or Medical Mutual's negotiated rate with the provider.

<sup>1</sup>Maximum family deductible. Member deductible is the same as single deductible.

<sup>2</sup>Failure to present an ID card may result in decreased benefits.

<sup>3</sup>Includes over-the-counter items, as well as insulin, syringes and needles.



**UPPER SANDUSKY EXEMPTED VILLAGE**  
**Traditional Dental**  
**With Orthodontia**

<b>Benefits</b>	
Benefit Period	January 1 <sup>st</sup> through December 31 <sup>st</sup>
Dependent Age Limit	25; Removal upon Birth Date
Benefit Period Maximum (per member)	\$1,500
Benefit Period Deductible Single / Family	\$25 / \$50
Orthodontic Lifetime Maximum	\$1,500
<b>Preventive Services</b>	
Oral Exams – two per benefit period	100% UCR
Bite Wing X-Rays – two sets per benefit period	100% UCR
Prophylaxis (cleaning) – two per benefit period	100% UCR
Fluoride Treatment – one treatment per benefit period, limited to dependents up to age 19	100% UCR
Space Maintainers- limited to eligible dependents up to age 19	100% UCR
Emergency Palliative Treatment – includes emergency oral exam	100% UCR
<b>Restorative Services</b>	
Consultations and Other Exams by Specialist	80% UCR after deductible
Diagnostic X-Rays - including Full Mouth/Panorex, which are limited to one every 36 consecutive months	80% UCR after deductible
Minor Restorative Services	80% UCR after deductible
Endodontics/Pulp Services	80% UCR after deductible
Periodontal Services	80% UCR after deductible
Repairs, Relines & Adjustments of Prosthetics	80% UCR after deductible
Simple Extractions	80% UCR after deductible
Impactions	80% UCR after deductible
Minor Oral Surgery Services	80% UCR after deductible
General Anesthesia	80% UCR after deductible
<b>Complex Services</b>	
Gold Foil Restoration	70% UCR after deductible
Inlays, Onlays – one every five years	70% UCR after deductible
Crowns – one every five years	70% UCR after deductible
Bridgework (Pontics & Abutments) – one every five years	70% UCR after deductible
Partial and Complete Dentures – one every five years	70% UCR after deductible

<b>Benefits</b>	
<b>Orthodontic Services</b>	
Orthodontic Diagnostic Services	60% UCR
Minor Treatment for Tooth Guidance	60% UCR
Minor Treatment for Harmful Habits	60% UCR
Interceptive Orthodontic Treatment	60% UCR
Comprehensive Orthodontic Treatment	60% UCR

Note: Benefits will be determined based on Medical Mutual's medical and administrative policies and procedures.

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In certain instances, Medical Mutual's payment may not equal the percentage listed above. However, the covered person's coinsurance will always be based on the lesser of the provider's billed charges or Medical Mutual's negotiated rate with the provider.

3. Vision Insurance

The Board shall provide individual and family vision insurance benefits for bargaining unit employees. Each employee may elect individual or family vision insurance coverage with allocation of the monthly cost between the Board and employee to be shared 85% by the Board and 15% by the employee..

For employees who regularly work less than full-time, the Board's contribution to the monthly premium shall be reduced proportionately. An employee regularly scheduled to work less than half-time shall not be entitled to a Board contribution under this Section, but may elect to purchase the insurance fringe benefit solely at his/her expense during the enrollment period applicable to the benefit.

See page 52 for details of Vision Insurance Coverage

4. Group Life Insurance

At Board expense each employee shall be provided with forty thousand dollars (\$40,000) term life insurance.

Subject to any insurability requirements imposed by the insurer, an employee may purchase additional life insurance on the employee, the employee's spouse and the children of the employee. Payment for the additional life insurance shall be by payroll deduction and the enrollment period shall be from September 1 through September 15 of each year.



## Upper Sandusky Exempted Village Schools

### Vision Insurance

As of 7/1/2012

#### Your Coverage from a VSP Doctor

**WellVision Exam®** focuses on your eye health and overall wellness

- No copay applies ..... *every 24 months*

#### **Prescription Glasses**

- \$20 copay

**Lenses**..... *every 24 months*

- *Single vision, lined bifocal, and lined trifocal lenses*
- *Polycarbonate lenses for dependent children*

**Frame**..... *every 24 months*

- *\$120 allowance for frame of your choice*
- *20% off amount over your allowance*

**-OR-**

#### **Contact Lens Care**

No copay applies..... *every 24 months*

- *\$120 allowance for contacts and the contact lens exam (fitting and evaluation)*
- *New and current soft contact lens wearers may be eligible for a special program that includes and initial contact lens evaluation and initial supply of lenses*

#### Extra Discounts and Savings

##### **Glasses and Sunglasses**

- *Average 35-40% savings on all non-covered lens options*
- *30% off additional glasses and sunglasses, including lens options, from the same VSP doctor on the same day as your WellVision Exam. Or get 20% off from any VSP doctor within 12 months of your last WellVision Exam.*

##### **Contacts**

- *15% off cost of contact lens exam (fitting and evaluation)*

##### **Laser Vision Correction**

- *Average 15% off the regular price or 5% off the promotional price. Discounts only available from contracted facilities.*
- *After surgery, use your frame allowance (if eligible) for sunglasses from any VSP doctor.*

5. Change to Insurance Benefits

No changes will be made to any insurance coverage provided to bargaining unit members during the course of this agreement except under the following condition:

- a. The deductible that applies to Plan C (High Deductible Health Plan with Health Savings Account) will automatically be adjusted to meet the minimum required deductible to maintain the tax-deductible status of plan as published by the IRS.

6. Change of Carrier

The Board reserves the right to place the hospitalization and major medical insurance plans up for bid, in an attempt to lower costs, under the following conditions:

- a. The bidding process shall occur no more often than necessary.
- b. Representatives of the Association shall have adequate time to investigate any carrier being considered by the Board and to raise questions and/or concerns regarding a prospective carrier.
- c. Should a different carrier be contracted with by the Board to provide the hospitalization and major medical coverage, there shall be no reduction of coverage or benefits as a result of the change.
- d. The Association President shall be provided, and updated, with all documents pertaining to insurance coverage provided by the Board under this Article.

7. Medical, Dental, and Vision Insurance Study Committee

Either party may request (in writing) that a committee be formed to review cost saving options relative to medical or dental, or vision insurance. When such a request is made, each party may name up to seven (7) persons to the committee and the initial meeting shall be convened within thirty (30) days of the receipt of the written request.

8. L.D. Tutor Benefits

For purposes of insurance benefits only, any L.D. Tutor who is annually employed for thirty (30) or more hours per week shall be entitled to full insurance benefits. Any annually employed L.D. Tutor regularly working less than thirty (30) hours per week shall be entitled to a pro-rata portion of insurance benefits payments.

9. Health and Prescription Drug Insurance Option

A full-time employee who waives his/her right to health and prescription drug insurance coverage under this Article shall receive a payment each year subject to the following conditions:

- a. The employee must waive his/her right to coverage in writing and submit this form to the Treasurer no later than November 15.
- b. Coverage must be waived for the period of the District's insurance year.
- c. Declining health and/or prescription option shall result in the following payments to the employee:
  - i. Health and Prescription Coverage
    1. Family Coverage: \$1,800.00
    2. Single Coverage: \$800.00
- d. Payments shall be made in two (2) equal installments. The first will be due on or before January 15; the second will be due on or before June 1.
- e. An employee who uses this option and who then loses alternative health and prescription drug coverage through the layoff, death, or divorce of a spouse will be permitted to enroll in the Board's health and prescription drug insurance plan, provided that the employee will forfeit any payment he/she has received or becomes eligible to receive, prorated to the part of the year the employee resumes Board coverage.

- f. This provision will automatically renew for each succeeding insurance year unless the Superintendent gives the Association President written notice by September 1 of the Board's intent not to continue this option, in which case this provision will expire at the end of that insurance year.

#### **10. High Deductible Health Plan with HSA Insurance Option**

A full-time employee who elects to enroll in the HDHP with HSA insurance coverage under this Article shall receive a payment each year subject to the following conditions:

- a. The employee must enroll in the HDHP with HSA plan during the yearly enrollment period.
- b. Coverage must be elected for the calendar year (January 1 to December 31).
- c. Enrollment in the HDHP with HSA entitles the employee to a contribution to a Health Savings Account (HSA) from the Board equal to 50% of the amount of the deductible for the enrolled coverage.
  - i. Current Example of Regular Yearly Contribution (January 1, 2015 – December 31, 2015)
    - 1. Family Coverage: \$2,600.00
    - 2. Single Coverage: \$1,300.00
- d. For any change to the Plan C (HSA) deductible announced after the enrollment period or December 1, whichever is earlier, the Board will contribute 50% of the deductible for the previous year AND 100% of any increase applicable to the plan chosen by the employee for the following calendar year.
- e. This provision will automatically renew for each succeeding insurance year with any adjustments to HSA deposits made by the Board to reflect the appropriate amount of the HSA deductible.

## **K. Retirement Pickup**

The Board agrees to continue its current practice of "picking up" an employee's STRS contributions using the salary restatement method.

## **L. Credit for Additional Training**

Each employee who has completed graduate level training at an accredited college or university that would qualify him/her for a higher category on the salary schedule shall file with the Treasurer official transcripts verifying completion of such training. The following provisions shall apply:

- a. If official documentation (grad slips, letter from college or university, and/or transcript) is provided prior to or on September 1, the teacher's salary will be adjusted effective with the beginning of the school year. The teacher's adjusted salary will be reflected no later than the first October paycheck.
- b. If official documentation is provided after September 1 but prior to or on January 31, the adjustment shall be effective February 1. The teacher's adjusted salary shall be reflected beginning with the second February paycheck.

If documentation other than an official transcript is submitted by September 1 or January 31, the employee must supply the transcript within thirty (30) days or the adjustment will be voided and any increased payments shall be refunded to the District.

- c. Correspondence courses and/or on-line courses are acceptable for credits for additional training. Correspondence courses are defined for this purpose as college/university credits earned in whole or in part from an institution accredited by the Ohio Department of Education by mail, video, distance-learning, computer/internet, or satellite.

### **M. Compensation for Curriculum Work**

Employees involved in curriculum work (e.g. course of study revision, textbook selection) shall be compensated at an hourly rate which shall be the same as the rate in Section H of this Article when required to work outside the regular work day. The compensation of committee(s), hours allotted, and time when the work will be conducted shall be determined by the Administration. The work outside the regular work day will be posted as a supplemental position and employee(s) selected will be given at least thirty (30) days notice prior to the start of the work. The thirty (30) days after receipt of the completed project by the Superintendent or his designee, or within thirty (30) days of the employment fulfilling all the time allotted by the Board, the employee will receive compensation for the hours allotted outside the regular work day for which the employee submitted a record of work being performed.

### **N. Section 125 Plan**

The Board agrees to implement a flexible spending plan under Section 125 of the Internal Revenue Code under which employee contributions toward monthly insurance premiums will continue to be paid with pre-tax dollars and the employee may designate pre-tax dollars to be set aside for unreimbursed medical costs and/or childcare expenses. Employee participation in the plan is voluntary, and all legal requirements for such a plan will be observed.

### **O. Teacher Professional Organization (TPO)**

Upon written request of the Local Association/Teacher Professional Organization to the Board, the following TPO officers shall be paid for service to the TPO:

- a. President: Annual compensation will be equal to .5 (one-half) of the cost of the individual's yearly association dues (not to include dues payable to the local association). If Co-Presidents, compensation will be divided equally.
- b. Treasurer: Annual compensation will be equal to .25 (one-quarter) of the cost of the individual's yearly association dues (not to include dues payable to the local association).

The amount of TPO compensation will be communicated to the board in writing by the TPO and the Board will perform all administration within applicable laws and regulations (including STRS regulations and reporting) related to the TPO compensation. Payment shall be made to TPO officers with the last regular paycheck prior to June 30.

The TPO will complete all applicable forms and documents requested by the Board and will reimburse the Board for TPO compensation no later than June 1. TPO reimbursement shall include salary plus any retirement contributions and applicable taxes paid on their behalf by the board.

**P. Payment of Background Check Fees**

The board will pay for the cost of any Background Check Fee required for teacher professional license renewal.

# **ARTICLE V - EMPLOYMENT PRACTICES AND WORKING CONDITIONS**

## **A. Evaluation Committee**

1. The Association and the Board agree to a joint Evaluation Development Committee for the purpose of establishing the policy, procedure and process, including the evaluation instrument, for the evaluation of teachers in the District and to regularly review the effectiveness of this policy, procedure and process, including the evaluation instrument, for the evaluation of teachers in the District.
2. The committee shall be comprised of four Association members and four members appointed by the Board or Superintendent.
3. Members of the committee will receive release time for committee work and/or training. Any work outside of the work day will be paid \$25.00 per hour.
4. The Evaluation Committee will make yearly recommendations for any needed modifications to the evaluation process including the corresponding evaluation instruments prior to the beginning of any school year to allow for the implementation of any changes.
5. Subsequent changes/revisions to the adopted Evaluation Guidelines shall be subject to ratification by the Board and the Association.
6. In the event of legislative action by the Ohio General Assembly that impacts in any way on this topic, the parties to the Master Agreement may reconvene to determine whether adjustments are appropriate.

## **B. Staff Evaluation**

1. The primary element in the staff evaluation procedure is the administrative staff consisting of the principals, assistant principals, and the Superintendent. Each teacher subject to evaluation will be evaluated by a Credentialed Administrator that holds the credential established by the Ohio Department of Education, has completed State-sponsored evaluation training, has passed an online credentialing assessment and is employed by Upper Sandusky Exempted Village Schools.

2. The new teacher evaluation system applies to any person who is employed under a teaching license or under a professional or permanent teacher's certificate and who spends at least 50% of the time employed providing student instruction. Teachers will use the evaluation tool on pages 70-80.
3. Speech Pathology personnel will use the evaluation tool listed on pages 81-90.
4. Certified personnel that are not in a classroom (nurses, school counselors, librarians) will use the evaluation tool from the 2012-2015 Agreement on pages 91-97.
5. If State Legislature would decide to discontinue use of the new evaluation tool used for OTES then certified teachers could choose to revert back to the use of the evaluation tool from the 2012-2015 agreement on pages 91-97.

### **C. Standards Based Teacher Evaluation**

1. The Board of Education is responsible for a standards-based teacher evaluation policy, which conforms to the framework for evaluation of teachers as approved by the State Board of education and aligns with the "Standards for the Teaching Profession" as set forth in State Law.
2. The Board adopts a "Modified Danielson Model" as approved by the State Board of Education
3. The evaluation policy is intended to provide an evaluation model that is research based, transparent, fair, and adaptable to the needs of the District. The Board believes in the importance of ongoing assessment and meaningful feedback as a powerful vehicle to support improved teaching performance and student growth as well as promotion and retention decisions for teachers.
4. Teacher evaluations will utilize multiple factors, with the intent of providing meaningful feedback to the teacher and assigning an effectiveness rating based in equal part upon (50%) teacher performance and (50%) student growth. Student growth measures in accordance with Ohio Teacher Evaluation System (OTES) , including a combination of value-added data or alternative student academic process measure; ODE approved assessments; and/or locally determined measures including student learning objectives .

5. Teacher performance will be evaluated during formal observations and periodic observations also known as “classroom walkthroughs”.
6. Each teacher evaluation will result in an effectiveness rating of:
  - a. Accomplished
  - b. Skilled
  - c. Developing
  - d. Ineffective
7. Teachers designated as “Accomplished” will be evaluated every 3 years.
8. Teachers designated as “Skilled” will be evaluated every 2 years.
9. All evaluations will be completed by May 1<sup>st</sup> and each teacher will be provided a written report of the results or access to online results of his/her evaluation by May 10<sup>th</sup>. Written notice of nonrenewal will be provided by June 1<sup>st</sup>.

#### **D. Formal Observation and Classroom Walkthrough Sequence**

1. Pre Observation - Domain #1
  - a. No pre-conference will occur nor pre-conference forms used for evaluation unless requested or approved by the teacher.
2. Formal Observation- Domain #2 and Domain #3
  - a. Observation #1 will occur between October 1<sup>st</sup> and December 15<sup>th</sup> no less than 30 minutes in length.
  - b. Observation #2 will occur between February 1<sup>st</sup> and April 15<sup>th</sup> no less than 30 minutes in length.
  - c. The assigned Administrator will complete and post results of each evaluation within 10 work days.

d. Teachers will have 10 work days to submit any additional material or supportive evidence.

e. Walkthrough- Administrators will use iPad or iPhone Application

Each walkthrough will be 5 minutes, no more than 10 minutes in length. Feedback will immediately be emailed through the application to the teacher.

See sample of Walk Through Application Form on page 98.

3. Post Conference- Domain #4

a. A post conference will be completed. A final Performance Evaluation Summary will be posted within 10 work days.

b. Teachers have 10 work days after the post conference to submit final material or supportive evidence.

4. Formal Observations will be conducted only on days when normal classroom procedures can be expected, and not when class periods would be shortened due to school delay, assembly or any other unexpected disruption to the normal school day. Teachers will not be observed for the purpose of formal observation on the day before or after any school holiday including but not limited to Christmas, Easter, Thanksgiving, Presidents Day or Martin Luther King Day.

5. Teacher rated as "Ineffective" on two (2) Observations or if non-renewal is a consideration will be given a "Remediation Plan". A third observation will be conducted during the second semester. The purpose of the third observation is to determine if improvements in the teacher's performance have been made. The summative evaluation shall be completed by May 10.

6. e-TPES - The total number of teachers evaluated and the numbers of teachers assigned each rating will be given to e-TPES. At no time will the full evaluation or portions of the evaluation or supportive evidence be uploaded to the e-TPES system.

7. There will be no non-renewals based solely on student growth data for the duration of this agreement.

## **E. Assessment of Student Growth**

1. In determining student growth measures, the Board adopts the Ohio Department of Education's Ohio Teacher Evaluation System (OTES), which calculates student growth by assessing achievement for an individual student occurring between two (2) points in time. A student who has forty-five (45) or more absences from a class, will not be included in the determination of student academic growth.
2. In general, the Board will utilize the following categories to determine this aspect of a teacher's evaluation, depending upon the instructor involved:
  - a. A-1: Teachers instructing in value-added subjects exclusively;
  - b. A-2: Teachers instructing in value-added courses, but not exclusively;
  - c. B: Teachers instructing in areas with Ohio Department of Education approved vendor assessments with teacher-level data available.
  - d. C: Teachers instructing in areas where no teacher level value added or approved vendor assessment is available.
3. Where value-added methodologies exist for A-1 and A-2 teachers, the Board will utilize them in the evaluation process. Teachers instructing in value-added courses, but not exclusively, will utilize teacher value-added and locally determined measures (Student Learning Objectives) proportionate to the teacher's schedule.
4. When an approved Ohio Department of Education vendor assessment is utilized in the measurement of student growth, it can be used for B teachers and/or locally determined measure (Student Learning Objectives).
5. When neither teacher-level value-added data nor Ohio Department of Education-approved assessments are available, the District shall use locally-determined Student Growth Measures for C teachers. Student Growth Measures will be comprised of Student Learning Objectives.
6. A Student Learning Objective (SLO) must be based upon the following criteria: Baseline and Trend Data, Student Population, Interval of Instruction, Standards and Content, Assessment(s), Growth Targets, and Rationale for Growth Targets. When new SLO's are developed or revised, the process will include consultation with the SLO Committee.

7. Data from these approved measures of student growth will be scored on five (5) levels in accordance with the Ohio Department of Education/OTES guidance

**F. Student Learning Objective (SLO) Committee**

1. An SLO Committee will be formed of one teacher representative from each of the areas listed below. The SLO Committee of Grade/Content Chairs will meet in content or grade levels and approve content in all SLO's. Approved SLO's will be submitted to assigned administrators. If an SLO is not approved, the teacher will have 10 work days to revise areas and gain approval. Payment for each SLO Grade/Content Chair will be a yearly stipend as indicated on the Supplemental Salary Schedule.
  - a. Kindergarten
  - b. 1<sup>st</sup> Grade
  - c. 2<sup>nd</sup> Grade
  - d. 3<sup>rd</sup> Grade
  - e. 4<sup>th</sup> Grade
  - f. 5<sup>th</sup> Grade
  - g. 6<sup>th</sup> , 7<sup>th</sup> and 8<sup>th</sup> Grade English, Math, Social Studies, Science
  - h. 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grade English, Math, Social Studies, Science
  - i. Speech/Special ED- K-12
  - j. Technology/Industrial Arts/Foreign Language/Work and Family Life/Vocational Agriculture
  - k. Art K-12
  - l. Phys Ed K- 12
  - m. Music K-12

## **G. Final Evaluation Procedures**

1. Performance ratings will be converted to the following scale:
  - a. Accomplished = 600
  - b. Skilled = 400
  - c. Developing = 200
  - d. Ineffective = 0
  
2. Student Growth Measures will be converted to the following scale:
  - a. Most Effective = 600
  - b. Above Average = 400
  - c. Average = 300
  - d. Approaching Average = 200
  - e. Below Average = 0
  
3. Each teacher's performance rating (50%) will be combined with the assessment of student growth measures (50%) to produce the summative evaluation rating using the following scale:
  - a. Accomplished = 500-600
  - b. Skilled = 300-499
  - c. Developing = 100-299
  - d. Ineffective = 0-99

## **H. Remediation of Deficiencies Identified During Observations and Walkthroughs**

1. Formal observations and walkthroughs resulting in the identification of performance deficiencies shall be addressed during the post- observation conference, or a formal debriefing following a walkthrough. All deficiencies identified by the evaluator shall be compiled and reported in writing and a copy of the written report shall be provided to the teacher at the post-observation conference, or formal debriefing. The evaluator involved shall make recommendations and otherwise assist the teacher for the purpose of remediation of identified deficiencies. The evaluator and teacher shall develop a plan for remediation of identified deficiencies and such plan shall be reduced to writing and provided to the teacher.
2. The remediation plan shall include:
  - a. Performance issues documented as deficient
  - b. Specific performance expectations
  - c. The allocation of resources and assistance to be provided by the District to support professional development of the teacher
  - d. Sufficient, specific times, not less than six (6) weeks, as to allow for the remediation of identified deficiencies.

## **I. Core Subject Teachers - Testing for Content Knowledge**

1. Core subject area teachers must register for and complete all written examination of content knowledge selected by the Ohio Department of Education if the teacher has received an effectiveness rating of "ineffective" on his/her annual evaluation for two (2) of three (3) most recent school years.
2. If a teacher passes the examination set forth above and provides proof of that passage to the Board, the teacher will be required, to complete professional development that is targeted to the deficiencies identified in the teacher evaluations conducted under this policy.
3. The following may be grounds for termination of a teacher pursuant to R.C 3319.16:
  - a. Failure of a core subject area teacher to take a written examination and to pass such examination,

- b. Failure of a core subject are teacher to complete required professional development,
  - c. A rating of “ineffective” on the teacher’s next evaluation after passing all written examinations pursuant to this section and after completion of the required professional development
  - e. Receipt of an “ineffective “ rating by any teacher of three consecutive yearly evaluations
4. Any teacher passing the examination set forth above will not be required to take the examination again for three years, regardless of the teacher’s evaluation ratings or the performance index score ranking of the building in which the teacher teaches. No teacher shall be responsible for the cost of taking an examination set forth above.
5. Nothing in this policy will be deemed to prevent the Board from exercising its rights to non-renew, terminate, or suspend a teaching contract as provided by law and the terms of the collective bargaining agreement in effect between it and USEA. The evaluation system and procedures set forth in this policy shall not create an expectation of continued employment for teachers on a limited contract that are evaluated under this policy. The Board reserves the right to non-renew a teacher evaluated under this policy in accordance with R.C. 3319.11 notwithstanding the teacher’s summative rating

**J. Professional Growth Plans and Professional Improvement Plans**

1. Based upon the results of the annual teacher evaluation, each teacher must develop either a professional growth plan or a professional improvement plan as follows:
- a. Teachers whose performance rating indicates above expected levels of Student growth will develop a professional growth plan and may choose their credentialed evaluator from those available to the Board for that purpose.
  - b. Teachers whose performance rating indicates expected levels of growth will develop a professional growth plan collaboratively with his/her credentialed evaluator and will have input on his/her evaluator for the next evaluation cycle.

- c. Teachers whose performance rating indicates below expected levels of Student growth will develop a professional development plan with the credentialed evaluator. The administration will assign the evaluator for the subsequent evaluation cycle and approve the professional improvement plan.
- d. See pages 99-102 for Professional Growth and Professional Improvement Plan forms.

#### **K. Summative Evaluation**

1. All evaluations must be signed by the employee and the evaluator to indicate that a conference was held. The employee's signature does not necessarily indicate agreement. If an employee disagrees with an evaluation report, he/she may provide a written statement indicating areas of disagreement. Such statement will be attached to the evaluation report as part of the permanent record.
2. If an employee feels that his/her evaluation was conducted unfairly, he/she may appeal to the Superintendent to review the process and/or to conduct a separate evaluation.
3. This Section supersedes and replaces applicable sections of the Ohio Revised Code. A teacher may grieve procedural compliance with this provision but not the content of an evaluation. Any violation of the procedures in this provision shall automatically require reemployment of the employee under a continuing contract, if eligible, or an appropriate limited contract if the employee is not eligible for a continuing contract. If a teacher is employed after December 1st or is ill for a period of time which prevents the completion of the evaluation process according to the timelines found in Paragraph 2, the teacher shall be observed no sooner than ten (10) working days after his/her return from leave or no sooner than ten (10) working days after his/her first day of employment, and, notwithstanding Paragraph 2, the evaluation process will be completed no later than May 10.
4. This Section does not apply to supplemental contracts or to substitute teachers.
5. The termination of an employee's individual contract of employment shall be governed exclusively by the terms and procedures appearing in Sections 3319.16 and 3319.161 of the Ohio Revised Code.

## **L. Sequence of Limited Contracts**

1. The normal sequence of limited contracts (assuming contract renewal) is:

1-year followed by a 1-year,

followed by a 2-year,

followed by successive 2-year contracts until a continuing contract is achieved.

However, an employee employed half-time or less will not qualify for a multiple-year limited contract. In addition, if a newly hired employee has at least five (5) years of prior teaching experience, the Board may award a 2-year limited contract earlier than as specified in the normal sequence above.

2. If the Board deviates from the normal sequence above by awarding a 1-year contract instead of a 2-year contract, the employee will be furnished the reasons for such deviation, if requested.
3. These provisions do not preclude the Board from awarding an extended limited contract with reasons directed at professional improvement, as provided by Section 3319.11 of the Ohio Revised Code.

## Upper Sandusky Exempted Village Schools Observation Based Teacher Evaluation Instrument

Name: \_\_\_\_\_ Building: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_ Observation Dates: \_\_\_\_\_  
 Subject/Class: \_\_\_\_\_ Grade: \_\_\_\_\_

### Domain 1: Planning and Preparation

	<b>Ineffective (1)</b>	<b>Developing (2)</b>	<b>Skilled (3)</b>	<b>Accomplished (4)</b>	<b>Rating</b>
<b>1a: Demonstrating Knowledge of Content and Pedagogy</b>	In planning & practice, teacher makes content errors or does not correct errors made by students. Teacher's plans & practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans & practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans & practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline & how these relate to one another. Teacher's plans & practice reflect accurate understanding among topics & concepts. Teacher's plans & practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. Instructional plans & sequences include important content, concepts, & processes in Ohio standards & school/district curriculum.	Teacher displays extensive knowledge of the important concepts in the discipline & how these relate both to one another & to other disciplines. Teacher uses information from outside sources families, colleagues or other professionals - to support learners & demonstrate a mastery of the material being taught. Teacher's plans & practice reflect understanding of prerequisite relationships among topics & concepts & a link to necessary cognitive structures by students to ensure understanding. Teacher's plans & practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	
<b>1a: Evidence</b>					
<b>1b: Demonstrating Knowledge of Students</b>	Teacher demonstrates little or no understanding of how students learn, & little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, & special needs, & does not seek such understanding.	Teacher indicates the importance of understanding how students learn & the students' backgrounds, cultures, skills, language proficiency, interests, & special needs, & attains this knowledge for the class as a whole. Teacher uses one way to obtain information on students' backgrounds & experiences. Instruction uses a partial analysis of student data (development, readiness for learning, learning styles, background & experiences) &/or the plan is inappropriate for the student.	Teacher understands the active nature of student learning, & attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, & special needs, & attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development & their backgrounds, cultures, skills, language proficiency, interests, & special needs from a variety of sources. This information is acquired for individual students.	
<b>1b: Evidence</b>					

	<b>Ineffective (1)</b>	<b>Developing (2)</b>	<b>Skilled (3)</b>	<b>Accomplished (4)</b>	<b>Rating</b>
<b>1c: Setting Instructional Outcomes</b>	Outcomes represent low expectations for students & lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning & only one discipline or strand, & are suitable for only some students. The teacher develops learning objectives that are too general &/or do not reflect the Ohio standards.	Outcomes represent moderately high expectations & rigor. Some reflect important learning in the discipline, & consist of a combination of outcomes & activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	The class is provided with work that correlates with content standards being taught. Most outcomes represent rigorous & important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, & suggest viable methods of assessment. Outcomes reflect several different types of learning & opportunities for coordination. Outcomes take into account the varying needs of groups of students.	The class is provided with work that correlates with the content standards being taught. The teacher sets standards which are challenging yet attainable. All outcomes represent rigorous & important learning in the discipline. The outcomes are clear, written in the form of student learning, & permit viable methods of assessment. Outcomes reflect several different types of learning &, where appropriate, represent opportunities for both coordination & integration. Outcomes take into account the varying needs of individual students.	
<b>1c: Evidence</b>					
<b>1d: Demonstrating Knowledge of Resources</b>	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, & for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, & for students through the school or district & external to the school & on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, & for students is extensive, including those available through the school or district, in the community, through professional organizations & universities, & on the Internet.	
<b>1d: Evidence</b>					

	<b>Ineffective (1)</b>	<b>Developing (2)</b>	<b>Skilled (3)</b>	<b>Accomplished (4)</b>	<b>Rating</b>
<b>1e: Designing Coherent Instruction</b>	The series of learning experiences is poorly aligned with the instructional outcomes & does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity & have unrealistic time allocations. Instructional groups do not support the instructional outcomes & offer no variety.	Some of the learning activities & materials are suitable to the instructional outcomes, & represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. Some students are intellectually engaged or interested. Tasks for group work are partially organized.	Teacher coordinates knowledge of content, of students, & of resources, to design a series of learning experiences aligned to instructional outcomes & suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate & varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs & available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear & allows for different pathways according to diverse student needs. Instructional materials & resources engage students in the ownership of their learning.	
<b>1e: Evidence</b>					
<b>1f: Designing Student Assessments</b>	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction. The content & methods of assessment lack congruence with instructional goals; results minimally affect planning.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria & standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methods may have been adapted for groups of students. Assessment criteria & standards are clear. Teacher has a well-developed strategy for using formative assessment & has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria & standards that show evidence of student contribution to their development. Assessment methods have been adapted for individual students, as needed. Teacher utilizes teacher-developed, student generated, performance & product assessments to accurately identify student strengths & areas for growth. The approach to using formative assessment is well designed & includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.	
<b>1f: Evidence</b>					

## Domain 2: The Classroom Environment

	Ineffective (1)	Developing (2)	Skilled (3)	Accomplished (4)	Rating
2a: Creating an environment of respect and support	Patterns of classroom interactions, both between the teacher & students & among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, & developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher & students & among students are generally appropriate but may reflect occasional inconsistencies, favoritism, & disregard for students' ages, cultures, & developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly & demonstrate general caring & respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite & respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite & respectful, but impersonal.	Classroom interactions among the teacher & individual students are highly respectful, reflecting genuine warmth, caring, & sensitivity to students as individuals. Students exhibit respect for the teacher & contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.	
2a: Evidence					
2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, &/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions" & students indicate that they are interested in completion of a task rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners & consistently expend effort to learn. Classroom interactions support learning & hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students & insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail &/or helping peers.	
2b: Evidence					
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines & procedures. There is little or no evidence of the teacher managing instructional groups, transitions, &/or the handling of materials & supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines & procedures. The teacher's management of instructional groups transitions, &/or the handling of materials & supplies is inconsistent, leading to some disruption of learning. With regular guidance & prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines & procedures. The teacher's management of instructional groups &/or the handling of materials & supplies are consistently successful. With minimal guidance & prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines & procedures. Students contribute to the management of instructional groups, transitions, &/or the handling of materials & supplies. Routines are well understood & may be initiated by students. Teacher uses student input to design, implement & adjust a classroom management system.	
2c: Evidence					

	<b>Ineffective (1)</b>	<b>Developing (2)</b>	<b>Skilled (3)</b>	<b>Accomplished (4)</b>	<b>Rating</b>
2d: Managing student behavior	There appears to be no established standards of conduct & little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior & respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate & respectful to students & is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior & that of other students against standards of conduct. Teachers' monitoring of behavior is subtle & preventive. Teachers' response to student misbehavior is sensitive to individual student needs & respects students. Teacher uses research-based strategies to manage behavior.	
2d: Evidence					
2e: Organizing physical space	The physical environment is unsafe or many students don't have access to learning. There is poor alignment between the arrangement of furniture & resources, including computer technology, & the lesson activities.	The classroom is safe & essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe & learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe & learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	
2e: Evidence					

### Domain 3: Instruction

	Ineffective (1)	Developing (2)	Skilled (3)	Accomplished (4)	Rating
3a: Communicating with students	The instructional purpose of the lesson is unclear to students & the directions & procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, &/or directions & procedures must be clarified after initial student confusion. The directions & procedures are confusing to students; alternative explanations are not offered or are not helpful. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions & procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear & accurate & connects with students' knowledge & experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken & written language is clear & correct. Vocabulary is appropriate to the students' ages & interests.	The teacher links the instructional purpose of the lesson to student interests; the directions & procedures are clear & anticipate possible student misunderstanding. Teacher's explanation of content is thorough & clear, developing conceptual understanding through artful scaffolding & connecting with students' interests. Students contribute to extending the content & in explaining concepts to their classmates. Teacher's spoken & written language is expressive & the teacher finds opportunities to extend students' vocabularies.	
3a: Evidence					
3b: Using questioning, prompts & discussion	Teacher's questions are of low cognitive challenge, single correct responses & asked in rapid succession. Interaction between teacher & students is predominantly recitation style with the teacher mediating all questions & answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking & understanding but only a few students are involved. Teacher attempts to engage all students in the discussion & to encourage them to respond to one another, with uneven results. Lessons are primarily teacher-directed with questioning techniques that sometimes lead to further confusion.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking & understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, & stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Teacher employs an appropriate balance between teacher-directed instruction & student-led learning.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking & discourse, & promote meta-cognition. Students formulate many questions, initiate topics & make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. Teacher's directions and procedures are clear to students and anticipate possible student misconceptions. Teacher persists in seeking effective approaches/strategies.	
3b: Evidence					

	<b>Ineffective (1)</b>	<b>Developing (2)</b>	<b>Skilled (3)</b>	<b>Accomplished (4)</b>	<b>Rating</b>
3c: Engaging students in learning	The learning tasks & activities, materials, resources, instructional groups & technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks & activities are aligned with the instructional outcomes & are designed to challenge student thinking, resulting in active intellectual engagement by most students with important & challenging content & with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks & suitable scaffolding by the teacher & fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry & student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with & reflect upon their learning, & to consolidate their understanding. Students may have some choice in how they complete tasks & may serve as resources for one another. Teacher uses a variety of instructional techniques; large/small group, cooperative learning, independent or individualized learning activities/materials and other resources to enhance student learning.	
3c: Evidence					
3d: Using assessment in instruction	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria & do not engage in self-assessment.	Assessment is used sporadically to support instruction through some monitoring of progress of learning by teacher &/or students. Feedback to students is general & students appear to be only partially aware of the assessment criteria used to evaluate their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction through monitoring of progress of learning by teacher &/or students resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Teacher examines assessment data to identify classroom trends for individuals & groups & anticipates learning obstacles. Students appear to be aware of, & there is some evidence that they have contributed to, the assessment criteria. Students self-assess & monitor their progress. A variety of feedback, from both teacher & peers, is accurate, specific & advances learning. Questions/ prompts/assessments are used regularly to diagnose evidence of learning by individual students.	
3d: Evidence					

	<b>Ineffective (1)</b>	<b>Developing (2)</b>	<b>Skilled (3)</b>	<b>Accomplished (4)</b>	<b>Rating</b>
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed & to respond to student questions & interests with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans & accommodating student questions, needs & interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts & differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies & soliciting additional resources from the school or community.	
3e: Evidence					

#### Domain 4: Professional responsibilities

	<b>Ineffective (1)</b>	<b>Developing (2)</b>	<b>Skilled (3)</b>	<b>Accomplished (4)</b>	<b>Rating</b>
4a: Reflecting on teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness & the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness & the extent to which it achieved its instructional outcomes & can cite general references to support the judgement. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful & accurate assessment of a lesson's effectiveness & the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson & weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.	
4a: Evidence					
4b: Maintaining accurate records	Teacher's system for maintaining information on student completion of assignments & student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors & confusion	Teacher's system for maintaining information on student completion of assignments & student progress in learning is rudimentary & only partially effective. Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, & non-instructional records is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning & non-instructional records is fully effective. Students contribute information & participate in maintaining the records.	
4b: Evidence					

	<b>Ineffective (1)</b>	<b>Developing (2)</b>	<b>Skilled (3)</b>	<b>Accomplished (4)</b>	<b>Rating</b>
<b>4c: Communicating with families</b>	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program & about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way & not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program & conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent & sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional & cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent & successful.	
<b>4c: Evidence</b>					
<b>4d: Participating in a professional community</b>	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school & district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events & school & district projects when specifically asked.	Relationships with colleagues are characterized by mutual support & cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events & in school & district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support & cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events & district projects, making a substantial contribution & assuming a leadership role in at least one aspect of school or district life.	
<b>Evidence</b>					
<b>4e: Growing and developing professionally</b>	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities. Teacher fails to participate or engage in local professional development & fails to self-assess performance.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors & professional colleagues. Teacher finds limited ways to contribute to the profession. Teacher attends & participates in local professional development & accurately completes a self-assessment to identify areas of strengths & weakness.	Teacher seeks out opportunities for professional development to enhance content knowledge & pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators. Teacher attends & participates in local professional development. Teacher accurately completes a self-assessment and sets data-based short- & long-term professional development goals & takes action to meet them.	Teacher seeks out opportunities for professional development & makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors & colleagues. Teacher initiates important activities to contribute to the profession. Teacher attends & participates in local professional development & additional professional learning to improve their teaching. Teacher sets & regularly modifies short- & long-term professional development goals based on self-assessment & analysis of student learning evidence.	
<b>4e: Evidence</b>					

	<b>Ineffective (1)</b>	<b>Developing (2)</b>	<b>Skilled (3)</b>	<b>Accomplished (4)</b>	<b>Rating</b>
4f: Showing professionalism	Teacher displays dishonesty in interactions with colleagues, students, & the public. Teacher is not alert to students' needs & contributes to school practices that result in some students being ill served by the school. Teacher makes decisions & recommendations based on self-serving interests. Teacher does not comply with school & district regulations.	Teacher is honest in interactions with colleagues, students, & the public. Teacher's attempts to serve students are inconsistent & does not knowingly contribute to some students being ill served by the school. Teacher's decisions & recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school & district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity & confidentiality in interactions with colleagues, students, & the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school & district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity & confidentiality & takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making & helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school & district regulations, taking a leadership role with colleagues.	
4f: Evidence					

**SUMMARY/RECOMMENDATIONS:**

(Addendum may be attached.)

**FINAL PERFORMANCE EVALUATION RATING:**

Accomplished (77-88) \_\_\_\_\_

Skilled (55-76) \_\_\_\_\_

Developing (33-54) \_\_\_\_\_

Ineffective (0-32) \_\_\_\_\_

*Note: the teacher may provide additional information to the evaluator within 10 working days of the post-observation conference. Any information provided within this time will be included in the final evaluation rating.*

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

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

**Upper Sandusky Exempted Village Schools**  
**Final Teacher Evaluation Including Student Growth Measures**

Name: \_\_\_\_\_ Building: \_\_\_\_\_  
Evaluator: \_\_\_\_\_ Observation Dates: \_\_\_\_\_  
Subject/Class: \_\_\_\_\_ Grade: \_\_\_\_\_

**Summary Rating from Observation and Evidence Presentation (Scaled 1-4)**

- \_\_\_\_\_ 1 - Ineffective (0-33)
- \_\_\_\_\_ 2 - Developing (34-55)
- \_\_\_\_\_ 3 - Skilled (56-77)
- \_\_\_\_\_ 4 - Accomplished (78-88)

**Summary Rating from Student Growth Measures (Scaled 1-5)**

- \_\_\_\_\_ 1 - Least Effective Sources of Data and Areas of Reinforcement/Refinement
- \_\_\_\_\_ 2 - Approaching Average
- \_\_\_\_\_ 3 - Average
- \_\_\_\_\_ 4 - Above Average
- \_\_\_\_\_ 5 - Most Effective

**Summative (Overall) Teacher Evaluation Rating**

\_\_\_\_\_

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

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

**Upper Sandusky Exempted Village Schools**  
**Speech and Language Pathologist Evaluation System**

Name: \_\_\_\_\_

Building: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Observation Date: \_\_\_\_\_

**Instructional Planning**

	<b>Ineffective (1)</b>	<b>Developing (2)</b>	<b>Skilled (3)</b>	<b>Accomplished (4)</b>	<b>Rating</b>
<b>FOCUS FOR LEARNING</b>  (Standard 4: Instruction)	The SLP does not have a clear focus for student learning or the objective is too general to guide therapy.	The SLP clearly communicates a focus for the therapy session that is appropriate.	The SLP develops a measurable objective (s) for the therapy session that aligns with IEP goals, ASHA standards, and best practices.	The SLP establishes challenging and measurable objective (s) for the therapy session that align with IEP goals, ASHA standards, and best practices. Objectives reflect a range of student learner needs.	
	The SLP is unable to explain the objective for therapy session or it is inappropriate for the student.	The SLP understands the objective (s) for the therapy session and attempts to explain its use as being appropriate for the student (s)	The SLP can explain the importance of the objective for the therapy session and its appropriateness for the students (s).	The SLP can explain how the objective (s) for the therapy session fit (s) into the broader context for content learning and skills.	
<b>FOCUS FOR LEARNING EVIDENCE</b>					

<p>ASSESSMENT DATA (Standard 3: Assessment)</p> <p>Continued on next page</p>	<p>The SLP has little familiarity with or may not be able to explain the tools, strategies and protocols that are used to determine eligibility for speech and language services.</p>	<p>The SLP demonstrates a basic understanding of the tools, strategies, and protocols that are utilized to determine eligibility for speech and language</p>	<p>The SLP has a strong understanding of the characteristics, uses and limitations of various tools, strategies and protocols. The SLP is aware of nondiscriminatory and culturally appropriate practices.</p>	<p>The SLP purposely analyzes and selects tools, strategies and protocols that are most current and evidence-based and are related to the populations (s) served, severity of the disability, and are nondiscriminatory, culturally and linguistically sensitive.</p>
	<p>The SLP does not administer standardized assessments as outlined in testing protocols.</p>	<p>The SLP administers standardized assessments as outlined in testing protocols.</p>	<p>The SLP consistently and accurately administers standardized assessments according to established test protocols. The SLP may supplement standardized assessments with: Classroom observations; Teacher or parent interviews; or Curriculum based/performance based assessments</p>	<p>The SLP administers standardized assessments adhering to all testing protocols. The SLP may in some cases adapt standardized test protocols, as permissible, to reflect students needs (e.g., autistic student may need to have assessment administered in "chunks" of time). The SLP supplements standardized assessments with: Classroom observations; Authentic tasks; Curriculum based/performance based assessments; Educationally relevant measures that are aligned with the academic standards of the setting; and Gathers information to create a communication history.</p>
	<p>The SLP may score tests inaccurately and/or draw inaccurate conclusions from assessments administered.</p>	<p>The SLP accurately scores most assessments and draws appropriate conclusions from assessments administered.</p>	<p>The SLP accurately scores all standardized assessments according to established protocols and draws accurate conclusions.</p>	<p>The SLP scores all data accurately, analyzes and interprets information correctly from all assessments and sources of data.</p>

ASSESSMENT DATA (Standard 3: Assessment)	The SLP has great difficulty administering prescribed screening protocols (example, kindergarten screening) and may misinterpret results, drawing inaccurate conclusions.	The SLP administers and scores screening protocols that follow established guidelines to determine student eligibility for speech and language services.	The SLP selects, administers, and scores an appropriate screening protocols (s) based on student needs to determine eligibility for speech and language services.	The SLP selects (from a range of screening protocols) an appropriate screening protocol based on student needs;and administers, scores, analyzes and interprets results of the screening to determine student eligibility for speech and language services.
	The SLP is unable to provide the ETR Members (Evaluation Team Report) with information to determine eligibility for speech and language services.	The SLP supplies the ETR members with a summary of assessment results and recommends services.	The SLP works with the ETR Members to interpret assessment outcomes, presents diagnostic impressions and recommendations for speech and language services.	The SLP assumes a leadership role at the ETR meeting to determine the level of severity, the impact on learning and eligibility for speech and language services by using assessment outcomes and diagnostic impressions.
	The SLP has difficulty developing an appropriate I.E.P for students.	The SLP develops an appropriate I.E.P. (long-term goals) working with the I.E.P. team.	The SLP collaborates with the I.E.P team to create an appropriate I.E.P. that includes curriculum-based interventions and short-term and long-term goals for language.	The SLP presents to the I.E.P. team a rigorous I.E.P. that includes curriculum-based interventions;relevant and measurable short-term and long-term goals , and measurable benchmarks/objectives related to the goals.
	The SLP does not examine student data to inform I.E.P language goals.	The SLP reviews student data but may have difficulty in identifying trends and patterns to inform changes to short-term and long-term language goals.	The SLP uses and reviews student data to inform modifications to short-term and long-term language goals.	The SLP routinely exams and analyzes student data to identify trends and patterns in individual and group progress to inform short-term and long-term language goals.
ASSESSMENT DATA EVIDENCE				

<p><b>KNOWLEDGE OF STUDENTS</b> (Standard 1: Students)</p>	<p>The SLP can't articulate research on speech and language development, and/or the developmental characteristics of student age groups.</p>	<p>The SLP demonstrates an understanding of how students learn and how students develop and acquire speech and language.</p>	<p>The SLP applies their knowledge of student development (cognitive, physical, social) and how students develop and acquire speech and language to plan for therapy sessions.</p>	<p>The SLP regularly analyzes individual student development (cognitive, physical, social) and speech and language development and acquisition to design therapy sessions that appropriately meet the needs of students.</p>
	<p>The SLP lacks understanding of why it is important to become familiar with students' backgrounds and prior learning and does not know how to find this information</p>	<p>The SLP reviews a limited number of records and gathers information about students' backgrounds and prior learning.</p>	<p>The SLP examines multiple sources of information about students and uses sources of information about students' backgrounds, prior learning, skills, interests, and special needs to inform plans for therapy.</p>	<p>The SLP utilizes routine sources and non-routine methods (ex. Interviews with teachers or parents) for gathering information about students' backgrounds, skills, interests, special needs and prior learning to inform therapy.</p>
	<p>The SLP demonstrates little or no knowledge of students' backgrounds, skills, interests, and special needs.</p>	<p>The SLP demonstrates the importance of understanding students' backgrounds, skills, interests and special needs.</p>	<p>The SLP can articulate and share knowledge about students with administrators and other school personnel.</p>	<p>The SLP provides administrators and other school personnel with important information about students to inform teaching and learning in the regular classroom.</p>
<p><b>KNOWLEDGE OF STUDENTS EVIDENCE</b></p>				

# Intervention and Assessment

	Ineffective (1)	Developing (2)	Skilled (3)	Accomplished (4)	Rating
<b>INTERVENTION PRACTICES</b>  (Standard 2: Content; Standard 4: Instruction)  Continued on next page	The SLP fails to intentionally convey appropriate objectives for the therapy session, or does not communicate the intended objectives to students.	The SLP intentionally conveys objectives for the therapy session but may not consistently communicate the therapy objectives to the students.	The SLP establishes objectives for therapy with varying degrees of rigor and regularly communicates the therapy objectives to students.	The SLP establishes objectives for therapy that are rigorous and are appropriate for the diverse needs, interests, and levels of readiness for all students. Therapy sessions begin with the SLP clearly communicating the therapy objectives to students.	
	The SLP is unaware and /or does not use appropriate service delivery models that meets the needs of identified students. The learning activities are poorly aligned to therapy goals.	The SLP utilizes an appropriate service delivery model that engages students. The learning activities demonstrate and align to most of the goals for therapy.	The SLP is able to identify and utilize appropriate service delivery models to meet the needs of most students. Learning activities are clearly aligned to therapy goals and suitable to groups of students.	The SLP selects and uses a wide variety of service delivery models that best meet the needs of all students. A series of learning activities are aligned to therapy goals and differentiated where appropriate to individual students.	
	The SLP selects resources that do not align to the service delivery model or are inappropriate for use with students	The SLP uses a limited number of appropriate resources to support the service delivery model.	The SLP selects and implements materials and resources that are aligned to therapy objectives, are appropriate for students, and actively engage students in learning.	The SLP creates, selects, and adapts materials and resources based on usefulness in representing particular skills and concepts, ability to actively engage students, and for meeting individual students' needs.	

<p><b>INTERVENTION PRACTICES</b></p> <p>(Standard 2: Content; Standard 4: Instruction)</p>	<p>The SLP may have difficulty organizing materials, incorporating academic instruction into intervention and may use inappropriate instructional language. The SLP does not use student intervention time effectively.</p>	<p>The SLP prepares for intervention sessions by: Selecting and adapting materials; Using appropriate instructional language; and Pacing activities to reflect the time available.</p>	<p>The SLP prepares for intervention sessions by: Organizing, selecting and adapting materials and equipment to meet student needs; Developing appropriate learning activities that consider student learning styles; Selecting appropriate student language; and Ensuring that transitions are efficient and occur smoothly.</p>	<p>The SLP prepares for intervention sessions by: Incorporating instructional and curriculum-based intervention strategies to achieve communication goals; Addressing students' unique learning styles; Using instructional language that is consistent with students' level comprehension; and Providing efficient and effective delivery of services to maximize the time available for student intervention.</p>
	<p>The SLP adheres to the therapy plans, disregarding students' difficulty with tasks and/or student questions.</p>	<p>The SLP attempts to modify the lesson when needed to respond to student questions or inability to perform activities as planned.</p>	<p>The SLP makes adjustments as needed to therapy activities and accommodates student questions and difficulties performing planned activities.</p>	<p>The SLP ensures the success of all students by adapting or replacing planned activities based on student confusion or difficulty/inability.</p>
<p><b>INTERVENTION PRACTICES EVIDENCE</b></p>				

<p><b>CLASSROOM ENVIRONMENT</b></p> <p>(Standard 1: Students; Standard 5: Learning Environment)</p>	<p>The SLP's system for maintaining both instructional (lesson plans, data sheets) and non-instructional (caseload list and Medicaid billing) records are either nonexistent or in disarray, resulting in errors and confusion.</p>	<p>The SLP's system for maintaining both instructional (lesson plans, data sheets) and non-instructional (caseload list and Medicaid billing) records are basic and comply with minimum expectations.</p>	<p>The SLP's system for maintaining both instructional (lesson plans, data sheets) and non-instructional (caseload list and Medicaid billing) records comply with school district requirements and are accurate, efficient and effective.</p>	<p>The SLP's system for maintaining both instructional (lesson plans, data sheets) and non-instructional (caseload list and Medicaid billing) records comply with school district requirements and are accurate, efficient and effective. The SLP clearly and objectively documents all activities and correspondence related to children on the caseload accurately and on a timely basis.</p>
	<p>There is little or no evidence of a positive rapport between the SLP and students.</p>	<p>The SLP is fair in the treatment of students and establishes a basic rapport with them.</p>	<p>The SLP has a positive rapport with students and demonstrates respect for, and interest in, all students.</p>	<p>The SLP has a positive rapport with students and demonstrates respect for, and interest in, individual student's experiences, thoughts and opinions.</p>
	<p>The SLP fails to demonstrate respect for students' diverse cultures. The SLP may display bias for certain cultures and/or lack of respect for students' native languages or dialects.</p>	<p>The SLP respects the cultural heritage of groups of students and establishes a basic rapport with them.</p>	<p>The SLP fosters a learning community in which individual differences in students are respected and valued.</p>	<p>The SLP models a non-bias learning environment and challenges disrespectful attitudes by modeling behavior (e.g., ensuring all students are valued and recognized).</p>
	<p>The SLP creates an environment that may be unsafe, or limit students' access to learning.</p>	<p>The SLP creates a safe learning environment that is accessible to most students.</p>	<p>The SLP creates a learning environment that is safe and accessible to all students.</p>	<p>The SLP creates a safe, caring learning environment for all students on their caseload, and collaborates with other staff in the building to create a safe environment for the school.</p>
<p><b>CLASSROOM ENVIRONMENT EVIDENCE</b></p>				

<b>DATA COLLECTION</b>  (Standard 3: Assessment)	The SLP rarely collect quantitative data relative to measuring student progress. There is no evidence of a data-management system.	The SLP intermittently collects quantitative data relative to measuring student progress. The SLP attempts to establish processes and procedures to manage student data.	The SLP regularly collects quantitative data and uses the data to measure student progress toward short-term and long-term goals. The SLP uses effective data collection systems.	The SLP routinely collects and interprets quantitative data to measure and benchmark student progress toward short-term objectives, and long-term goals. The SLP creates, develops and uses data collection systems to effectively and efficiently manage student data.	
	The SLP does not use data to modify student interventions.	The SLP modifies intervention strategies based on data.	The SLP modifies intervention strategies, over time, based on data.	The SLP modifies intervention strategies, in real time, to reflect trends and patterns from assessment results.	
	The SLP fails to comply with state, federal and local regulatory policies related to educational data of children in schools.	The SLP complies with most state, federal and local regulatory policies related to educational data of children in schools.	The SLP complies with all state, federal and local regulatory policies related to educational data of children in schools.	The SLP complies with all state, federal and local regulatory policies related to educational data of children in schools.	
<b>DATA COLLECTION EVIDENCE</b>					

<b>PROFESSIONAL RESPONSIBILITIES</b>  (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)	The SLP does not and/or makes no attempt to communicate clearly with students, parents and colleagues. The SLP does not collaborate effectively with professional colleagues	The SLP communicates with parents, but communication tends to be one way. The SLP communicates clearly with students and other staff both in spoken and written language.	The SLP uses effective communication strategies and multiple resources to convey ideas and work with parents cooperatively to support student learning. The SLP uses effective communication (oral and written) to convey instruction to students.	The SLP forms partnerships with parents and communicates proactively (two-way communication) with students, parents and staff to support student learning. The SLP models effective verbal and nonverbal communication techniques to support instruction and learning.
	The SLP fails to act in an ethical manner, and/or does not follow district policies or the Ohio Educators Code of Conduct.	The SLP meets their ethical and professional responsibilities and adheres to district policies and the Ohio Educators Code of Conduct.	The SLP meets their ethical and professional responsibilities and adheres to district policies and the Ohio Educators Code of Conduct.	The SLP meets, internalizes and models for colleagues professional ethics, district policies and the Ohio Educators Code of Conduct.
	The SLP does not/or makes no attempt to demonstrate an ability to self-assess performance and to identify areas for professional development.	The SLP identifies areas of strength and areas for growth to develop and implement targeted goals for professional growth.	The SLP sets data-based, short-term and long-term goals for professional development and takes actions to meet these goals.	The SLP regularly modifies short-term and long-term professional goals based on self-assessment and analysis of student learning.
<b>PROFESSIONAL RESPONSIBILITIES EVIDENCE</b>				

**SUMMARY/RECOMMENDATIONS:**

(Addendum may be attached.)

**FINAL PERFORMANCE EVALUATION RATING:**

Accomplished (25-28) \_\_\_\_\_

Skilled (18-24) \_\_\_\_\_

Developing (11-17) \_\_\_\_\_

Ineffective (0-10) \_\_\_\_\_

*Note: the teacher may provide additional information to the evaluator within 10 working days of the post-observation conference. Any information provided within this time will be included in the final evaluation rating.*

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

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

Signature does not indicate agreement or disagreement. Teacher comments may be included on the back of this page.

**Upper Sandusky E. V. S.  
Non-Classroom Evaluation Instrument**

Name: \_\_\_\_\_ Building: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Observation Dates: \_\_\_\_\_

Subject/Class: \_\_\_\_\_ Grade: \_\_\_\_\_

**DOMAIN ONE: PLANNING AND PREPARATION**

Distinguished	Proficient	Basic	Needs Improvement (Suggestions Provided)	Areas for Evaluation
				1a) Lesson plans have clear objectives, which are correlated to the indicators and benchmarks found in the academic content standards.
				1b) Demonstrates competence in subject matter.
				1c) Provides adequate planning for a substitute teacher.
				1d) Student achievement is assessed on an on-going basis both formally and informally.

**DOMAIN TWO: CLASSROOM ENVIRONMENT**

Distinguished	Proficient	Basic	Needs Improvement (Suggestions Provided)	Areas for Evaluation
				2a) Classroom rules are reasonable and applied in a consistent manner.
				2b) Encourages an atmosphere of mutual respect and cooperation.
				2c) Demonstrates the ability to handle most classroom disciplinary problems directly.
				2d) Classroom environment is conducive to learning.
				2e) Student safety is protected through proper use of equipment.
				2f) Teacher praises and encourages student effort.

### DOMAIN THREE: INSTRUCTION

Distinguished	Proficient	Basic	Needs Improvement (Suggestions Provided)	Areas for Evaluation
				3a) Demonstrates flexibility; adapts material, methods and activities according to students' individual needs.
				3b) Teacher explains lesson objectives (age-appropriate) and reviews key concepts or skills previously taught.
				3c) Uses a variety of instructional techniques; large group, small group, cooperative learning groups, independent or individualized learning activities, materials and additional resources to enhance student learning.
				3d) Teacher makes use of classroom questioning as part of interactive learning. Questions are structured to focus students' attention to key elements in the lesson.
				3e) Teacher utilized instructional time.
				3f) Teacher sets standards which are challenging yet attainable.

### DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES

Distinguished	Proficient	Basic	Needs Improvement (Suggestions Provided)	Areas for Evaluation
				4a) Participates in meetings: staff, departmental, in-service, grade level, committee or curricular.
				4b) School rules, administrative guidelines and board policy are upheld, enforced and adhered to consistently.
				4c) Demonstrates professional growth: attendance at conferences, seminars, additional course work, professional organizations, etc.

**DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES CONT'D.**

				4d) Demonstrates the ability to effectively work with colleagues and strives to maintain good relations among peers.
				4e) Performs necessary clerical responsibilities in a timely manner.
				4f) Maintains a good attendance record: prompt and punctual to school and class.
				4g) Responds to parental inquiries promptly, positively, honestly, and displays confidentiality.
				4h) Maintains personal appearance appropriate to assignment.

**SUMMARY/RECOMMENDATIONS:**

(Addendum may be attached.)

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

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

Signature does not indicate agreement or disagreement. Teacher comments may be included on the back of this page.

**DOMAIN ONE: PLANNING AND PREPARATION**

Submits lesson plans on time every week & complete enough for a substitute to use.	Submits lesson plans on time, every week.	Submits lesson plans regularly, but they are incomplete.	Does not turn in lesson plans, submits lesson plans sometimes.	1a) Lesson plans have clear objectives, which are correlated to the indicators and benchmarks found in the academic content standards.
Demonstrates a mastery of material being taught.	Demonstrates competence in content knowledge appropriate to the teaching position.	Randomly references course of study and curriculum map.	Does not refer to course of study; does not have a curriculum map.	1b) Demonstrates competence in subject matter.
Sub folder is submitted and teacher is prepared for most emergencies.	Class is provided with work that correlates with content standards being taught.	Class is provided with busy work.	No plans are provided.	1c) Provides adequate planning for a substitute teacher.
Utilizes teacher-developed, student-generated, performance, and product assessments to differentiate cognitive levels of learning.	Uses assessment to provide feedback, design future instruction, and monitor progress toward curriculum goals; utilizes assessments reflective of instruction; using formal and informal assessments to check for understanding in class, groups, or at an individual level; uses assessment data to effectively plan learning activities; interprets standardized test scores to direct continuous improvement in instruction.	Some goals are assessed, but many are not. Teacher uses results to plan for the class as a whole.	Content and methods of assessment lack congruence with instructional goals; results minimally affect planning.	1d) Student achievement is assessed on an on-going basis both formally and informally.

**DOMAIN TWO: CLASSROOM ENVIRONMENT**

Standards of conduct are clear to all students and appear to have been developed with student participation.	Standards of conduct are clear to all students.	Standards of conduct appear to have been established for most situations and most students seem to understand them.	No standards of conduct appear to have been established, or students are confused as to what the standards are.	2a) Classroom rules are reasonable and applied in a consistent manner.
Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.	Tasks for group work are organized and groups are managed so most students are engaged at all times.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Students not working with the teacher are not productively engaged in learning.	2b) Encourages an atmosphere of mutual respect and cooperation.
Uses the School's discipline plan extremely well and class runs efficiently without interruption; communicates with parents with positive and negative feedback.	Uses the School's plan; has quality rules & implements the majority of the time; communicates with parents, demonstrates fairness, consistency, respect, empathy, and firmness in the handling of students.	Tries to use the School's plan, but fails to implement consistently; needs more follow through.	Does not use the School's plan, has little consistency.	2c) Demonstrates the ability to handle most classroom disciplinary problems directly.
Transitions are seamless, with students assuming some responsibility for efficient operation; systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.	Transitions occur smoothly with little loss of instructional time; efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Transitions are sporadically efficient, resulting in some loss of instructional time; systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Much time is lost during transitions; considerable time is lost in performing non-instructional duties.	2d) Classroom environment is conducive to learning.
The classroom is safe, and students adjust the furniture to advance their own purposes in learning.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	2e) Student safety is protected through proper use of equipment.
Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher interactions with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	2f) Teacher praises and encourages student effort.

**DOMAIN THREE: INSTRUCTION**

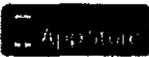
Teacher successfully makes a major adjustment to a lesson.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher attempts to adjust a lesson, with mixed results.	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	3a) Demonstrates flexibility; adapts material, methods and activities according to students' individual needs.
Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are confusing to students.	3b) Teacher explains lesson objectives (age-appropriate) and reviews key concepts or skills previously taught.
All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding. Feedback is consistently high quality. Provision is made for students to use feedback in their learning. Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them. Feedback is consistently high quality. Feedback is consistently provided in a timely manner.	Not totally planned but has enough intuition to adjust to the gaps in the directions fostering an appropriate environment; trial and error.	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally. Feedback is either not provided or is of uniformly poor quality. Feedback is not provided in a timely manner.	3c) Uses a variety of instructional techniques; large group, small group, cooperative learning groups, independent or individualized learning activities, materials and additional resources to enhance student learning.
Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.	Most of teacher's questions are of high quality. Adequate time is available for students to respond. Questions using all of Blooms.	Teacher's questions are a combination of low and high quality. Only some invite a response. Uses only the beginning levels of Blooms.	Teacher's questions are virtually all of poor quality. Uses only knowledge and comprehension levels of Blooms.	3d) Teacher makes use of classroom questioning as part of interactive learning. Questions are structured to focus students' attention to key elements in the lesson.
Exemplary use of time - best practice.	Uses time effectively and demonstrates ability to plan work and to sequence activities.	Sometimes uses time effectively. Doesn't consistently exhibit skill in ability to plan work and to sequence activities.	Time is not used effectively. Lacks ability to plan work and to sequence activities.	3e) Teacher utilized instructional time.
Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and solicit additional resources from the school.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	3f) Teacher sets standards which are challenging yet attainable.

### DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES

Teacher volunteers to participate in school and district events/projects, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.	Teacher volunteers to participate in school and district events/projects, make a substantial contribution.	Teacher participates in school and district events/projects when specifically asked.	Teacher avoids becoming involved in school and/or district events and projects.	4a) Participates in meetings: staff, departmental, in-service, grade level, committee or curricular.
	Follows the rules, guidelines and policies on a consistent basis.		Teacher fails to follow the rules, guidelines and policies on a consistent basis.	4b) School rules, administrative guidelines and board policy are upheld, enforced and adhered to consistently.
Teacher attends professional development locally and participates in additional conferences to improve their teaching.	Teacher attends and participates in local professional development including voucher hour opportunities.		Teacher fails to participate in local professional development, including voucher hours on a consistent or regular basis.	4c) Demonstrates professional growth: attendance at conferences, seminars, additional course work, professional organizations, etc.
Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.	Support and cooperation characterize relationships with colleagues.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Teacher's relationship with colleagues are negative or self-serving.	4d) Demonstrates the ability to effectively work with colleagues and strives to maintain good relations among peers.
	Teacher completes all clerical assignments completely and in a timely manner.	Teacher completes all clerical assignments in a regular and consistent manner with reminders.	Teacher fails to complete clerical assignments on a regular or timely basis.	4e) Performs necessary clerical responsibilities in a timely manner.
	Teacher is in attendance and on time for work most of the time.		Teacher is not in attendance and/or is tardy from work on a regular basis.	4f) Maintains a good attendance record: prompt and punctual to school and class.
Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	4g) Responds to parental inquiries promptly, positively, honestly, and displays confidentiality.
	Teacher is dressed professionally all or most of the time.		Teacher fails to dress professionally on a regular basis.	4h) Maintains personal appearance appropriate to assignment.

# Classroom Walk Through Form

For Use Beginning July 1, 2015

<h3><u>Lesson Delivery</u></h3> <p>Teacher gives clear and accurate explanations. Learning targets are clear. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Observed <input type="checkbox"/> Comments</p> <p>Teacher effectively addresses confusion and ensures understanding <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Observed <input type="checkbox"/> Comments</p> <p>Teacher uses effective, purposeful questioning. Encourages independent, creative and critical thinking. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Observed <input type="checkbox"/> Comments</p> <p>Students are engaged in the intended learning <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Observed <input type="checkbox"/> Comments</p> <p>Main Instructional Method</p> <p>Teacher Location</p>	<h3><u>Classroom Environment</u></h3> <p>Positive rapport and respect <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Observed <input type="checkbox"/> Comments</p> <p>Efficient routines and transitions that support learning goals and activities. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Observed <input type="checkbox"/> Comments</p> <p>Evidence of varied learning situations (whole class, cooperative learning, small group, independent work) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Observed <input type="checkbox"/> Comments</p> <p>Clear expectations for student behavior <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Observed <input type="checkbox"/> Comments</p>
<h3><u>Differentiation</u></h3> <p>Instruction includes a variety of strategies, materials, and/or pacing to meet student needs <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Observed <input type="checkbox"/> Comments</p> <p>Learning is accessible and challenging for all students <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Observed <input type="checkbox"/> Comments</p>	<h3><u>Assessment for Student Learning</u></h3> <p>Teacher checks for understanding at key moments <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Observed <input type="checkbox"/> Comments</p> <p>Instruction is guided by formative assessments <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Observed <input type="checkbox"/> Comments</p> <p>Teacher provides timely and responsive feedback <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Observed <input type="checkbox"/> Comments</p>
<h3><u>Resources</u></h3> <p>Resources and materials address learning styles and actively engage learners <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Observed <input type="checkbox"/> Comments</p> <p>Resources and materials are aligned to the instructional purposes <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Observed <input type="checkbox"/> Comments</p> <p>Teacher using technology. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Observed <input type="checkbox"/> Comments</p> <p>Students using technology. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Observed <input type="checkbox"/> Comments</p>	<p>Time In: Time Out:</p> <p><a href="http://www.classroomwalk-through.com">www.classroomwalk-through.com</a></p> 

### 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"><b><u>Annual Focus</u></b> These are addressed by the evaluator as appropriate for this teacher.</p>	<p align="center"><b><u>Date</u></b> Record dates when discussed</p>	<p align="center"><b><u>Areas for Professional Growth</u></b> supports needed, resources, professional development Comments during conference with teacher and evaluator are made appropriate to the needs of the teacher.</p>
<p><b><i>Goal 1: Student Achievement/Outcomes for Students</i></b> <i>Goal Statement:</i></p> <p><i>Evidence Indicators:</i></p>		
<p><b><i>Goal 2: Teacher Performance on the Ohio Standards for the Teaching Profession</i></b> <i>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 below expected academic growth with his/ her students AND/OR receives an overall ineffective rating or an ineffective rating on any of the components of the OTES system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

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

Performance Standard(s) Addressed in this Plan	Date(s) Improvement Area or Concern Observed	Specific Statement of the Same or 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	Area of Performance Specifically Describe Success/Improvement Target(s)

### Improvement Plan (continued)

#### Section 3: Specific Plan of Action

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

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#### Section 4: Assistance and Professional Development

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

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Date for this Improvement Plan to Be Evaluated:

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

### Improvement Plan: Evaluation of Plan

Teacher Name: \_\_\_\_\_ Grade Level/ Subject: \_\_\_\_\_

School year: \_\_\_\_\_ Building: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

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

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

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

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

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

## **M. Staff Reduction**

By reason of decreased enrollment of pupils, return to duty of regular teachers after leaves of absence, financial reasons, suspension of schools or territorial changes affecting the District, the Board may make reductions in staff. When such a reduction is deemed necessary, the following procedures shall apply.

1. Each school year the Association President shall be given a list of teachers on continuing contracts. Each teacher shall file his her certificates with the treasurer no later than April 15<sup>th</sup>.
2. When the Board determines that a reduction in force is necessary, the Superintendent shall prepare a reduction in force (RIF) list which includes all teachers in an area of certification affected by the RIF. Within each such affected area, all teachers on continuing contracts shall be listed first. Next all teachers on limited contracts shall be listed.
3. At least thirty (30) days preceding an anticipated staff reduction, the Association President(s) shall be notified in writing of the Board's intent to consider a staff reduction and shall receive a list of those teachers who might be affected by the reduction. Such a list will include specific positions to be affected, the proposed time schedule, and the reasons for the proposed action. If the Association President (s) has been informed of impending potential or actual reductions in force, a meeting may or may not be held, subject to the Association President (s) request to hold such a meeting .
4. All reductions pursuant to this section shall be made as follows:
  - a. To the extent possible, the number of teachers affected will be limited by not filling vacancies caused by retirement, death, or non-renewal of limited contracts for reasons not related to the proposed RIF.
  - b. The Board shall proceed to suspend contracts in accordance with the recommendations of the Superintendent who shall, within each teaching field affected, give preference to those employees on continuing contracts.
  - c. An employee whose contract is suspended as a result of staff reduction shall be given written notification no later than May 20 of the year the reduction is to be implemented.

## 5. Definition

- a. Area of certification means any subject for which the teacher is licensed.
- b. The Board shall comply with O.R.C. 3319.17 when it determines that it will reduce the number of teachers it employs. The Superintendent shall use the OTES teacher performance ratings for purposes of determining whether or not teachers have comparable evaluations. Comparable shall be defined as any teacher who receives a Summative Rating of Accomplished, Skilled or Developing.

## 6. Recall

- a. Teachers selected for suspension of contract shall immediately be placed on a Recall List for a period of thirty-six (36) months for the effective date of the RIF. A teacher whose name appears on the Recall List shall be recalled if and when a position becomes available for which he/she is licensed. Notice of recall shall be given by registered mail to the last address given by the teacher to the Board. It shall be the responsibility of the teacher to keep the Board advised in writing of telephone number and mailing address at which he/she can be reached.

1. The rights herein granted shall be forfeited by the teacher should he/she
  - a. waive his/her recall rights in writing;
  - b. resign;
  - c. fail to accept recall to a full - time position (or part-time position if the teacher was employed part-time prior to the RIF) as provided for herein
  - d. fails to report to work in a position that he/she has accepted within ten (10) school days after receipt of the notice of recall.
2. An individual 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 employee enjoyed at the time of layoff.

7. Where group insurance policies permit, and the extend required by state and federal law, an individual on the recall list who is unemployed and does not otherwise have group coverage available may continue to participate in those benefits which are provided to employees in active employment provided the individual pays the full monthly premium for such benefits

## **N. School Year**

The standard teacher's contract is based on a school year of one hundred eighty-four (184) days. If more than five (5) calamity days occur within a given school year, teachers will make up days beginning with the sixth (6<sup>th</sup>) cancellation based on a standard teacher's work day. Make-up time may be accumulated at school or at home before and/or after a school day, on days that school is cancelled, on holidays, and on weekends. Teachers may make up time following the conclusion of the school year, prior to June 30. Teachers will record all dates and times worked and submit this information to their building principal after all required time is made up. Hours and/or days that students make up, including "Blizzard Bag" time, are credited to teachers. Time missed for two-hour delays caused by inclement weather does not need to be made up.

The district staff make-up time log follows this section on page 107.

If, at any time, the State increases the length of the school year requiring additional days to be worked under the terms of this agreement, the base salary for bargaining unit members as defined in Article 4, Section A of this agreement will automatically be increased by a percentage equal to the percentage of increased time necessary to meet the minimum requirements for the school year.

In addition to instructional days, the school year for certificated staff (exclusive of any extended service) shall consist of the following:

- a. One (1) full work day immediately before the first student day during which no meetings will be scheduled;
- b. An early release day will be scheduled on the last student instructional day of school.



- c. A records day at the end of the school year with the understanding that up to the first two (2) hours of this day may be used by the curriculum coordinator or principal to involve staff in curriculum assessment activities. An early release day on the last student instructional day of the school year may be scheduled in place of time being scheduled and taken out of the last teacher records day of the school year.
- d. It is further understood that the legal requirements for a minimum school year with a minimum number of required instructional days shall be met each school year with the understanding that once these requirements have been met, teachers will come in the very next scheduled week day (non-holiday) to fulfill their last teacher work day of the school year.

The Superintendent shall appoint a committee to propose the school calendar for the next school year. The committee shall include the Association President and a representative from each educational level: elementary, middle, and high school. The proposed calendar recommendations from this committee shall be presented to the Board for consideration. The Board has the final authority to adopt the school calendar. In no event will Martin Luther King Day be scheduled as teacher work day.

## **O. Curriculum Days**

The Board will schedule a full day of Professional Development at the end of the first, second, and third grading periods. The morning of these PD sessions will be used for teachers to work on SLO, OTES, TBT, RESA, AIR, PARCC, etc. The afternoon will be used for Professional Development inservice time.

## **P. Teacher Work Day**

The work day for all employees shall be seven (7) hours and twenty (20) minutes inclusive of the time periods specified below:

1. All employees shall be entitled to an uninterrupted, duty-free lunch period of not less than thirty (30) minutes.
2. All secondary employees shall be entitled to, during the student day, a daily planning/conference period which is the equivalent of a regular teaching period and may be assigned no additional duties during this time.
3. The Board shall provide a minimum of two hundred (200) minutes of planning time per week for elementary teachers during which no additional duties are assigned. Such planning/conference time shall not include time before or after the student day. Each elementary teacher shall receive one (1) planning period per day of at least thirty (30) consecutive minutes.
4. The work day occasionally may be extended for staff meetings, staff trainings, staff inservice, and/or for parent-teacher conferences which cannot be scheduled during the normal work day.
5. Each building principal and one (1) Association representative will decide upon teacher arrival and departure times to ensure proper supervision of students before and after the regular school day, but at no time shall this time period be less than 15 minutes before and after regular start/departure times.
6. An employee who needs to be absent from duty on a given work day is responsible for advising the building principal (or principals' designee) as soon as practicable but not later than 6:30 a.m. in order to facilitate class coverage by a substitute. It is mutually recognized that, while every effort should be made to meet this 6:30 deadline, an occasional deviation may be necessitated by a bona fide emergency.

#### **Q. Class Size**

The Board will provide a half-time educational assistant to assist a teacher in grades K-5 who has twenty-seven (27) or more students in his/her classroom. A class size advisory committee consisting of all elementary school principals and one (1) teacher from each elementary school to be appointed by the Association President will review and exchange information with respect to class sizes in grades K-5. The committee will meet at least once in the Fall and once in the Spring.

#### **R. Building Access**

Each teacher who requests same shall be issued a key (s) which shall provide access to the building and classroom(s) in which he/she teaches and teacher lounges in the building, copy rooms in the building, and to equipment necessary in the preparation of class work. The Administration may implement a numbered and sign-out security system with respect to such distribution of keys. Should an employee for any reason lose a key, a fee of twenty-five dollars (\$25.00) will be charged. If a particular building is equipped with an alarm system during the term of this Agreement, representatives of the Board and Association shall meet and bargain with respect to changes, if any, in this Section that may be appropriate.

#### **S. Distribution of Agreement**

Copies of this Agreement shall be distributed to all bargaining unit members, the Board, and the Administration within thirty (30) days of execution. The parties shall jointly prepare the final document, shall mutually agree upon the number of copies to be produced, and shall share the cost of printing.

## **T. Vacancies**

When the Board determined that a vacancy exists, such vacancy (teaching and extra - duty) shall be made available by the school email system, and a copy of such posting will be provided to the Association President. All such vacancies shall remain posted for at least five (5) work days. Employees interested in posted vacancies shall apply to the Superintendent within five (5) days of the last date of the posting. Prior to the end of each school year, the Administration will survey all bargaining unit employees for the purpose of affording each employee the opportunity to indicate: (1) whether the employee intends to return in the following school year; (2) whether the employee wants to maintain his/her current assignment; (3) what supplemental contract position(s), if any, the employee is qualified to fill and would be willing to accept, if offered; and (4) what specific regular teaching position(s), if any, the employee is qualified to fill and would be willing to accept, if offered.

## **U. Continuing Contract Status**

### **1. Application and Requirements**

A continuing contract is a contract that remains in effect until the teacher resigns, elects to retire, or until it is terminated or suspended. To be considered for continuing contract status, a teacher shall notify the Superintendent by December 1.

After application for continuing contract, the teacher shall be evaluated in accordance with the adopted evaluation procedure and may submit whatever supplementary information he/she desires.

In addition to the formal observation, a teacher granted continuing contract status must meet the following requirements:

- a. The teacher holds a professional educator license, senior professional educator license, or lead professional educator license issued under section 3319.22 of the Revised Code.
- b. The teacher has held an educator license for at least seven years.

- c. The teacher has completed the applicable one of the following:
  - i. If the teacher did not hold a master's degree at the time of initially receiving 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 that license.
  - ii. If the teacher held a master's degree at the time of initially receiving 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 that license.

## 2. Effects of Application

Upon consideration of the application for continuing contract status, the board may choose one of the following contract options:

- a. The teacher may be granted continuing contract status.
- b. The teacher may be granted a limited contract not to exceed two (2) years provided the Superintendent has given the applicant written notice of his intention to make such a recommendation.
  - i. If a teacher is granted a limited contract under this circumstance, the teacher will also be provided with reasons directed at the professional improvement of the teacher on or before April 30th.
  - ii. If at the end of this limited contact, the board feels sufficient improvement has been made, the board may at its discretion grant either continuing contract status or another limited contract not to exceed two (2) years.
- c. The teacher's employment with the board may be non-renewed.

If the board grants a continuing contract based on assumed completion of requirements and the teacher fails to meet said requirements before the beginning of the following school year, the continuing contract will be voided and the teacher will be granted a limited contract instead.

## **V. Smoke-Free Work Environment**

Smoking or any use of tobacco products shall be prohibited in school buildings at all times.

## **W. Telephones**

Telephones shall be available in at least one (1) locker room office at the High School and Middle School. In addition, telephones shall be available in the teacher workroom in each building. The telephones will be available for professional purposes and may be limited to the local telephone exchange.

## **X. Tuition Reimbursement**

The Board agrees to fund a tuition reimbursement program as set forth in the following guidelines:

1. An employee's reimbursement shall not exceed actual paid tuition costs or \$200.00 per semester hour, whichever is less, for courses completed between July 1 and June 30.

Reimbursement will be based upon the following formula:

- a. The total amount spent by all employees submitting up to twelve (12) hours per person per year times \$200.00 shall be divided by the total amount of the pool (\$25,000) to equal percentage.
- b. The employee will be paid a percentage obtained by the formula up to the \$200 / 12-credit hour parameters established, but only if there are over \$25,000 in total qualified reimbursements to be distributed staff-wide for the designated year.
- c. The Association and the Board shall work cooperatively to inform employees around May 1 of each year of the June 1 deadline by which all required paperwork and requests for reimbursement must be submitted to the district treasurer.
- d. For purposes of this formula, "hour" means a semester hour, with the further understanding that in case of quarter hour an appropriate mathematical adjustment will be made.

2. The Board's maximum expenditure per school year shall be limited to twenty-five thousand dollars (\$25,000). Any funds not expended during a school year shall not be carried over to the next school year. The Association President may receive a periodic eligibility and status report regarding the funds.
3. An employee will receive reimbursement in accordance with Paragraph 1 above for approved graduate courses (this assumes current salary schedule index) upon submission of proof of successful completion of the course(s). Completed coursework documentation (receipts, grade/transcripts and any other documentation) shall be submitted to the Treasurer no later than September 1. Reimbursement to eligible participants will be made no later than September 30, contingent upon employment as of the date payment is made. Application for participation in this program must be submitted in a timely manner for advance approval by the Superintendent or his/her designee. After initial approval, any course changes must be approved by the Superintendent. If timely approval has not been secured, the teacher will not be reimbursed.
4. Successful completion shall be defined as receipt of the grade of "B" or better, or a passing grade in the case of the pass/fail course, and submission of a grade slip or a transcript.
5. To qualify for reimbursement, a course must fit into one (1) of the following classifications:
  - a. Related to the teacher's current assignment
  - b. Required in order for the employee to maintain his/her existing areas of certification/licensure; related to the needs of the District as determined by the Superintendent.
6. All courses must be approved by the Superintendent or his/her designee prior to official enrollment in the course.

#### **Y. Local Professional Development Committee**

1. The LPDC shall keep and retain records of its meetings, decisions, and recommendations.

2. The LPDC shall not have authority to revise, change, delete, or modify any provisions of this collective bargaining agreement, except as is provided by Ohio Revised Code Section 4117.10 (C) or as provided by the terms of the agreement.
3. If legislative action by the Ohio General Assembly impacts in any way this subject matter, the parties agree to reconvene bargaining to make appropriate adjustments.
4. The LPDC will be responsible for administering any Master Teacher Program in the District.
5. The annual compensation for a bargaining unit member serving on the LPDC shall be \$600.00.

#### **Z. Teacher Grants**

The Board shall set aside seven thousand dollars (\$7,000) per fiscal year for teacher grants, guidelines for and approval of which shall be made by a committee comprised of two (2) persons appointed by the Superintendent and three (3) persons appointed by the Association President.

It is mutually understood that monies allocated for this purpose may come from any source available to the Board including federal, state or other grants or funds earmarked for professional development, or the general fund.

Each year applications for teacher grants of up to \$1,000 can be submitted to the superintendent or his designee. Applications may be submitted October 1 through 31 for approval by the Board in November of each year.

#### **AA. Resident Educator Program**

##### **A. Definitions**

1. Resident Educator Program - A program following ODE guidelines, created by statute, designed to provide newly-licensed Ohio educators quality mentoring and guidance. Successful completion of the residency program is required to advance to a five (5) year professional educator license.
2. Mentor - A mentor is a teacher trained and assigned to provide professional support to a resident educator following ODE guidelines and protocols.

3. **Resident Educator** - A resident educator is a teacher employed under a resident educator license.
4. **Resident Educator Program Committee** - The committee will include the program coordinator, mentors, one district administrator, and Association President or designee.

The committee will have the following responsibilities:

- a. collaborate in the administration of the program, selection, and assignment of mentors
- b. provide for the training of mentors and resident educators
- c. review the program's effectiveness
- d. address/solve mentor/resident educator concerns, issues, problems

## **B. Compensation**

### **1. Release Time**

- a. Each mentor teacher and facilitator shall be granted release time for direct mentoring activities as approved by a Superintendent. Release time shall be separate from any other release time covered under this Agreement and shall be coordinated by the Superintendent or Building Administrator.
- b. Each mentor teacher shall be granted release time by the Building Principal to attend committee meetings, necessary training, and to perform the required committee work.

2. Mentor compensation shall be two percent (2%) at Step 0 of the Supplemental Salary Schedule for each resident educator assigned.

3. The District will pay all training fees required for mentors and facilitators to receive the mandatory ODE state mentor training.

### **AB. Employment of Retired Teachers**

1. Staff members that would like to be considered for retire/rehire will send a letter to the Superintendent requesting to be considered by March 1. Any recommendation on allowing a bargaining unit member to retire/rehire will be made by the full administrative team.
2. Salary will be determined by placing the employee at Step 0 in the appropriate column of educational training on the salary schedule for this negotiated agreement. Each year thereafter, salary schedule placement will continue to reflect zero (0) years of experience.
3. Each teaching contract awarded to a retired teacher shall be a one (1) year limited contract.

### **AC. Master Teacher**

1. Teachers may apply for Master Teacher designation. All materials need to be submitted to the LPDC Committee through the HR Director two (2) weeks prior to scheduled bi-monthly meetings.

If Master Teacher designation is granted, a total of ninety (90) Contact Hours will be granted to be used toward teacher license renewal.

If Master Teacher designation is not granted, a total of sixty (60) Contact Hours will be granted to be used toward teacher license renewal after application.

2. If application is made in the year of teacher license renewal, the teacher can choose to have contact hours apply to the current year renewal or the next required license renewal.

## **ARTICLE VI – DURATION OF AGREEMENT**

### **A. Waiver of Negotiations**

The Board and Association acknowledge that during negotiations resulting in this Agreement, each party had the right and the opportunity to make demands and proposals with respect to any matter and that this Agreement was arrived at by the parties after the exercise of that right and opportunity. During the life of this Agreement neither party shall be obligated to negotiate with respect to any subject or matter except under the specific conditions of Article I, Section D (Amendment Procedure) or if State Employment Relations Board determines that a specific subject matter must be negotiated by the parties.

### **B. Entire Agreement Clause**

The Agreement supersedes all previous agreements, verbal or written, or based on alleged past practices, between the Board and the Association and constitutes the entire Agreement between the parties. Any amendment shall not be binding unless executed in writing by the parties.

### **C. Conflict with Law**

Consistent with Section 4117.10 of the Ohio Revised Code, the terms of this Agreement supersede any conflicting provisions of state law. If during the term of this Agreement there is a change in Section 4117.10 (A) which would invalidate any provision(s), or if any provision(s) of this only Agreement is determined to be contrary to state or federal law by a court of competent jurisdiction, such provision(s) shall be inoperative and the remaining provisions hereof shall remain in full force and effect. Within thirty (30) days the parties shall meet to attempt to negotiate a replacement provision(s).

**D. Term of the Agreement**

The duration of this Agreement shall be from July 1, 2015, through June 30, 2018.

FOR THE UPPER SANDUSKY EXEMPTED  
VILLAGE SCHOOLS BOARD OF EDUCATION

FOR THE UPPER SANDUSKY  
EDUCATION ASSOCIATION

BY James Morris  
President  
USEVS Board of Education

BY Cheryl Coakley  
President  
Upper Sandusky Education Association

BY Michael J. Eaglowski  
Superintendent  
Upper Sandusky Ex. Vil. Schools

BY John E. Mon  
Negotiator  
Upper Sandusky Education Association

BY Alfred  
Treasurer  
Upper Sandusky Ex. Vil. Schools

BY Eric Valasek  
Negotiator  
Upper Sandusky Education Association

BY Rhonda Caudill  
Negotiator  
Upper Sandusky Board of Education

BY Doug Maltubange  
Negotiator  
Upper Sandusky Education Association