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MASTER CONTRACT

between the

**GROVEPORT MADISON LOCAL
BOARD OF EDUCATION**

and the

**GROVEPORT MADISON LOCAL
EDUCATION ASSOCIATION**



**July 1, 2015 through June 30, 2018
July 1, 2018 through June 30, 2019**

IMPORTANT DATES

- SEPTEMBER** Donations may be made to the Sick Leave Bank.
- SEPTEMBER 10** Unit members must notify the Treasurer that they are requesting reimbursement for college credit.
- SEPTEMBER 15** Unit members eligible for a continuing contract must make a written request to the Superintendent.
- SEPTEMBER 20** The Treasurer and your Building Representative must be notified in writing if you are discontinuing payroll deduction for GMLEA dues.
- SEPTEMBER 30** Deadline to submit application for STRS Credit Purchase.
- OCTOBER 1 -
NOVEMBER 1** Unit members wishing to make changes in insurance coverages must do so during this open enrollment period.
- OCTOBER 1 –
NOVEMBER 1** Members wishing to opt out of insurance must notify the Treasurer.
- OCTOBER 10** Transcripts and/or grade sheets must be on file in the Administrative Office for unit members applying for reimbursement for college credit.
- First deadline to file for a change to a higher salary group. Official transcripts are required.
- OCTOBER 15** GMLEA dues deductions begin.
- NOVEMBER** Fee waivers application deadline #2 (before Thanksgiving).
- JANUARY 15** Deadline to apply for retirement stipend. This must occur in the year in which you first become eligible for retirement.
- JANUARY 15** Deadline to apply for retire/rehire. (Under Article 28)
- JANUARY 15** District can begin posting positions.
- MARCH 10** Unit members must notify the Treasurer that they are requesting reimbursement for college credit.
- APRIL** Donations may be made to the Sick Leave Bank.
- APRIL 10** Second deadline to apply for a change in salary group. Official transcripts are required.
- APRIL 10** Transcripts and/or grade sheets must be on file in Administration office for unit members applying for reimbursement for college credit.

- APRIL 15** A unit member on a leave of absence during the second semester must notify the Personnel Office, in writing, if it is his/her intention to return to duty the following school year.
- APRIL 30** Unit members with limited or supplemental contracts which expire in the current year must be notified, in writing, if they are not to be re-employed.
- MAY 10** Deadline for notification if you wish your child to attend Groveport Madison Schools the following school year.
- JUNE** Chance to apply for cash benefit for non-use of personal and sick leave days (please use form).
- Unit members who desire to change in grade and/or subject areas should write a letter to the Administration stating the desired change(s). Only those unit members who state this, in writing, must be notified of vacancies after the summer postings deadline.
- A unit member who is retiring must apply for his/her severance pay no later than ninety (90) days after the effective date of retirement.
- JUNE 30** Deadline to file for conversion of personal days to sick leave.
- JUNE 30** Fee waivers due.
- JULY 1** If you have a valid outstanding contract, you must be notified of your salary for the coming year.
- JULY 10** Deadline for contracted teachers to resign for the coming year. After this date, a teacher must have the Board's consent to resign or face possible suspension of his/her Ohio Teaching Certificate.

GROVEPORT MADISON LOCAL EDUCATION ASSOCIATION

IF YOU HAVE A QUESTION OR CONCERN

If you have a question or concern about your rights or responsibilities as defined by this contract, the code of ethics, state law, administrative procedure, or board policy, then the following steps are recommended:

1. Check your Master Contract to see if the situation is covered. If you are unsure, contact your Building Representative immediately.
2. Talk to the GMLEA President or in the case of a suspected contract violation, contact the Professional Rights and Responsibility (Grievance) Chair.

Your professional program is a matter of concern for the entire profession. Even small matters left unsolved, can cause serious morale problems for you and others. Your officers, appropriate chairpersons, and Labor Relations Consultant will discuss your concerns privately and discreetly.

IF YOU HAVE A CONCERN WITH A STUDENT

Emergency Removal

1. You have the right to remove a disruptive student from the classroom.
2. You have the right to impose necessary disciplinary action to students in keeping with Board policy.
3. You will be actively supported by the Board in the event of an assault by a student.

PHYSICAL ASSAULT INVOLVING A UNIT MEMBER

1. You have the right to defend yourself and/or obtain assistance.
2. The principal should be immediately notified to call police, parents, and the Superintendent.
3. You have the right to legal aid from the Franklin County Prosecutor's Office.
4. The Groveport Madison Local Board of Education shall fully support you.
5. The Superintendent will immediately suspend with the intention to expel any student suspected of physically assaulting you.
6. You need to be sure to document the entire incident in writing by including the date, time, witness(es) present, location, any events leading up to the assault, and specifically, what took place during the assault.

7. If you incur any disability as a result of the assault, you are entitled to assault leave as found in Article V, section K. of the contract

FOR YOUR OWN PROTECTION

You should file charges with the local police department
and contact your GMLEA President immediately
and contact the Superintendent

TEACHERS AND CHILDREN'S SERVICES INVESTIGATIONS

Investigations by Children's Services are NOT legal proceedings. Therefore, BEFORE talking with ANYONE from Children's Services, please follow these important steps:

1. If you are notified that a complaint against you has been filed with Children's Services regarding your treatment of a student in your care, DO NOT make any statement regarding the allegations until you contact the GMLEA President.
2. After briefing your local president on the allegations, immediately contact your OEA Labor Relations Consultant (LRC). An attorney will be assigned for any Children's Services hearings or investigations.
3. You are NOT entitled to have an attorney for meetings with the administration and parents if Children's Services is NOT involved. Your local association will provide representation for meetings such as this.
4. NEVER agree to meet with a Children's Services representative regarding allegations against YOU as a teacher until you have followed Steps 1 and 2 above. You DO NOT have to meet on their schedule and you always have the right to consult with legal counsel. Your future as an educator is at stake – don't risk it. OEA provides assistance; please avail yourself of that assistance.

COMPUTER ACCESS AND ELECTRONIC MAIL

1. The Groveport Madison Local Education Association shall have the right to use the District's computers and electronic mail in conducting Association business. Unit members will sign the Acceptable Use Contract in which they agree not to transmit obscene or threatening material or engage in any commercial activities via their school district Internet access.
2. Staff Acceptable Use Policy (see page 137)

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ARTICLE 1

RECOGNITION

- A. The Groveport Madison Local Board of Education, hereinafter referred to as "the Board," recognizes the Groveport Madison Local Education Association OEA/NEA, hereinafter referred to as "the Association," as the sole and exclusive representative of all members of the bargaining unit.
- B. The term "Bargaining Unit" shall refer to all full-time certificated, classroom teaching employees including guidance counselors, reading teachers, speech and hearing therapists, librarians, nurses, tutors, job sharing unit members, and part-time unit members (i.e. those who work twenty [20] hours per week or more will be considered at least half-time [1/2] members while those working less than twenty [20] hours per week shall be considered at least quarter-time [1/4] members and substitutes that work sixty [60] work days or more in the same teaching assignment and other certificated employees not specifically excluded below).

Excluded from the unit are the Superintendent, Assistant Superintendent, directors, principals, assistant principals, and casual substitutes.

- C. Bargaining unit employees shall hereinafter be referred to as "unit members." Unit members shall be defined as anyone represented by the Groveport Madison Local Education Association and covered within this Contract.

ARTICLE 2

SALARY

A. INDEX SCHEDULE

The following shall be the index schedule for regular salary:

<u>Years of Experience</u>	<u>Group I</u>	<u>Group II</u>	<u>Group III</u>	<u>Group IV</u>	<u>Group V</u>	<u>Group VI</u>
0	1.000	1.045	1.090	1.150	1.200	1.250
1	1.053	1.098	1.143	1.208	1.260	1.313
2	1.106	1.151	1.196	1.266	1.320	1.376
3	1.159	1.204	1.249	1.324	1.380	1.439
4	1.212	1.257	1.302	1.382	1.440	1.502
5	1.265	1.310	1.355	1.440	1.500	1.565
6	1.318	1.363	1.408	1.498	1.560	1.628
7	1.371	1.416	1.461	1.556	1.620	1.691
8	1.424	1.469	1.514	1.614	1.680	1.754
9	1.477	1.522	1.567	1.672	1.740	1.817
10	1.530	1.575	1.620	1.730	1.800	1.880
11	1.583	1.628	1.673	1.788	1.860	1.943
12	1.636	1.681	1.726	1.846	1.920	2.006
13	1.689	1.734	1.779	1.904	1.980	2.069
14			1.832	1.962	2.040	2.132
<u>Increments</u>						
15	1.742	1.787	1.885	2.078	2.160	2.258
19	1.795	1.840	1.938	2.136	2.220	2.321
23	1.901	1.946	2.044	2.252	2.340	2.447

- Group I - Bachelor's Degree.
- Group II - Bachelor's Degree and a total of one hundred fifty (150) semester hours or more of training.
- Group III - Bachelor's Degree and a total of one-hundred fifty (150) semester hours or more of training including fifteen (15) semester hours of graduate training in (a) a program leading toward Master's Degree or (b) in the subject area of the teacher's major assignment.
- Group IV - Master's Degree.
- Group V & VI - Fifteen (15) semester hours of graduate work (Group V) and thirty (30) semester hours of graduate work (Group VI), respectively in the field of education earned after the date that the Master's Degree has been conferred. These graduate hours must further be in a program leading toward one (1) or more of the following:
 1. The Doctorate Degree
 2. An Educational Specialist Certificate
 3. Improvement in the area of the person's primary teaching responsibility.
 4. Completion of the requirements prescribed by the State Board of Education in one (1) of the following areas:
 - a. School Psychologist
 - b. Guidance
 - c. Supervisor
 - d. Reading Supervisor
 - e. Elementary Principal
 - f. Secondary Principal
 - g. Education Administrative Specialist
 - h. Local Superintendent
 - i. Superintendent.

B. DOLLAR SCHEDULES

1. The parties agree that the base salary, BA-0, using the index schedule in Section (A) will increase as follows:

2015-2016 = 2.5%

2016-2017 = 2.5%

2017-2018 = 2.0%

The collective bargaining agreement shall be extended in accordance with Article 29, Duration and Implementation. The Base Salary increase for 2018-2019 will be 2.5%.

2. The Board may choose to hire new unit members with less than two years' experience up to Step 2 in order to provide competitive starting salaries. If the Board chooses to do so, all unit members below the increased step will be moved to the increased step on the salary schedule.

Any individual employed at the increased step or elevated shall remain at that step until natural progression (years of service) requires movement to the next step.

C. PURPOSE

1. To enable the Board of Education to secure competent and well-trained unit members who are capable of providing the highest quality of instruction.
2. To encourage and reward unit members for continuous professional growth.
3. To guide in the selection of unit members based upon training and experience.
4. To provide the Board of Education with a means of determining their annual financial obligations in terms of unit members' salaries.

D. QUALIFICATIONS

Employment in the Groveport Madison Local School District as a unit member requires:

1. A four (4) year provisional certificate, higher-grade certificate, or license.
2. Recommendation by the local Superintendent.
3. Possession of at least a Bachelor's Degree.

E. REGULATIONS

1. All unit members must comply with the laws and regulations governing the certification of unit members as adopted by the State Board of Education and shall have a valid teaching certificate/license on file in the office of the local Superintendent and the County Superintendent.
2. Previous teaching experience shall be granted to a maximum of ten (10) years.
 - a. All years of teaching in chartered public and non-public schools in the State of Ohio, provided that the unit member had a valid Ohio teaching certificate/license during each year of credited teaching experience. Credit for non-public school teaching experience shall be granted.
 - b. A year of teaching experience shall be for not less than one hundred twenty (120) school days of any given school year and must be regular teaching. Tutoring, summer school, etc., shall not be counted towards years of experience, unless the teaching was in the Groveport Madison Local School District.
 - c. Any unit member hired by the Groveport Madison Local Board of Education who has at least one hundred twenty (120) days of substituting in any one (1) year in the Groveport

Madison Local School District will be credited a year of teaching experience for placement on the salary schedule.

- d. Fractional units of experience shall not be recognized in the salary schedule.
3. Previous military service shall be granted to a maximum of five (5) years.
 - a. A year of military service must equal twelve (12) continuous months of active duty.
 - b. A partial year of active military service left over after dividing total service by twelve (12) must equal eight (8) continuous months or more in order to receive credit.
4. All previous experience, both teaching and military, must be verified and notarized by the unit member on forms furnished by the district.
5. Each unit member shall keep on file with the local Superintendent and County Superintendent official transcripts of all college credit.
6. Unit members will have two (2) opportunities to move to a higher salary group during any one (1) contract year. A unit member may advance to a higher salary group effective at the beginning of their contract year provided that he or she verifies the change in salary group by submitting an official transcript to the Administrator in charge of personnel no later than October 10 of that school year. The change in salary group will be reflected in a regular paycheck within twenty (20) working days upon receipt of verification by the Administrator in charge of personnel. The first paycheck that reflects the change in salary group will contain all the additional salary which would have been received from the beginning of the current contract year.

A unit member may advance to a higher salary group to become effective April 1, provided that he or she verifies the change in salary group by submitting an official transcript to the Administrator in charge of personnel no later than April 10 of that school year. The change in salary group will be reflected in a regular paycheck within twenty (20) working days upon receipt of verification by the Administrator in charge of personnel. The first paycheck that reflects the change in salary group will contain all the additional salary that would have been received from the effective date of April 1.

Note: New unit members to the district who are employed after the above dates are to give notice upon their date of employment.

Any unit member shall have twelve (12) months from the date she/he signs her/his first employment contract to provide the Treasurer with documentation to support a claim of improper or inaccurate placement on the salary schedule. If it is determined that a claim submitted within the twelve (12) months should be granted, the new placement shall be retroactive to the commencement of employment, or change in placement on the salary schedule. When a claim is made after the twelve (12) month period is granted, the new placement will be effective immediately. [This provision will not become effective until the first of February of 2008 to give unit members an opportunity to review salary schedule placement.]

7. Unit members will have a one-time opportunity to convert accumulated CEUs/contact hours to semester hours. The conversion will be three (3) CEUs to equal one (1) semester hour and ten (10) contact hours equal one CEU. The conversion timeline shall coincide with the October 10th and April 10th deadline for changing salary groups as found in Paragraph 6 above.
8. In cases where additional duties warrant extra pay above this schedule, the Board of Education reserves the right to grant such increases.
9. Per diem deductions shall be made for absence other than those provided for under our Sick Leave, Personal Leave, Professional Leave, Emergency Leave, Association Leave, Assault Leave or Adoption Leave provisions. The deduction of a day's salary is calculated as follows:
 - a. The total number of days the unit member is employed divided into the total salary (minus any activity pay previously earned): times the number of days of unauthorized absence.
10. Annual salaries shall be paid in twenty-four (24) substantially equal installments.
11. All unit members under contract by June 1 for the following school year will be given a salary notice by July 1. Unit members employed after June 1 will be given a salary notice within thirty (30) days after employment by the Board of Education. If an agreement is reached for the remainder of that year, then a salary notice will be issued within thirty (30) days after the adoption of that agreement by the Board of Education. If a unit member files for a higher salary group and qualifies for said group, a revised salary notice will be issued within thirty (30) days after approval by the Board of Education. The salary notice will include:
 - a. Gross base pay
 - b. Gross pay for extra duties
 - c. Gross pay for extended service
 - d. The employee's step and group on the salary schedule
12. Supplemental pay contracts shall be issued, when possible, prior to the end of the current school year.

Bargaining unit members shall submit supplemental completion forms to the appropriate supervisor within fifteen (15) working days of the close of the season. If approved, the supervisor shall deliver the form to the treasurer's office within five (5) days of its submission by the bargaining unit member. The supervisor shall have no more than thirty (30) working days from receipt to either approve the form or determine whether the bargaining unit member has made every reasonable effort to comply with the requirements of the supplemental completion form. Absent a timely determination that every reasonable effort was not made (such termination being subject to the grievance procedure), the form must be submitted to the treasurer's office for payment. After the approved completion form has been received by the Treasurer's office, the lump sum payment for supplemental contracts will be added to the employee's paycheck.

a. Payment for Supplementals

The Board will provide payment for supplemental contracts or stipends as a separate line item on the employee's paycheck. All supplemental contract and stipend payments shall be subject to the appropriate deductions. Federal taxes on this payment shall be at the rate of 25% and state taxes shall be at the rate of 3.5% (or the current rates). A worksheet describing how this is accomplished will be given to all bargaining unit members by September 1 of each year. This worksheet shall be included in the addenda.

13. Extended Service - The Superintendent may recommend unit members for employment on extended service beyond the term of the regular school year, subject to the following regulations:

- a. Salary will be determined by dividing the yearly base salary, as determined by the unit member's salary schedule, by the number of days in the unit member's duty year, as listed in the school calendar, and then multiplying this daily rate times the number of days of the authorized extended service.
- b. Extended service will be considered in the following areas for the length of time indicated:

Guidance personnel	twenty (20) days
High school chemical abuse counselor	twenty (20) days
Gesell Screening Specialist	ten (10) days
Secondary media specialist:	
High School	sixteen (16) days
High School Main Street	ten (10) days
Middle School	fourteen (14) days
Psychologist	ten (10) days
OWA Vocational	twenty (20) days
Vocational Home Economics	ten (10) to twenty (20) days.

Additional extended service may be granted with compensation based upon the unit member's daily rate of pay.

F. CHECKS

1. Direct Deposit of Payroll Checks and Other Compensation

- a. Teachers will be required to enroll in the direct deposit program and to provide a voided check or deposit slip to the Treasurer in order to provide the routing number and account number for each employee.
- b. The direct deposit provision agreed to in this contract will apply to two (2) financial institutions or two (2) accounts within one financial institution. Each participant in the program may choose two (2) accounts to which funds will be deposited. Under no circumstances will funds be deposited to more than two (2) financial institutions or two (2) accounts per employee.

- c. Payroll stubs shall be transmitted electronically to any e-mail address of the unit member's choosing effective June 30, 2011. The member will be responsible for notifying the treasurer's office of the appropriate e-mail address (es). If the individual changes his/her e-mail address, the district shall be notified by the first of the month.
- d. "Net Checks" to the credit union will not be permissible. If the employee wishes to have their entire check deposited to the credit union, the employee must comply with Sections a. and b. above.

2. Payroll Checks Distribution

- a. When a pay date (the 15th and 30th of each month) falls on a Saturday, Sunday or financial institution holiday, direct deposits shall be made so as to ensure that bargaining unit members have access to their direct deposit on the financial institution workday prior to Saturday, Sunday or holiday.
- b. Dues transmittal to the GMLEA treasurer shall be completed at the same time as the direct deposits above.
- c. Any mistake(s) on a unit member's paycheck made by the Treasurer's office and reported to the Treasurer's office will be corrected on the next business day.

G. STRS PICK-UP

1. STRS pick-up will be afforded unit members using the salary reduction method.
2. STRS Credit Purchase By Payroll Deduction

The Ohio Revised Code and State Teachers' Retirement Board Rules provide teachers an opportunity to purchase certain types of service credit by payroll deduction.

- a. A State Teachers' Retirement System member may buy only one (1) type of the following service credit:
 - Military service
 - Restoration of canceled service credit
 - Other Ohio teaching or public service
 - Other Ohio public service
- b. To participate, a qualifying member must contact STRS and request an application to purchase service through payroll deduction on the appropriate form(s) and a cost statement showing the total cost of service credit and cost per year. After selecting a monthly payment, the member should submit form PD-2 to the Treasurer's office.
- c. Members wishing to participate must submit their application to the Treasurer's office by September 30 of each year. Contributions will be effective first pay in October.

- d. Deductions will be made in twenty-four (24) equal amounts from each of the employee's paychecks, and remitted once a month to the State Teachers' Retirement System.
- e. A member who wishes to stop the payroll deduction should contact the Treasurer's office in writing. Once terminated, payment cannot be reinstated until the next enrollment period.
- f. A member may change the amount of the deduction by making such request, in writing, to the Treasurer no later than September 30. Changes will become effective the month of October.
- g. STRS Credit Purchase will be made with pre-tax dollars.

H. PAYROLL DEDUCTIONS

1. All annuity payments withheld from unit members' paychecks shall be sent to the annuity companies on or before the 9th of each month, unless this becomes impossible due to equipment malfunction. In this event, payments shall be made within five (5) working days.
2. The Treasurer is authorized to make deductions from salaries for payment to the Franklin County Teachers' Federal Credit Union, Whitehall Credit Union, Midstate Credit Union, and/or the First Service Federal Credit Union for unit members who request this service. All credit union payments withheld from unit members' paychecks shall be sent to the credit union bi-monthly, on or before the 18th and 2nd of each month (within three (3) days of the pay date.)
3. The following provisions, as approved by the Groveport Madison Local Board of Education, regarding the purchase of Tax Sheltered Annuity Contracts by eligible employees of the Groveport Madison Local School District shall apply:

PURCHASE OF TAX SHELTERED ANNUITY CONTRACTS

- a. Minimum enrollment for a new company within the Groveport Madison Local School District shall be five (5) participants; a new company shall be defined as follows:
 - 1) A company which presently has no participants enrolled.
 - 2) A company which presently has a participant within the Groveport Madison Local School District and participant transferred from another school district and said participant elects to continue in the same Tax Sheltered Annuity Program in which said participant was enrolled in the former school district.
- b. After employees of the Groveport Madison Local School District are enrolled in a Tax Sheltered Annuity Program, in compliance with the above provisions, said employees shall be permitted (in accordance with Internal Revenue Service Regulations) to make one (1) change during each calendar year (January-December). Desired change(s) may be made at any time (provided observance of payroll processing requirements is considered) with the exception of the months of July and August of each calendar year.

- c. Upon receipt in the office of the Treasurer of the Board of Education of properly executed documents, said Tax Sheltered Annuity reduction agreements shall be implemented on an annual twenty-four (24) payroll cycle basis.
- d. Deductions made for the purpose of Tax Sheltered Annuity Programs shall be remitted to the respective company in a timely manner and in compliance with the respective company provisions as to assure proper credit to each annuitant's account for the appropriate reporting period.
- e. The following guidelines shall be used to establish the eligibility of tax sheltered annuity companies to participate in payroll deductions programs with the Groveport Madison Local Board of Education and its employees.
 - 1) All companies who were eligible for, and participating in, annuity payroll deductions on April 1, 1978, shall continue to hold this privilege as long as there is an employee who is participating in, and who signed up for, benefits prior to April 1, 1978.
 - 2) A company may become eligible to participate in tax sheltered annuity payroll deductions if that company can prove that five (5) or more employees of the school district have completed all necessary requirements requesting participation with said company in a tax sheltered payroll deduction program.
 - 3) A company may not become eligible to participate in Tax Sheltered Annuity Payroll Deductions if that company violates or contributes to the violation of Board policies or Administrative Rules or Procedures of the Groveport Madison Local School District.
 - 4) Employees new to the district who had a tax sheltered annuity with a company other than those currently doing business with the Groveport Madison Local School District shall be permitted to participate in tax sheltered payroll deductions for their existing annuities. This provision, however, shall not exempt the company from meeting the requirements of paragraph 2) above with regard to enrolling new participants.
- 4. Payroll deductions for GMLEA membership dues or fees shall be made in ten (10) equal payments, or at the unit member's option, shall be deducted equally from (20) paychecks. Such payroll deductions shall begin with the third (3rd) paycheck of the contract year.

In the event that a unit member resigns during the contract year and elects to receive the balance of his/her salary in a lump sum payment, the balance of dues for that contract year shall be deducted from that payment. Effective March 1, 2011, the GMLEA President and GMLEA treasurer will be immediately notified in writing within forty-eight (48) hours when a bargaining unit member indicates to the Board's agents that he/she is going on unpaid leave and that member's total dues will be recalculated and be paid through increased payroll deductions for the remainder of the member's escrowed paychecks.

- 5. The GMLEA President and GMLEA Treasurer will be immediately notified in writing when a long term sub reaches the sixty (60) consecutive day mark so that the GMLEA treasurer and

the District office can begin payroll deduction of dues for the remainder of the long term substitute's payroll checks.

6. The Treasurer's office will transmit a monthly check for the Fund for Children and Public Education (FCPE) donations from payroll deductions to the Ohio Education Association.
7. Bargaining unit members may choose payroll deduction for the purpose of OEA Fund for Children and Public Education and GMLEA Scholarship donations.

I. RETIREMENT STIPEND

The Board will pay a stipend of four hundred dollars (\$400) for each year of service in the Groveport Madison School District as established by this Master Contract with the following provisions:

1. If a unit member elects, during the school year in which he/she is first eligible for an unreduced benefit under the age and service requirements as determined by STRS, the unit member will receive the stipend.
2. The unit member shall provide a written "Notice of Intent to Retire" by January 15 to the District Treasurer. If the unit member does not submit a "Notice of Intent to Retire" by January 15, the unit member will not be eligible for the stipend. If the unit member chooses not to retire during the first year of eligibility for an unreduced benefit, the unit member will not become eligible for the stipend in the future.
3. The unit member agrees to provide the Board with evidence of qualifying age and service time in the State Teachers' Retirement Fund of Ohio (hereinafter referred to as the "Fund"). Further, the unit member is responsible to notify the District Treasurer of any changes to his/her status or years of service within the retirement system (i.e. buying of past time).
4. A unit member who meets the disability requirements under STRS would not be eligible for this incentive.
5. The payment of this incentive would be distributed over a three- (3-) year period.
6. The unit member may direct that the first portion of his/her retirement payment be transferred to his/her tax-sheltered annuity (TSA) in accordance with IRS regulations, if the TSA satisfies the existing District requirements applicable to TSAs. The District and Treasurer assume no liability other than to effect the transfer in accordance with the unit member's direction, and have no obligation to advise the unit member of applicable tax regulations. If the unit member's total first year portion of the retirement exceeds the amount to be transferred to the member's TSA, the balance will be paid to the unit member within sixty (60) calendar days of the unit member's effective date of retirement.
7. If an eligible unit member delivers an official letter of retirement on or before January 15, the unit member will receive an additional sum of \$1,000.

ARTICLE 3

INSURANCE

For the lifetime of this Master Agreement, the Insurance Committee recommends that the health insurance/major medical coverages as indicated below be provided through Anthem (Blue Cross/Blue Shield) as the carrier.

A. GENERAL PROVISIONS

1. The Board will offer the following fringe benefit alternatives:

Plan 1

- a. Medical (surgical, hospitalization, major medical)
- b. Dental
- c. Prescription drug
- d. Term life insurance

Plan 2

- a. Dental
- b. Prescription drug
- c. Term life insurance

2. Upon notification of a rate increase by any insurance company, the Treasurer of the Board shall notify the President of the Groveport Madison Local Education Association of such increase within ten (10) days.
3. The unit members shall be covered by insurance carriers for Medical, Dental, and Prescription Drug programs. The Association shall recommend to the Board the insurance carriers. Any change in insurance carriers will be with the mutual consent of the Board of Education and the Association.
4. The Treasurer of the Board shall provide the following information to the Groveport Madison Local Education Association by October 10, each year:

a. <u>Age No.</u>	b. <u>Income No.</u>	c. <u>Sex No.</u>	d. <u>Marital Status No.</u>
Under 30	Under \$10,000	Females	Married
31-35	10,001- 15,000	Males	Single
36-40	15,001- 20,000		
41-45	Over \$20,000		
46-50			
51-55			
56-60			
61-65			
Over 65			

- | | | |
|-------------------|--|------------------|
| e. Enrollment for | f. Husband and wife both
employed as teachers
in Groveport Madison | g. Current Costs |
|-------------------|--|------------------|

Family Medical (includes prescription drug)	_____
Single Medical (includes prescription drug)	_____
Family Dental	_____
Single Dental	_____

5. Newly employed unit members may be added to the insurance program within thirty (30) days of the date that their contract becomes effective.
6. Unit members whose marital status has changed, or who have otherwise experienced a qualifying event will be eligible to resume his/her health insurance coverage through the district if permissible under the insurance plan.
7. Unit members, other than those included in Paragraphs 5 and 6 above, must submit changes, additions or deletions to the Treasurer by November 1 of each year. Changes, additions or deletions will become effective on November 1 of each year.

"The November 1st open enrollment deadline may be waived in extenuating circumstances as determined by the Association as allowed by the affected insurance carrier."

8. All increases in rate or decreases in rate of term life insurance for unit members will be the responsibility of the GMLEA through negotiated monies. Any change in carrier for term life insurance will be with the mutual consent of the Board and the GMLEA.
9. If at any time the Board and the GMLEA agree to change the method by which the Board's share of payment is determined, all previous medical, dental and drug agreements will be void.
10. Effective July 1, 2015, the employer shall pay 90% of the health insurance premium and the employee shall pay 10% of the health insurance premium.

If the Board employs both husband and wife, each may be enrolled for single coverage or one family member (employee) may be enrolled for family coverage.

Except as may otherwise be provided in state law and STRS regulations, District insurance subject to the provisions of this Article indicated above shall continue until the last day of August in the year in which the retirement or resignation occurs for unit members who retire, resign or are non-renewed effective on or after at the last day of the school year regardless of when notice of retirement, resignation, or non-renewal is given unless the unit member and GMLEA agree, in writing, to a different date. Unit members who retire or resign prior to the last work day of the school year, shall have insurance through the month in which their retirement or resignation is effective. (e.g. if an individual retires the last day of May then the district insurance for that individual will cease effective May 31.)

11. Agent of Record: Agent of Record shall be determined by consensus of the District Insurance Committee: The Insurance Committee shall include the following: seven (7)

Representatives from GMLEA, two (2) secondary administrators, two (2) elementary administrators, one (1) Treasurer, three (3) Representatives from the Administrative Office.

B. LEVEL OF REQUIRED HOSPITAL, PROFESSIONAL AND MAJOR MEDICAL BENEFITS, AND PRESCRIPTION DRUGS

Your Summary of Benefits



Groveport Madison Local Schools
 Blue Access® (PPO)
 Effective 08/01/2015

Covered Benefits	Network	Non-Network
Deductible (Single/Family)	\$0/\$0	\$100/\$200
Out-of-Pocket Limit (Single/Family)	\$500/\$1,000	\$1,000/\$2,000
Physician Home and Office Services (PCP/SCP) Primary Care Physician (PCP)/ Specialty Care Physician (SCP) Including Office Surgeries and allergy serum: <ul style="list-style-type: none"> • allergy injections (PCP and SCP) • allergy testing • MRAs, MRIs, PETS, C-Scans, Nuclear Cardiology imaging Studies, and non-maternity related Ultrasounds 	\$20/\$30 \$5 No copayment/coinsurance No copayment/coinsurance	20% 20% 20% 20%
Preventive Care Services Services include but are not limited to: Routine Exams, Pelvic Exams, Pap testing, PSA tests, Immunizations ¹ , Annual diabetic eye exam, Vision and Hearing screenings <ul style="list-style-type: none"> • Physician Home and Office Visits (PCP/SCP) • Other Outpatient Services @ Hospital/Alternative Care Facility 	No copayment/coinsurance No copayment/coinsurance	20% 20%
Emergency and Urgent Care Emergency Room Services <ul style="list-style-type: none"> • facility/other covered services (copayment waived if admitted) Urgent Care Center Services	\$100 \$35	\$100 \$35
Inpatient and Outpatient Professional Services Include but are not limited to: <ul style="list-style-type: none"> • Medical Care visits (1 per day), Intensive Medical Care, Concurrent Care, Consultations, Surgery and administration of general anesthesia and Newborn exams 	No copayment/coinsurance	20%
Inpatient Facility Services (Network/Non-Network combined) Unlimited days except for: <ul style="list-style-type: none"> • 60 days for physical medicine/rehab (limit includes Day Rehabilitation Therapy Services on an outpatient basis) • 180 days for skilled nursing facility 	No copayment/coinsurance	20%
Outpatient Surgery Hospital/Alternative Care Facility <ul style="list-style-type: none"> • Surgery and administration of general anesthesia 	No copayment/coinsurance	20%
Blue 3.0		

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Your Summary of Benefits

Covered Benefits	Network	Non-Network
Other Outpatient Services (Combined Network & Non-Network limits) including but not limited to: <ul style="list-style-type: none"> • Non Surgical Outpatient Services for example: MRIs, C-Scans, Chemotherapy, Ultrasounds, and other diagnostic outpatient services. • Home Care Services 180 visits (excludes IV Therapy) • Durable Medical Equipment and Orthotics • Prosthetic Devices • Prosthetic Limbs • Physical Medicine Therapy Day Rehabilitation programs • Hospice Care • Ambulance Services 	No copayment/coinsurance No copayment/coinsurance No copayment/coinsurance	20% No copayment/coinsurance No copayment/coinsurance
Outpatient Therapy Services (Combined Network & Non-Network limits) <ul style="list-style-type: none"> • Physician Home and Office Visits (PCP/SCP) • Other Outpatient Services @ Hospital/Alternative Care Facility Limits apply to: <ul style="list-style-type: none"> • Physical Therapy: 60 visits • Occupational Therapy: 30 visits • Manipulation Therapy: 12 visits • Speech therapy: 20 visits 	\$20/\$30 No copayment/ coinsurance	20% 20%
Behavioral Health: Mental Illness and Substance Abuse² <ul style="list-style-type: none"> • Inpatient Facility Services • Inpatient Professional Services • Physician Home and Office Visits (PCP/SCP) • Other Outpatient Services, Outpatient Facility @ Hospital/Alternative Care Facility, Outpatient Professional 	No copayment/coinsurance No copayment/coinsurance \$10 No copayment/coinsurance	20%
Human Organ and Tissue Transplants³ <ul style="list-style-type: none"> • Acquisition and transplant procedures, harvest and storage. 	No copayment/coinsurance	50%

Your Summary of Benefits

Covered Benefits	Network	Non-Network
Prescription Drugs Network Tier structure equals 1/2/3 <ul style="list-style-type: none"> • Network Retail Pharmacies: (30-day supply) Includes diabetic test strip • Anthem Rx Direct Mail Service: (90-day supply) Includes diabetic test strip Member may be responsible for additional cost when not selecting the available generic drug.	\$10 generic/ \$20 brand formulary/ \$30 brand non-formulary \$25 generic/ \$50 brand formulary/ \$75 brand non-formulary	50% ⁶ Not covered
Medicare Rx - Wrap Specialty Medications must be obtained via our Specialty Pharmacy network in order to receive network level benefits.		
Lifetime Maximum	Unlimited	Unlimited

Notes:

- All medical and prescription drug deductibles, copayments and coinsurance apply toward the out-of-pocket maximum (excluding Non-Network Human Organ and Tissue Transplant (HOTT) Services)
- Deductible(s) apply only to covered medical services listed with a percentage (%) coinsurance. However, the deductible does not apply to Emergency Room Services where a percentage (%) coinsurance applies to other covered services and may not apply to some Behavioral Health services where coinsurance applies
- Network and Non-network deductibles, copayments, coinsurance and out-of-pocket maximums are separate and do not accumulate toward each other.
- Dependent Age: to end of the month which the child attains age 26
- Specialist copayment is applicable to all Specialists excluding General Physicians, Internist, Pediatricians, OB/GYNs and Geriatrics or any other Network Provider as allowed by the plan.
- When allergy injections are rendered with a Physicians Home and Office Visit, only the Office Visit cost share applies.
- No copayment/coinsurance means no deductible/copayment/coinsurance up to the maximum allowable amount. 0% means no coinsurance up to the maximum allowable amount. However, when choosing a Non-network provider, the member is responsible for any balance due after the plan payment.
- PCP is a Network Provider who is a practitioner that specializes in family practice, general practice, internal medicine, pediatrics, obstetrics/gynecology, geriatrics or any other Network provider as allowed by the plan.
- SCP is a Network Provider, other than a Primary Care Physician, who provides services within a designated specialty area of practice.
- Certain diabetic and asthmatic supplies have no deductible/copayment/coinsurance up to the maximum allowable amount at network pharmacies except diabetic test strips.
- Benefit period = calendar year
- Mammograms Routine and Diagnostic are no copayment/coinsurance in Network office and outpatient facility settings.
- Behavioral Health Services: Mental Health and Substance Abuse benefits provided in accordance with Federal Mental Health Parity.
- Preventive Care Services that meet the requirements of federal and state law, including certain screenings, immunizations and physician visits are covered.

1 These covered services are not subject to the deductible/copayment if you have a flat dollar copayment and if rendered without an office visit.

2 We encourage you to review the Schedule of Benefits for limitations.

3 Kidney and Cornea are treated the same as any other illness and subject to the medical benefits.

5 Rx non-network diabetic/asthmatic supplies not covered except diabetic test strips.

Pre-certification:

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

Pre-existing Exclusion Period: None

Your Summary of Benefits

This summary of benefits has been updated to comply with federal and state requirements, including applicable provisions of the recently enacted federal health care reform laws. As we receive additional guidance and clarification on the new health care reform laws from the U.S. Department of Health and Human Services, Department of Labor and Internal Revenue Service, we may be required to make additional changes to this summary of benefits.

This summary of benefits is intended to be a brief outline of coverage. The entire provisions of benefits and exclusions are contained in the Group Contract, Certificate, and Schedule of Benefits. In the event of a conflict between the Group Contract and this description, the terms of the Group Contract will prevail.

By signing this Summary of Benefits, I agree to the benefits for the product selected as of the effective date indicated.

Authorized group signature (if applicable)	Date
Underwriting signature (if applicable)	Date

Your Summary of Benefits



Groveport Madison Local School District
 Blue Access® (PPO) Option 10 Rx7
 Effective 08/01/2015

Covered Benefits	Network	Non-Network
Deductible (Single/Family)	\$250/\$500	\$500/\$1,500
Out-of-Pocket Limit (Single/Family)	\$2,200/\$4,400	\$4,400/\$8,800
Physician Home and Office Services (PCP/SCP) Primary Care Physician (PCP)/ Specialty Care Physician (SCP) Including Office Surgeries and allergy serum: <ul style="list-style-type: none"> allergy injections (PCP and SCP) allergy testing MRAs, MRIs, PETS, C-Scans, Nuclear Cardiology Imaging Studies, non-maternity related Ultrasounds and pharmaceutical products 	\$20/\$40 \$5 20% 20%	20% 40% 40% 40%
Preventive Care Services <ul style="list-style-type: none"> Services included but not limited to: Routine medical exams, Mammograms, Pelvic Exams, Pap testing, PSA tests, Immunizations, Annual diabetic eye exam, Hearing screenings and Vision screenings which are limited to Screening tests (i.e. Snellen eye chart) and Ocular Photo screening. 	NCS	40%
Emergency and Urgent Care Emergency Room Services <ul style="list-style-type: none"> facility/other covered services (copayment waived if admitted) Urgent Care Center Services <ul style="list-style-type: none"> MRAs, MRIs, PETS, C-Scans, Nuclear Cardiology Imaging Studies, Non-maternity related Ultrasounds and pharmaceutical products Allergy injections Allergy testing 	\$250/20% \$75 20% \$5 20%	\$250/20% 40% 40% 40% 40%
Inpatient and Outpatient Professional Services Include but are not limited to: <ul style="list-style-type: none"> Medical Care visits (1 per day), Intensive Medical Care, Concurrent Care, Consultations, Surgery and administration of general anesthesia and Newborn exams 	20%	40%

Blue 8.0

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SOB Blue Access PPO Option 10 Rx 7.doc

Your Summary of Benefits

Covered Benefits	Network	Non-Network
Inpatient Facility Services (Network/Non-Network combined) Unlimited days except for: <ul style="list-style-type: none"> 60 days for physical medicine/rehab (limit includes Day Rehabilitation Therapy Services on an outpatient basis) 90 days for skilled nursing facility 	20%	40%
Outpatient Surgery Hospital/Alternative Care Facility <ul style="list-style-type: none"> Surgery and administration of general anesthesia 	20%	40%
Other Outpatient Services including but not limited to: <ul style="list-style-type: none"> Non Surgical Outpatient Services for example: MRIs, C-Scans, Chemotherapy, Ultrasounds, and other diagnostic outpatient services. Home Care Services 100 visits (excludes IV Therapy) (Network/Non-Network combined) Durable Medical Equipment, Orthotics and Prosthetics Physical Medicine Therapy Day Rehabilitation programs Hospice Care Ambulance Services 	20% NCS 20%	40% NCS 20%
Outpatient Therapy Services (Combined Network & Non-Network limits) <ul style="list-style-type: none"> Physician Home and Office Visits (PCP/SCP) Other Outpatient Services @ Hospital/Alternative Care Facility Limits apply to: <ul style="list-style-type: none"> Cardiac Rehabilitation 36 visits Pulmonary Rehabilitation 20 visits Physical Therapy: 20 visits Occupational Therapy: 20 visits Manipulation Therapy: 12 visits Speech therapy: 20 visits 	\$20/\$40 20%	40% 40%
Accidental Dental: \$3,000 per accident (Network and Non-network combined)	Copayments/Coinsurance based on setting where covered services are received	40%
Behavioral Health: Mental Illness and Substance Abuse² <ul style="list-style-type: none"> Inpatient Facility Services Physician Home and Office Visits (PCP/SCP) Other Outpatient Services. Outpatient Facility @ Hospital/Alternative Care Facility, Outpatient Professional 	Benefits provided in accordance with Federal Mental Health Parity	40%
Human Organ and Tissue Transplants³ <ul style="list-style-type: none"> Acquisition and transplant procedures, harvest and storage. 	No cost share	50%

Your Summary of Benefits

Covered Benefits	Network	Non-Network
Prescription Drugs Network Tier structure equals 1/2/3 (and 4, if applicable) <ul style="list-style-type: none"> • Network Retail Pharmacies: (30-day supply) Includes diabetic test strip • Home Delivery Service: (90-day supply) Includes diabetic test strip 	\$10/\$25/\$40/25%/ w-\$200 max \$10/\$65/\$120/25%/ w-\$200 max	50%, min(\$40) Not covered
Member may be responsible for additional cost when not selecting the available generic drug. Medicare Rx - Wrap Specialty Medications are limited up to a 30 day supply regardless of whether they are retail or mail service.		

Notes:

- All medical and prescription drug deductibles, copayments and coinsurance apply toward the out-of-pocket maximum (excluding Non-Network Human Organ and Tissue Transplant (HOTT) Services)
- Deductible(s) apply to covered medical services listed with a percentage (%) coinsurance, including 0%. However, the deductible does not apply to Emergency Room Services where a copayment & (%) coinsurance applies and may not apply to some Behavioral Health services where coinsurance applies
- Network and Non-network deductibles, copayments, coinsurance and out-of-pocket maximums are separate and do not accumulate toward each other.
- Dependent Age: to end of the month which the child attains age 26
- Specialist copayment is applicable to all Specialists excluding General Physicians, Internist, Pediatricians, OB/GYNs and Geriatrics or any other Network Provider as allowed by the plan.
- When allergy injections are rendered with a Physicians Home and Office Visit, only the Office Visit cost share applies. When the Office Visit cost share is a % coinsurance, deductible and coinsurance apply to allergy injections
- No cost share (NCS) means no deductible/copayment/coinsurance up to the maximum allowable amount. 0% means no coinsurance up to the maximum allowable amount. However, when choosing a Non-network provider, the member is responsible for any balance due after the plan payment
- PCP is a Network Provider who is a practitioner that specializes in family practice, general practice, internal medicine, pediatrics, obstetrics/gynecology, geriatrics or any other Network provider as allowed by the plan.
- SCP is a Network Provider, other than a Primary Care Physician, who provides services within a designated specialty area of practice.
- Certain diabetic and asthmatic supplies have no deductible/copayment/coinsurance (excluding Option M and AC) up to the maximum allowable amount at network pharmacies except diabetic test strips.
- Benefit period = calendar year
- Mammograms (Diagnostic) are no copayment/coinsurance in Network office and outpatient facility settings.
- Behavioral Health Services: Mental Health and Substance Abuse benefits provided in accordance with Federal Mental Health Parity.
- Preventive Care Services that meet the requirements of federal and state law, including certain screenings, immunizations and physician visits are covered.
- Private Duty Nursing - limited to 82 visits/Calendar Year
- Vision limited services - additional vision services are covered when specifically coded as determination of refraction, routine ophthalmological examination including refraction for new and established patients, and a visual functional screening for visual acuity. No additional ophthalmological services are covered as part of the medical coverage.

¹ We encourage you to review the Schedule of Benefits for limitations.

² Kidney and Cornea are treated the same as any other illness and subject to the medical benefits.

⁴ If applicable, all prescription drug expenses except tier 1, (Network Retail/Home Delivery-service combined) apply to the per individual RX deductible. Once the RX deductible is met, the appropriate copayment applies.

⁵ Rx non-network diabetic/asthmatic supplies not covered except diabetic test strips.

Rx Option K & AR: Generic Premium uses a condensed preferred drug list. Non-preferred drugs are not covered. Requires Home Delivery service after 3rd fill at retail.

Precertification:

Your Summary of Benefits

Members are encouraged to always obtain prior approval when using non-network providers. Precertification will help the member know if the services are considered not medically necessary.

Pre-existing Exclusion Period: none

This summary of benefits has been updated to comply with federal and state requirements, including applicable provisions of the recently enacted federal health care reform laws. As we receive additional guidance and clarification on the new health care reform laws from the U.S. Department of Health and Human Services, Department of Labor and Internal Revenue Service, we may be required to make additional changes to this summary of benefits.

This summary of benefits is intended to be a brief outline of coverage. The entire provisions of benefits and exclusions are contained in the Group Contract, Certificate, and Schedule of Benefits. In the event of a conflict between the Group Contract and this description, the terms of the Group Contract will prevail.

By signing this Summary of Benefits, I agree to the benefits for the product selected as of the effective date indicated.

Authorized group signature (if applicable)	Date
Underwriting signature (if applicable)	Date

C. OPTING OUT OF HEALTH INSURANCE

1. The Board will pay an annual \$2000 payment in lieu of insurance coverage to those who opt out of family insurance and an annual \$1000 payment in lieu of insurance coverage for those who opt out of single insurance.
2. Payment in lieu of health insurance coverage shall be paid to a unit member receiving Board-provided single or family health insurance who, prior to October 1, drops all health insurance. This stipend will be added to the unit member's bi-monthly pay in equal installments beginning with the first regular pay no later than thirty (30) days after the date health insurance is dropped. The stipend for dropping family coverage shall be \$125 per pay for the remaining pay periods through September 30. The stipend for dropping single health insurance shall be \$62.50 per pay for the remaining pay periods through September 30. Should the unit member leave employment with the district for any reason or request that health insurance, single or family coverage, be reinstated (subject to any insurer-imposed rules on reinstatement), the payment will discontinue from that point forward since the intent of this provision is that a unit member remain in the employ of the district and off-Board provided health insurance (This provision does not apply to Dental and Life Insurance.)

For each school year a unit member opts out of the district's major medical health insurance, he/she must notify the Board of his/her intent to opt out during the annual enrollment period ending on November 1 to receive the annual opt out incentive.

D. DENTAL

After a deductible amount, the plan will pay a percentage of the Reasonable and Customary (URC) fees charged by a dentist. These two (2) features provide for a sharing of cost by the dental plan and insured unit member.

The deductible coinsurance percentage that applies to each category of expense is illustrated as follows:

<u>COVERED COINSURANCE EXPENSE</u>	<u>INDIVIDUAL DEDUCTIBLE (Per Calendar Year)</u>	<u>FAMILY DEDUCTIBLE (Per Calendar Year)</u>	<u>AMOUNT</u>
CLASS I	None	None	100%
CLASS II	\$ 25	\$ 50	80%
CLASS III	\$ 25	\$ 50	60%
CLASS IV	None	None	60%

To encourage early detection of dental disease and to allow all participants a benefit from the plan each year, the deductible is waived and one hundred percent (100%) of the Reasonable Customary charges will be paid for all Class I Services.

CALENDAR YEAR MAXIMUM

(For All Class I, II, & III Expenses): \$1,000 Per Person

ORTHODONTIC LIFETIME MAXIMUM

(For All Class IV Expenses):

\$1,000 Per Person

1. Class I -- Preventive and Diagnostic

Summary of Coverage:

- a. Routine Oral Exams -- Once every six (6) months
- b. Teeth Cleaning -- Once every six (6) months
- c. Fluoride Treatments -- Once every twelve (12) months
- d. Emergency Pain Treatments
- e. Space Maintainers
- f. Diagnostic X-Rays
- g. Tests and Lab Exams

2. Class II -- Basic Restorative

Summary of Coverage:

- a. Fillings -- Amalgams, Silicate, Acrylic
- b. Root Canal Therapy
- c. Treatment of Gum Disease
- d. Repair of Bridgework and Dentures
- e. Extractions and Oral Surgery
- f. General Anesthesia -- only if medically necessary

3. Class III -- Major Restorative

Summary of Coverage:

- a. Inlays, Onlays, Gold Fillings, or Crown Restorations
- b. Initial installation of Fixed Bridgework
- c. Installation of Partial or Full, Removable Dentures
- d. Replacement of Existing Bridgework or Dentures

4. Class IV -- Orthodontia

Summary of Coverage:

- a. Full Banded Orthodontic Treatment
- b. Appliances for Tooth Guidance
- c. Appliances to Control Harmful Habits
- d. Retention Appliances -- Not in connection with full banded treatment

E. LIFE INSURANCE

All unit members will receive twenty thousand dollars (\$20,000) or one (1) year's salary, whichever is greater in life insurance coverage.

F. EMPLOYEE ASSISTANCE PLAN

The Board shall maintain the present Employee Assistance Program in effect on April 1, 2002. Any change in carrier shall be mutually agreed to between the Board and the Association.

G. 125 PLAN

The Groveport Madison Board of Education and the Groveport Madison Local Education Association agree to the following procedures for establishing and implementing a 125 Plan for bargaining unit members.

1. The following components will be made available for bargaining unit members:
 - a. Health Care Flexible Spending Program
 - b. Dependent Care Program
 - c. Both of the above.

2. Duration of Year
 - a. The 125 Plan will run from January 1 until December 31.

3. Participation in the 125 Plan
 - a. Each participant will be required to remain in the 125 Plan for the duration as stated in Item b (below).
 - b. Once a bargaining unit member is enrolled, they are obligated to remain in the 125 Plan until the end of the calendar year (December 31).

4. Bargaining Unit Member Contributions (Maximum per member)
 - a. Health Care Flexible Spending Program -- total contributions \$2,000.
 - b. Dependent Care Program -- total contributions \$6,000.
 - c. Any contributions that remain in the Funding Pool as of December 31 will remain in that Pool. In other words, if the bargaining unit member does not use the total amount of their contribution, they will not be entitled to the remaining dollar amount.

5. Risk Assumptions and Responsibilities
 - a. The Board of Education will be responsible for making any payroll deductions for bargaining unit member contributions.
 - b. The Board of Education will assume any responsibility for the administration of the 125 Plan.
 - c. Any loss suffered by GMLEA will be reimbursed when the 125 Plan is discontinued.

- d. All available funds will remain in the Funding Pool until such time when it is mutually agreed by both parties that the 125 Plan will be discontinued. At that time, it will be mutually agreed upon by both parties as to how the funds will be spent.
- e. This agreement will continue in full force from year to year unless the Board and the Association agree to amend the agreement according to procedures provided within the Negotiated Agreement.

ARTICLE 4

SUPPLEMENTAL CONTRACTS AND OTHER COMPENSATION

A. SUPPLEMENTAL SALARY SCHEDULE

The annual supplemental salary schedule amounts shall be determined by taking the percentage indicated times the beginning BA base salary at the start of the school year.

A unit member shall be given up to a maximum of ten (10) years prior experience at another school in the same category as the supplemental is issued.

<u>GROUP</u>	<u>EXPERIENCE</u>				
	<u>0-2</u>	<u>3-5</u>	<u>6-8</u>	<u>9 -14</u>	<u>15 & Over</u>
I	14%	16%	18%	20%	21%
II	11%	13%	15%	17%	18%
III	8%	10%	12%	14%	15%
IV	6%	8%	10%	12%	13%
V	5%	7%	9%	11%	12%
VI	4%	5%	7%	9%	10%
VII	3.5%	4%	4.5%	5%	5.5%
VIII	1%	1.5%	2%	2.5%	3%

B. SUPPLEMENTAL CONTRACTS

Those unit members on Group One supplementals shall be issued supplemental contracts for up to two (2) years duration upon expiration of the unit member's current supplemental agreement. New hires will receive a beginning one- (1) year supplemental contract.

1. Notification for Hiring of Coaches

The Board will act on re-employment of coaches in the following manner:

- Fall sports: Anytime between the first Board meeting in December and the first Board meeting in July.

- Winter sports: Anytime between the first Board meeting in April and the first Board meeting in October.
 - Spring sports: Anytime between the first Board meeting in June and the first Board meeting in January.
2. Coaching positions are defined as any position in the “extracurricular activity groupings” which specifically say “coach.” These positions will not be posted as a vacancy unless the person currently holding the position is not rehired by the Board. In that event, the position will be posted as a vacancy and bargaining unit members interested in the position shall notify the director of personnel in writing.
 3. Positions listed in the “extracurricular activity groupings” not defined as a “coach” shall be considered as a vacancy when the non-renewal notice is issued. These positions must be posted for the membership. Positions shall be posted under the provisions of Article VIII – VACANCIES AND TRANSFERS. Bargaining unit members interested in the position shall notify the director of personnel in writing.
 4. All positions must first be posted for bargaining unit members. If no bargaining unit member applies who meets the qualifications, then the position may be offered outside the bargaining unit. Any position held by an individual outside the bargaining unit will automatically non-renew and be posted for the bargaining unit. The position shall be posted under the provisions of Article VIII – Vacancies and Transfers.
 5. Nothing contained in this section implies that all supplementals will be filled.
 6. Any bargaining unit member who supervises, directs, or coaches a pupil activity program which involves athletics, regular physical activity, or health and safety considerations shall hold and maintain a currently valid cardiopulmonary resuscitation (CPR) training course certification. Said bargaining unit member shall also hold a pupil activity validation issued by the Ohio Department of Education which shall be issued upon evidence of successful completion of a first-aid training program as designated on the approved list provided by the Ohio Department of Education.

The Board of Education will determine which pupil activity program, athletics, routine/regular physical activity, or health and safety considerations require a valid cardiopulmonary resuscitation (CPR) training certificate. The Board shall provide CPR and First Aid training for unit members in-house at no cost to the unit member other than the cost of the certificate.
 7. The current evaluation instrument for athletic and non-athletic supplemental contracts shall be used for the life of this master agreement.
 8. The Board can temporarily hire up to five (5) additional supplemental positions for each contract year for the duration of this agreement. The Association President will be notified in writing of each such hire.

C. EXTRA-CURRICULAR ACTIVITY GROUPINGS

Group I

1. High School
 - a. Head Football Coach
 - b. High School Instrumental Director
 - c. Head Girls Basketball Coach
 - d. Head Boys Basketball Coach
 - e. Head Wrestling Coach

Group II

1. High School
 - a. Head Girls Volleyball Coach
 - b. Head Girls Soccer Coach
 - c. Head Boys Soccer Coach
 - d. Faculty Manager of Athletics (if no release time is assigned)
 - e. Head Cross Country Coach
 - f. Head Baseball Coach
 - g. Head Softball Coach
 - h. Head Girls Track Coach
 - i. Head Boys Track Coach
2. Middle School Athletic Director
(covers all three middle schools)

Group III

1. High School
 - a. Head Golf Coach
 - b. Head Girls Tennis Coach
 - c. Head Boys Tennis Coach
 - d. Assistant Girls Soccer Coaches (2 varsity assistants)
 - e. Assistant Boys Soccer Coaches (2 varsity assistants)
 - f. Assistant Football Coaches (10 varsity assistants & 3 freshmen)
 - g. Assistant Volleyball Coaches (3; varsity assistant & reserve & freshmen)
 - h. Assistant Instrumental Director (3 positions)
 - i. Producing Director - Play
 - j. Producing Director - Musical
 - k. Athletic Trainer
 - l. Assistant Boys Basketball Coaches (3: varsity assistant & reserve & freshman)
 - m. Assistant Girls Basketball Coaches (3: varsity assistant & reserve & freshman)
 - n. Assistant Wrestling Coaches (3; varsity assistant & reserve & freshman)
 - o. Assistant Baseball Coaches (3; varsity assistant & reserve & freshman)
 - p. Assistant Boys Track Coach
 - q. Assistant Girls Track Coach
 - r. Co-ed Track Assistant (2)
 - s. Equipment Manager (all year contract)
 - t. Weight Room Coach (conditioning coach)

- u. Assistant Softball Coaches (3: varsity assistant & reserve & freshman)
 - v. Varsity Cheerleading Coach Basketball/competition.
 - w. Head Boys and Girls Swimming Coach
2. Middle School 8th grade
 - a. Head Football Coach (1 each)
 - b. Head Wrestling Coach (1 each)
 - c. Boys Basketball Coaches (1 each)
 - d. Girls Basketball Coaches (1 each)
 3. Middle School 7th Grade
 - a. Head Football Coach (1 each)
 - b. Head Wrestling Coach (1 each)
 - c. Boys Basketball Coach (1 each)
 - d. Girls Basketball Coach (1 each)

Group IV

1. High School
 - a. Ninth Grade Cheerleader Advisor (Coach) for Football
 - b. Ninth Grade Cheerleader Advisor (Coach) for Basketball
 - c. Cruiserette Supervisor
 - d. Varsity Cheerleading Coach/Football
 - e. Head Bowling Coach
2. Middle School
 - a. Assistant Football Coach 7th grade
 - b. Assistant Football Coach 8th grade
 - c. Head Volleyball Coach, 7th Grade (1 each)
 - d. Head Volleyball Coach 8th grade (1 each)
 - e. Cheerleading Supervisor – Football (1 each)
 - f. Cheerleading Supervisor – Basketball (1 each)
 - g. Head Girls Track Coach (1 each) 7th Grade
 - h. Head Girls Track Coach (1 each) 8th Grade
 - i. Head Boys Track Coach (1 each) 7th Grade
 - j. Head Boys Track Coach (1 each) 8th Grade
 - k. Head Baseball Coach (1 each) 7th Grade
 - l. Head Baseball Coach (1 each) 8th Grade
 - m. Head Softball Coach (1 each) 7th Grade
 - n. Head Softball Coach (1 each) 8th Grade
 - o. Head Boys Soccer Coach (1 each)
 - p. Head Girls Soccer Coach (1 each)
 - q. Head Cross Country Coach (1 each)
 - r. Faculty Manager of Athletics (1 each)

Group V

1. High School
 - a. Girls Reserve Tennis Coach
 - b. Boys Reserve Tennis Coach
 - c. Reserve Golf Coach

- d. Yearbook Advisor
 - e. Newspaper Advisor
 - f. Golf Coach
 - g. Tennis Coach
 - h. Academic Coach
 - i. Assistant Coach Bowling
- 2. Middle School
 - a. Girls Tennis Coach Fall (1 each)
 - b. Boys Tennis Coach Spring (1 each)
 - c. Assistant Co-ed Track Coach
 - d. Weight Lifting Coach

Group VI

- 1. High School
 - a. Student Council Advisor
 - b. Technical Director – Play
 - c. Business Manager
 - d. Technical Director – Musical
 - e. Costume Manager
 - f. Accompanist
 - g. Musical Director
 - h. Auditorium Manager
- 2. Middle School (8th Grade)
 - a. Drill Team Advisor
 - b. Play Director

Group VII

- 1. High School
 - a. Senior Class Advisors (maximum of two - 1/2 salary each)
 - b. Junior Class Advisors (maximum of two - 1/2 salary each)
 - c. Choir Director
- 2. Middle School Each
 - a. Student Council Advisor
 - b. Newspaper Advisor
 - c. Yearbook Advisor
- 3. Elementary Schools - (each)
 - a. Safety Patrol

Group VIII

- 1. High School
 - a. Boys Volleyball Coach
 - b. Vocal Coach
 - c. Choreographer

- d. Mock Trial Advisor
 - e. German Club Advisor
 - f. Chinese Club Advisor
 - g. Spanish Club Advisor
 - h. French Club Advisor
 - i. Honor Society Advisor
 - j. Drama Club Advisor
 - k. HS Pep Band
 - l. HS Pep Club
2. **Middle School Each**
 - a. Academic Quiz Bowl Advisor
 - b. Band
 - c. Music
 - d. National Junior Honor Society Advisor.
 - e. Renaissance Program Advisor
 3. Elementary – (each)
 - a. Student Council Advisor
 - b. Music
 4. Technology Coordinators – one per building at 15 years’ experience level
 5. High School Renaissance Program Advisor

Other

1. Sixth grade camp - (\$50 per night)
2. Power of the Pen - (\$400)
3. Washington D.C. Trip Organizer (\$300)
4. Washington D.C. Trip Chaperone(s) (\$20/night each)
5. Art (If the teacher participates in after school set up/take down of art projects at Town Hall and the Administrative Offices) \$200

D. NOTICE OF COMPLETION OF EXTRA-CURRICULAR ACTIVITY

The unit member must complete a Notice of Completion of Extra-Curricular Activity form to receive payment for the activity.

E. SUPPLEMENTAL EVALUATION PROCEDURES

1. Sequence for Evaluation of Athletics and Seasonal Activities

First Cycle: The first cycle evaluation will occur sometime during the first six (6) weeks of the activity or sport.

Second Cycle: The second cycle evaluation will occur at the time of completion of the activity or sport.

2. Sequence for Evaluation of year-long activities.

First Cycle: The first cycle evaluation will occur sometime during the first semester.

Second Cycle: The second cycle evaluation will occur at the time of completion of the activity.

3. The appropriate evaluation instrument in Article XII shall be used in the observation. If the evaluation indicates areas of “deficiency,” written documentation shall be provided in a timely manner indicating those areas. The evaluation will include responses from both the evaluator and the coach to those areas in which improvement is needed.

F. INTRAMURAL SALARY

The rate of pay for Intramural Directors shall be seven dollars and fifty cents (\$7.50) per hour for the number of hours approved by the Board.

G. OTHER COMPENSATION

1. Paid by the Board of Education:

- a. The final selection of unit members who are needed for pupils who qualify for tutoring or home instruction shall be made by the building principal according to the following provisions:

1) Home Instruction

(a) Hourly rate shall be twenty-four dollars (\$24) per hour.

2) Paid by the student:

(a) Tutoring and private lessons

(i) Unit members may teach for remuneration students who are not assigned to other classes during the current school year. For the purpose of this section, a new school year begins the day following the last day of classes in any school year, as indicated by the school calendar.

(ii) The Superintendent may grant an exception to the above, if he/she determines that it is warranted by an unusual situation.

(iii) Unit members assigned to the following areas may teach for remuneration any student who requests such instruction:

Art
Instrumental Music
Vocal Music.

- (iv) Teaching for pay that comes from sources other than the Board of Education will not be permitted on school premises.
- (v) Unit members are not to use their position or class assignment as a means to recruit students for tutoring or private lessons.

3) Saturday School

The hourly rate shall be twenty dollars (\$20) per hour.

4) Head Teacher

If assigned full-administrative duties for more than five (5) consecutive days, bargaining unit members will receive compensation on a negotiated rate collaboratively agreed to by the bargaining unit member, GMLEA President or his/her designee, and the Superintendent or his/her designee.

H. BACKGROUND CHECKS/LICENSURE

The Board shall provide fingerprinting at no charge for teacher renewal or upgrade of a license and shall reimburse bargaining unit members for \$50.00 of any expenses incurred in renewing or upgrading their license. Said reimbursement shall be paid within sixty (60) days of the unit member providing the Treasurer with documentation of said expenses.

I. NEWLY HIRED UNIT MEMBERS

Newly hired unit members who must report for in-service and duty days prior to the start of the regular contract year shall receive a stipend equal to the substitute rate of pay for each day of this extra duty service. This stipend shall be paid by the August 30 pay date in a separate check.

J. NATIONAL BOARD CERTIFICATION

Any teacher applying for National Board Certification will receive three (3) additional professional leave days to address the requirements for National Board Certification.

K. COMPENSATION FOR SUBSTITUTING DURING CONFERENCE PERIOD AND ABSORPTION OF CLASSES

When a unit member is absent and no substitute is available, the assignment of students shall be to a unit member or group of unit members from the school staff involved. Those unit members who are assigned extra students will be compensated according to one (1) of the following methods:

1. Unit members who agree to teach during their conference periods shall be compensated at the rate of fourteen dollars (\$14) per conference period for one to ten times, nineteen dollars (\$19) for 11-21 times, and twenty-one dollars (\$21) for more than 21 times.
2. Unit members who agree to be assigned additional students to be absorbed into their regular classes shall be compensated at the rate of fifteen dollars (\$15) per hour. Such compensation shall be prorated, based on the portion of the day and portion of the class being absorbed.

3. The payment in the first part of Item 1 and all of Item 2 above shall be increased if the hourly rate for regular substitutes (those working less than 60 days in the same position) exceeds the amounts so indicated.
4. Application for pay must be made within five (5) working days of the completed extra assignment.

L. REIMBURSEMENT FOR COLLEGE CREDIT

Unit members will be reimbursed at the rate of twenty-five dollars (\$25) per semester hour used in conjunction with fee-waiver hours and one hundred dollars (\$100) per semester hour without fee-waiver hours for credit earned in courses that relate to the field of education. Unit members will be reimbursed for CEUs with the conversion rate of one (1) CEU equaling one-third (1/3) semester hour.

To be eligible for this reimbursement:

1. The credit must be earned after the unit member has begun employment with the Groveport Madison Local Board of Education, consecutive with his/her current term of employment.
2. The credit must have been earned within the previous eighteen (18) months.
3. The unit member must notify the Treasurer on or before September 10 and March 10 that he/she is requesting reimbursement under the provisions of this section.
4. The unit member must provide the Treasurer with official verification by either transcript or grade sheet on or before October 10 and April 10.
5. The unit member must be employed in a certificated position by the Groveport Madison Local Board of Education on the October 10 and April 10 verification date.

If all of the above conditions are met, the unit member will receive reimbursement in the form of a lump sum Board of Education warrant payable on the same day as the second regular pay day in October and April.

M. FEE WAIVERS

All matters pertaining to fee waivers under the Exchange of Service Agreement with The Ohio State University and other area colleges and universities shall be handled by a committee comprised of the President of GMLEA or his/her designee, two (2) unit members appointed by the President of GMLEA; one (1) administrator; and the Superintendent or his/her designee. The non-voting recorder shall be the Administrative Secretary to the Administrator in charge of personnel.

Unit members will have three (3) opportunities to apply for fee waivers: the first will be the first day of school, the second will be the week before Thanksgiving, and the third will be February 14. Fee waivers are not transferable from unit member to unit member.

N. REGULATIONS AND COMPENSATION FOR ATTENDANCE

The attendance of unit members of the Groveport Madison Local School District at educational meetings held outside of the school district shall be governed as follows:

1. Meeting Classifications:

- a. Meetings of one-half (1/2) to one (1) calendar day duration must be approved in advance by the building principal.
- b. Meetings in excess of one (1) calendar day must be approved in advance by the building principal and the Superintendent or his/her designee.

2. Procedures for requesting attendance approval:

- a. Curriculum centered meeting requests will be made directly by the individual to the building principal.
- b. Professional organization meeting requests will be made by the organization to the building principal.
- c. The guidelines below apply to all meetings whether expenses are paid by the unit member, by a professional organization or by the Board of Education.

3. Consideration and Guidelines:

- a. It is in the best interests of the school district to be represented at such a meeting.
- b. The unit member initiating the request is a member of the sponsoring state or national organization.
- c. Attendance will not result in more than five (5) working days away from the job.
- d. Necessary expenses are within the resources of the Board of Education as indicated in the appropriation measure.
- e. Under normal circumstances a reasonable number of unit members will be permitted to attend any given meeting.
- f. Under normal circumstances unit members will not be permitted to attend more than one (1) state or national meeting per year. An example of an exception would be to accompany pupils participating in state or national contests.
- g. All requests will be submitted to the building principal on the appropriate form.
- h. The building principal will forward all requests under 1-b to the Superintendent or his/her designee after the building principal has indicated his/her recommendation regarding the request.

- i. Consideration will be given for the following kinds of trips: County Textbook Committee meetings, County Curriculum meetings, other meetings called by county office staff, meetings of professional subject area groups, etc.
 - h. Special consideration will be given to special cases. Submit your facts in writing to the principal.
 - i. This rule does not include meetings such as OEA or Central OEA/NEA annual meetings or meetings of committees related to these groups.
4. Maximum Allowance to State and National Meetings:
- a. Transportation
 - 1) Use of privately owned vehicle at the IRS rate in effect September 1st of every year.
 - 2) The maximum mileage amount paid within the geographical limits of Franklin County shall be two dollars (\$2).
 - 3) Common carrier fare which is supported by receipts.
 - 4) No mileage allowance will be granted within the limits of the Groveport Madison Local School District.
 - 5) Mileage shall be based on a written statement showing travel continuous from the school building to the point of the meeting or other activity and return to the school. Forms for providing this information will be provided.
 - b. Meals - twenty dollars (\$20) per day.
 - c. Hotel or motel - actual cost which must be supported by receipts.
 - d. Miscellaneous - Expenses such as parking, taxi and ferry fares, bridge, highway and tunnel tolls; baggage storage; telephone calls; rental fees and other expenses necessary to the conduct of official school district business which is supported by receipts.
 - e. Registration fee.
 - f. Expenses within the above limitations will be paid upon presentation of an itemized expense statement to the Superintendent or his/her designee through the building principal. Receipts for expenses must accompany expense statements.
 - g. The Board of Education can increase the amount of payments without negotiating.

O. SEVERANCE PAY

- 1. All unit members covered by Section 3319.11 and 124.39 Ohio Revised Code who meet the retirement qualifications of the State Teachers' Retirement System shall, at the time of their

retirement from the Groveport Madison Local School District, be granted severance pay for unused accumulated sick leave according to the following provisions:

- a. To be eligible for severance pay under Section N-1 of this Article, the unit member's resignation must be for purpose of retirement. The unit member must show the Treasurer a copy of his/her first check received from the retirement system prior to receiving his/her severance pay.
- b. A unit member must apply to the Treasurer of the Groveport Madison Local Board of Education for severance pay no later than ninety (90) days after the effective date of retirement.
- c. Severance pay shall be for unit member's accrued, but unused, sick leave days at the time of retirement based on one-fourth (1/4) of the value of his/her accrued, but unused, sick leave days.
- d. Payment shall be based on the unit member's daily rate of pay at the time of retirement.
- e. Severance pay for unused accumulated sick leave on this basis shall eliminate all accrued sick leave of the unit members in this school system.
- f. Severance pay shall be paid by check and shall be paid only once to any unit member. The payment shall be subject to all legal deductions.
- g. At the option of the retiring unit member, payment shall be made in accordance with the following provisions:

Payment shall be made within sixty (60) calendar days of the unit member's effective date of retirement unless the unit member requests, in writing, a deferred payment. Such a deferred payment shall be made during the month of January that immediately succeeds the expiration of the sixty (60) calendar days mentioned in the preceding sentence.

The unit member may direct that the severance pay be transferred to his/her tax-sheltered annuity (TSA) in accordance with Internal Revenue Service regulations, if the TSA satisfies the existing District requirements applicable to TSAs. The District and Treasurer assume no liability other than to effect the transfer in accordance with the unit member's direction, and have no obligation to advise the employee of applicable tax regulations. If the member's total severance pay exceeds the amount to be transferred to the member's TSA, the balance will be paid to the unit member within sixty (60) calendar days of the unit member's effective date of retirement. The deferred payment option is not applicable.

2. Severance Pay for Purpose of Resignation

All unit members at the time of their resignation from the Groveport Madison Local School District shall be granted severance pay for unused accumulated sick leave according to the following provisions.

- a. To be eligible for severance pay under Section N-2 of this Article, the unit member must resign from the district for reasons other than retirement.
- b. A unit member must apply to the Treasurer of the Groveport Madison Local Board of Education for severance pay no later than ninety (90) days after the effective date of resignation.
- c. Severance pay shall be for the unit member's accrued but unused sick leave days at the time of resignation based on one-eighth (1/8) of the value of his/her accrued but unused sick leave days up to and including the first one hundred (100) days of accrual.

There shall be no severance pay benefit under Section N-2 of this Article beyond one hundred (100) days of accrual.

- d. Payment shall be based on the unit member's daily rate of pay at the time of resignation.
 - e. Severance pay for unused accumulated sick leave on this basis shall eliminate all accrued sick leave of the unit member in this school system.
 - f. Severance pay shall be paid by check and shall be paid only once to any unit member. The payment shall be subject to all legal deductions.
 - g. Payment shall be made within sixty (60) calendar days of the unit member's effective date of resignation, unless the unit member requests, in writing, a deferred payment. Such a deferred payment shall be made during the month of January that immediately succeeds the expiration of the sixty (60) calendar days mentioned in the preceding sentence.
3. Upon the death of a unit member, the Groveport Madison Local School District shall pay to the unit member's designated beneficiary, an amount equal to one-fourth (1/4) the value of the unit member's accrued, but unused, sick leave days. The payment shall be made based upon the unit member's daily rate of pay at the time of the unit member's death. Payment shall be made within sixty (60) calendar days of the unit member's death, unless the beneficiary requests, in writing, a deferred payment.

P. MILEAGE REIMBURSEMENT

An annual increment will be paid as salary in lieu of mileage for those positions which require regular scheduling in more than one (1) building located on different sites. To be eligible for such increments, the unit member must also be assigned to more than one (1) building during the duty day. Application must be made by the certificated staff member and received by the Administrator no later than the last duty day of the school year in which it was earned.

The amount of the reimbursement will be equal to the IRS rate in effect September 1st of every year. This payment will be made in one lump payment at the completion of the school year.

Q. COMPENSATION - OTHER RESPONSIBILITIES

1. Curriculum Developers

Bargaining unit members serving on curriculum committee (standards based curriculum mapping which meet outside the regular school calendar, shall be compensated at the rate of twenty-five (\$25.00) per hour prorated for any hour after the first.

2. Writers

Bargaining unit members shall be granted up to two (2) days of release time for grant writing, mutually agreed upon by an administrator and the bargaining unit member.

3. High School Department Chairpersons

a. Mission Statement

The department chairpersons shall work in close harmony with the professional staff within the department and with the building administration, and cooperate with them in the development and continuous improvement of the specific subject area and department.

b. Duties and Responsibilities

- 1) Assist in the development and implementation of a unified policy concerning specific areas of the High School.
- 2) Assist in the articulation of curriculum between the Junior High School and the High School, and work towards the establishment of a comprehensive and continuous program in specific subject areas.
- 3) Help in setting up a system for pooling and sharing instructional materials and resources among the professional staff within the department.
 - Distribution of materials and supplies to department members.
 - Determining that such materials are available as they are needed by department members.
 - Determining the need for supplies and equipment within the department.
 - Maintaining records of those items in use in the department, e.g. textbooks.
 - Aid in the planning, supervising, and maintaining a resource center for the professional staff within the department.
- 4) Work with other department chairpersons in correlating subject matter activities and projects between departments to meet the educational needs of students.

- 5) Assist in initiating and carrying out plans for the evaluation of the respective subject area and the determination of the strengths and weaknesses of existing practices in that subject area.
- 6) Provide support for standard based education and work collaboratively with building administrator and teaching staff.
- 7) Prepare for submission to administration a list of department needs for budget purposes.
- 8) Provide for continuity within the department when instructor changes or extended absences occur.
 - Meeting and discussing the department with potential candidates during the interview process. The department chair must find another member of that department to participate in the interview process in case the chair is not available.
 - Act as a resource person for the members of the department.
- 9) Coordinate an in-service program within the department in conjunction with the building administration.
- 10) Conduct department meetings on a regular basis with the collaboration of building administration. This would involve the following:
 - Prepare agendas, items to be included from department members.
 - Prepare and distribute minutes of each meeting to department members.
 - Communicate department concerns regarding scheduling with counselors.
- 11) Attend departmental chairpersons' meetings with the building administration. Keep department members informed of all items discussed. Any changes in building procedures must be voted on by the department members.
- 12) Review established grading practices, homework, policies, and Board of Education policies and procedures within the department.
- 13) Coordinate recommendations to the media center for purchasing.
- 14) Serve on district-wide graded courses of study. This does not eliminate others in the department from serving on course of study committees.
- 15) Assist in the planning and implementation of any building-wide testing program related to that department.
- 16) Assist in grant writing and research as it pertains to the department.

c. Selection Process

- 1) Candidates for Department chairpersons will be nominated by each department's unit members or may be self-nominated.
- 2) A written statement concerning why a candidate would like to be a department chairperson must be submitted to the principal and the current department chair. This statement must also list goals the candidate has for the department as well as how he/she would assess how the goals are being met throughout the year.
- 3) Candidates for chairperson will be interviewed by building department members, a GMLEA representative, building principal, and the Superintendent's designee. Selection will be made by agreement of the selection team.

d. Term for Department Chairpersons

- 1) All terms will be two (2) years.
- 2) If the department chairperson cannot fulfill his/her responsibility, the selection team will choose a replacement chairperson.

e. Recognized Departments

The following departments will be recognized: English, Foreign Language and Media, Special Education, Mathematics, Business Technology, Science, Social Studies, Visual and Performing Arts (Music, Art, Consumer and Family Science, theater) and Health and Physical Education.

f. Compensation

Department chairpersons shall receive one thousand five hundred dollars (\$1,500) per year.

R. BARGAINING UNIT MEMBER'S CHILDREN

Any school age child for whom a bargaining unit member has legal custody, at the request of the bargaining unit member, may attend the Groveport Madison Local Schools, tuition free. Notification must be made, in writing, by May 10, for the following school year.

ARTICLE 5

LEAVES OF ABSENCE

A. SICK LEAVE

Each full time certificated employee (hereinafter referred to as unit member) employed by the Groveport Madison Local Board of Education shall be entitled to sick leave of one and one-fourth (1 1/4) days per month of service (fifteen [15] days per year). Such sick leave shall have an unlimited accumulation. Sick leave may be used by the unit member for absence due to personal illness, pregnancy, injury, and for illness and death in the unit member's immediate family.

Unit members who have accumulated sick leave in other school districts in Ohio, or while in the service of the State, County or Municipal government in Ohio, shall present a properly certified record of these days upon employment. This number of days of sick leave on such record shall be credited to the unit member's active record.

For unit members who work part-time, they will accumulate pro-rata and use this leave based on the fraction of service that they work.

A unit member shall have up to five (5) days of absence from sick leave credit for a death in the unit member's immediate family.

For the purpose of this sick leave policy, the immediate family shall include husband, wife, son, son-in-law, daughter, daughter-in-law, stepchildren, father, mother, stepfather, stepmother, brother, sister, grandfather, grandmother, grandchildren, foster children, father-in-law, mother-in-law, brother-in-law, sister-in-law, or with the approval of the Superintendent, if possible, any person who stands in the place of any of those named above regardless of place of residence, or any other relative living in the home of the unit member.

Sick leave may be used for adoption purposes in keeping with the provisions of Article V, Section F. below.

A unit member may be allowed necessary time from sick leave credit to attend the funeral of a person not included in the unit member's immediate family. Necessary time is to be determined by the principal of the unit member after consideration of the circumstances involved.

Each unit member shall be allowed a minimum of five (5) days sick leave credit per year. This is included in the maximum fifteen (15) days per year, which may be accumulated. This, in effect, advances a unit member five (5) days of sick leave credit at the beginning of each school year, provided that the unit member has less than five (5) days accumulated at that time.

A unit member shall report their absence on the district's system before 6:00 a.m. on the day of the absence for those whose work days begin between 7:00 a.m. and 10:00 a.m. Unit members whose workday begins after 10:00 a.m. shall report absences on the district's system before 9:00 a.m. The member shall let the building personnel know by the time the member's duty day begins.

For emergencies or extraordinary circumstances the Administration shall have discretionary authority to grant sick leave above the inclusions of this policy. The unit member shall state in writing the details of the case. In addition, the Administration shall give consideration to the

length of service of the unit member in this school system and to the number of sick leave days usually used per year by the unit member.

1. With respect to leave deductions will be made from the unit member's salary for:
 - a. Days of absence due to foregoing causes in excess of the number of sick leave days accumulated by the unit member.
 - b. Days of unpaid leave and/or unexcused absence.
 - c. These deductions shall be calculated by dividing the unit member's gross annual salary by the number of days in the unit member's duty year thus arriving at a per day deduction.
 - d. All adjustments in salary due to days used for sick leave in excess of those accumulated by the unit member and for other absence not approved for pay will be made by the Treasurer of the Board of Education, upon certification by the principal involved, on the payroll following such absence. In no case is the unit member to pay his or her substitute.

2. Deductions Against Sick Leave

The following guidelines shall govern the calculation of absences for the purpose of deductions against a unit member's sick leave:

- a. A unit member who is absent for more than one-half (1/2) of either the morning or afternoon duty time shall be charged for one-half (1/2) day of sick leave.
- b. A unit member who is absent for more than one-half (1/2) of both the morning, and afternoon duty time shall be charged for one (1) full day of sick leave.
- c. If the principal or supervisor has a question about a unit member's use of sick leave, the principal or supervisor may hold a conference with the unit member at which the member shall be represented by a GMLEA representative of his/her choice.
- d. If a pattern of sick leave abuse emerges, the Superintendent or designee shall notify the Association President/designee of the potential sick leave abuse. The President/designee, the administrator and the unit member shall meet to discuss the issue and the unit member will be informed that if the behavior continues, the member may be required to have a physician's statement for future use of sick leave. At this time, the unit member may voluntarily provide documentation for the previous sick leave in question.

3. Sick Leave Bank

In the event of catastrophic, prolonged, or chronic illness, a unit member who has exhausted his/her sick leave may request, through the Association, the Superintendent to authorize voluntary transfer of additional sick leave from the Association Sick Leave Bank. Guidelines for using the Sick Leave Bank will be developed and administered by the Association.

a. Sick Leave Guidelines

September and April will be open periods for donations to the Sick Leave Bank. On or before October 1 and May 1 respectively, the Association shall file with the Treasurer's office a written list containing the names of individual contributors and the number of sick leave days each person has contributed to the Sick Leave Bank. The value of days donated shall be posted within thirty (30) school days of the October 1 and May 1 deadline.

No unit member may donate more than three (3) days per school year to the Sick Leave Bank. Said donation is to be considered usage of sick leave.

Donations of sick leave shall be valued at the per diem rate of the donor at the time of the donation. Sick leave withdrawn shall be valued at the per diem rate of the bargaining unit member at the time he/she withdraws the sick leave from the bank.

Unit members must apply to the GMLEA Executive Board to use days from the Sick Leave Bank.

Unit members requesting extra sick leave days from the bank must have exhausted their accumulated sick and personal leave.

Extra sick days are to cover extended illnesses of the unit member or of the immediate family as defined in Article V, section A, paragraph 5.

Unit members may not apply for more than twenty (20) days at a time and no more than forty-five (45) days per school year.

Once a unit member has made application for disability retirement, he/she is no longer eligible to use the Sick Leave Bank.

B. PERSONAL LEAVE

1. Unit members shall be granted three (3) days of personal leave per contract year, with full pay, for reasons that are not covered by sick leave. A unit member may accumulate unused personal leave to a maximum of five (5) days in any one (1) contract year. Such personal leave is not charged against the unit member's sick leave, and will be added to check stub by the first pay of September annually. Personal leave is not to be considered as vacation time, which employees are entitled to, but is for emergencies, special events, religious holidays, and personal reasons. Therefore, unit members are expected to use the days judiciously. Requests for two (2) or more consecutive days must include a statement by the unit member giving specific details relative to the nature of the leave requested. Such request shall be granted if for a unit member's wedding or the wedding or graduation of an immediate family member. The use of two (2) or more consecutive days for other reasons not prohibited by the Agreement will be granted based upon the rationale provided. The filing of a false statement by a unit member shall be considered by the Board of Education as grounds for disciplinary action.
2. The unit member shall complete the Personal Leave Notification Form in the Master Contract. Said form is to be completed three (3) working days before the date of the leave,

unless an emergency situation prevents such prior completion. In that case, the application is to be completed immediately following the return from the leave.

Personal leave with pay will not be approved during the first five (5) days school is open for instruction each year.

Personal leave with pay will not be approved for the day preceding or following a school vacation period.

Personal leave with pay will not be approved during the last five (5) days school is open for instruction each school year, unless it is for a unit member's wedding or the wedding or graduation of an immediate family member.

Personal leave without pay may also be granted at the discretion of the Superintendent, if such leave is requested.

The restrictions outlined in this section may be waived by the Board of Education and/or the Superintendent provided good and sufficient reason(s) is given.

Unit members who are employed or resign after the school year begins shall earn personal leave according to the following plan:

- | | | |
|----|----------------------------------|----------------------------------|
| a. | 0 -19 days of employment | zero (0) days of personal leave |
| b. | 20 -119 days of employment | one (1) day of personal leave |
| c. | 120 - 174 days of employment | two (2) days of personal leave |
| d. | 175 days of employment and above | three (3) days of personal leave |
3. When a bargaining unit member has exhausted their annual personal leave for religious purposes, the Superintendent shall grant additional personal leave as applied for up to three (3) days.
 4. Personal leave shall not be taken the day of a district professional day.
 5. Personal leave shall not be used for engaging in other employment or engaging in other income generating activity.

C. CASH BENEFIT FOR NON-USE OF PERSONAL AND SICK LEAVE

1. A unit member not using any personal leave or sick leave during a contract year may convert one (1) personal day to a cash benefit. The cash benefit shall equal one (1) day's salary based on the unit member's daily rate of pay. Selection of this option shall result in the deduction of one (1) personal day from the total personal day accrual.
2. Any unit member who qualifies for this cash benefit will receive his/her pay the second pay date following the last work date.

D. CONVERSION OF PERSONAL DAYS TO SICK LEAVE

Unit members who wish to convert unused accumulated personal leave to sick leave (1:1, one-to-one conversion) shall request in writing on the designated form, to the Treasurer, such conversion not later than June 30 of the year following the year of said accumulation of unused personal leave days. Conversion of personal leave days to sick leave days shall count as usage.

E. MATERNITY/PATERNITY LEAVE

1. Leave Rights

A unit member who is pregnant shall be entitled to a leave of absence without pay for maternity reasons to begin at any time between (a) the commencement of pregnancy and (b) one (1) year after the child is born. Such leave shall be for a one- (1) year period and upon request be extended for an additional school year.

2. Application for Leave

The unit member shall submit a written application to the Superintendent or designee not later than sixty (60) calendar days prior to the requested beginning date of the leave.

3. If extenuating circumstances arise, a request not to take the requested leave or to take a leave not timely requested will be considered regardless of the sixty (60) calendar day advance application.

4. Reinstatement Rights

Upon return from approved maternity leave, the teacher shall be entitled to reinstatement to the same position if the leave is for less than or equal to one (1) year, and if the leave exceeds one (1) year to a similar position which she held prior to the leave.

5. During such time the unit member shall have the option to continue medical-dental-life insurance benefits at the group rate, provided payment is made to the Board Treasurer in a timely manner.

F. ADOPTION LEAVE

Unit members shall be granted a leave of up to six (6) weeks with pay of sick leave for the adoption of a child under the age of two (2) and three (3) days with pay for the purpose of adoption of a child older than two (2). This leave is not available when the child being adopted has lived as a foster child with the unit member's family. If a unit member requires more time, he/she may apply for one (1) of the four (4) options as follows:

- Option 1. A leave of absence, without pay, for a full school year.
- Option 2. A leave of absence, without pay, for the balance of the current school year.
- Option 3. A leave of absence, without pay, for the balance of the current semester.

Option 4. A leave of absence, without pay, for the, balance of the current school year and for the entire following school year.

Any unit member on leave under these four (4) options, shall remain on the payroll records during such leave for the purpose of inclusion in fringe benefits, to be provided at the unit member's expense, should the unit member so designate at the commencement of the option leave.

G. UNPAID LEAVES OF ABSENCE

Requests for leaves of absence, without pay, shall be made in writing to the Superintendent through the Principal involved.

Consideration will be given to requests for a leave of absence for any of the following reasons:

- Group A
1. Death or illness in the immediate family or maternity/paternity/adoption leave.
- Group B
1. Educational work at a college or university. This work must be in a program of studies leading to a Master's or Doctor's degree.
 2. Temporary relocation
 3. Other public service
 4. Special Leave
 5. Travel abroad
 6. To serve as a consultant or perform services related to the field of education that may benefit the district.

Unit members utilizing leave under Group A of this article upon returning to employment will be entitled to return to their same position.

Unit members utilizing leave under Group B of this article upon returning to employment will be entitled to return to a position similar to the one held prior to the leave.

A leave of absence does not break the continuity of seniority in the school district. However, a unit member does not earn seniority while on an unpaid leave of absence.

For the purpose of this policy, the immediate family shall include spouse, children, father, mother, brother, sister, grandfather, grandmother, grand-children, foster-children, father-in-law, mother-in-law, daughter-in-law, son-in-law, regardless of place of residence or any other person living in the home of the unit member.

The Superintendent may, at the Superintendent's sole discretion, grant a special leave to a unit member without the reasons being stated in writing. The Superintendent, in granting such leave, can establish terms and conditions of the leave and the unit member's return.

Any unit member on leave shall remain on the payroll records during such leave for the purpose of inclusion in fringe benefits, to be provided at the unit member's expense, should the unit member so designate at the commencement of the leave.

H. FAMILY AND MEDICAL ACT OF 1993

Bargaining unit members and the Board shall be entitled to all of the rights and privileges as outlined in the Family and Medical Leave Act of 1993.

I. COURT LEAVE

The Board shall pay the unit member's regular pay while he/she is a juror. The Board shall not deduct the pay of a unit member who is subpoenaed to testify in criminal court proceedings resulting from a criminal act witnessed on school property during the unit members regular day or during a school related occurrence. This leave will be granted for a bargaining unit member who is subpoenaed by a court or agency having subpoena powers.

J. ASSOCIATION LEAVE

The Board of Education will provide bargaining unit members with Association leave with no reimbursement of expenses. The maximum number of days granted shall not exceed thirty (30) days in any year in which negotiations do not occur. During a negotiations year, the Association shall have an additional thirty (30) days.

K. ASSAULT LEAVE

The Board will grant a disability leave of absence with pay of up to thirty (30) days as necessary to any unit member who is physically assaulted with resultant disability while on duty, on school property or at school functions. This assault leave shall not be deducted from the unit member's accumulated sick leave providing a doctor's statement pertaining to the disability arising from the assault is submitted.

If the Board of Education chooses to prosecute, the affected teacher shall cooperate in such prosecution.

L. SABBATICAL LEAVE

A teacher upon request may be granted a leave of absence for the purpose of professional study for a period not to exceed one (1) school year. The following eligibility requirements prevail:

1. a. The unit member shall have at least seven (7) years' service in the Groveport Madison Local School District.
- b. Have a plan of professional study reviewed and approved by the Superintendent.
2. a. The teacher on sabbatical shall be paid the difference between the regular pay and the pay of the substitute required to replace him/her.

The pay of the substitute required to replace him/her will be interpreted to mean the pay of a first year teacher at Group I with zero (0) years' experience.

- b. The teacher on sabbatical shall receive their regular insurance benefits.
- c. The teacher, upon return, agrees to work for two (2) consecutive years following the sabbatical leave. If the member fails to work as set forth, then he/she shall repay the district the monies expended, if any, under this section.

The Groveport Madison Local Education Association and the Groveport Madison Local School District agree that should a teacher return for only one (1) year following the sabbatical leave, the teacher must pay back one-half (1/2) of the money(ies) expended, if any, under this section. This payment shall be made over the same pay period for which it was received.

- d. A detailed written report shall be presented to the Board upon return from sabbatical leave, detailing the accomplishment of their goals.
- e. No teacher on sabbatical will be eligible for tuition reimbursement, fee waivers or any other type of Board assistance.
- f. Upon return from leave the member will be assigned to the same or a similar position to the one which he/she held prior to this leave.

M. BEREAVEMENT LEAVE

Bereavement leave that is not covered by the sick leave provision and not to be deducted from sick leave may be granted by the Superintendent.

N. PROFESSIONAL LEAVE

1. The Superintendent shall grant one (1) day of professional leave per school year to each bargaining unit member, so long as the criteria set forth in paragraphs a. and b. below are satisfied.
2. When a request for professional leave is approved, the Board shall pay on behalf of each bargaining unit member up to two hundred (\$200) of the registration fee for the first day of an approved professional development program. The funds for payment of the professional development registration fee in accordance with the procedures set forth in this master agreement shall be separate from other building accounts and bargaining unit members shall not be asked to choose between using these monies for registration in a professional development program or for another purpose.
3. The Superintendent may grant a request to attend a multi-day professional leave activity and agree to pay the registration fee for more than one day or condition approval of more than one day upon the bargaining unit member agreeing to pay the registration fee for any days beyond the first.
 - a. Available substitute application should be made in ample time to secure a substitute. Substitute teachers must be available and secured in order to qualify for this leave.

- b. Educational merit of request benefits the school, the teacher, the students and/or the district.

Procedures

1. To apply for professional leave, a bargaining unit member must first determine whether a substitute is available, and, if so, complete the Professional Meeting Attendance Form and submit it, along with a completed registration form to the building principal. At that time, the unit member shall indicate on the Professional Meeting Attendance Form the method of payment:
 - a. The district pays the registration fee, or
 - b. The unit member will pay the registration fee and be reimbursed by the district.
2. If the request is approved by the Superintendent/designee, the approved request form and registration materials will be returned to the unit member. The unit member is responsible to register for the workshop.
3. Upon completion of a workshop/conference, the unit member must submit a receipt or proof of attendance to the Director of Curriculum.

O. COLLEGIAL SUPPORT LEAVE

Release time will be provided to attend the funeral of a bargaining unit member, spouse or child of a bargaining unit member to the extent that GMLEA provides coverage at no cost to the Board. The GMLEA President will notify, in writing, the Superintendent or his/her designee by 9:00 a.m. prior to the day of the funeral service except in extenuating circumstances. The written notification will include names of the persons wishing to attend the funeral service and the names of those who will be reassigned. This provision applies to up to two and one-half (2-1/2) hours of classroom teacher reassignment time.

P. MILITARY LEAVE

The Board shall grant leaves of absence for military service or military training in conformity with applicable state and federal law. All insurance coverage for the bargaining unit member shall continue without cost to the unit member for two (2) months following the month during which activation occurs. Upon returning from duty, the bargaining unit member shall have the opportunity to return to the unit member's same position or building.

Q. NOTIFICATION

A teacher who is on a Board granted paid or unpaid leave of absence during the second semester of any year must notify the Personnel Office by April 15, in writing, if it is their intention to return to duty the following school year.

The Assistant Superintendent of Personnel will notify the affected unit member in writing on or before April 1 of the need to comply with the April 15 deadline. In the event that the unit member fails to reply by the April 15 deadline, the unit member will be placed at the bottom of the pool listing, and will be required to accept any available position for which they hold proper

certification. The unit member shall be responsible for keeping the Personnel Office informed of his/her current address.

ARTICLE 6

CONTRACT YEAR AND DUTY DAY(S)

A. LENGTH OF SCHOOL YEAR

The length of the school year for all unit members in the Groveport Madison Local School District shall be as follows:

1. Bargaining Unit Members shall be compensated for one hundred eighty-six (186) days including: one hundred seventy-eight (178) student contact days, two (2) parent teacher conference days, two (2) professional days, two (2) teacher workdays, and two (2) staff development days.
2. The job description for unit members working at Cruiser Academy beginning with the 2012-2013 may be changed, at the administration's discretion, to indicate a work schedule that may be more than 186 days not to exceed the workday as indicated in Article 6, Section G. below. The unit members will receive per diem pay for any days beyond 186 worked. These positions will be subject to bid and current unit members at Cruiser Academy will have the right of first refusal on these positions. Should these individuals not wish to remain at Cruiser Academy, they shall be eligible to transfer to available positions in the district or be involuntarily assigned to a position for which he/she is licensed within the district. No current bargaining unit member shall have his/her employment adversely affected by this change.
3. All unit members new to the district will be required to attend an additional three- (3-) day orientation and staff development program specifically for new unit members. (See Article IV, Section H.)

B. SCHOOL CALENDAR COMMITTEE

Annually, a School Calendar Committee shall be established consisting of equal numbers of the GMLEA representatives, other representatives of employees, and Board representatives. The committee shall prepare a survey for constituent group input. The survey shall include dates for which there is some flexibility such as, but not limited to, the start of school, release days for parent conferences, winter break, spring break, etc. The survey will be completed by November 15. Employees will have five (5) working days to vote on their choices. The committee will then incorporate the employees' survey results in formulating the school calendar. The calendar will be recommended to the Board of Education for adoption. The Board of Education shall make the final decision on the calendar.

The calendar for the school year shall be prepared two years in advance.

C. PROFESSIONAL DEVELOPMENT TIME

Since professional development is most meaningful when it meets the needs of the staff, a functioning building professional development committee should determine the program of professional development for their building. Professional development time shall be held on days on which the district applies for and receives waivers of the length of the minimum school day. Under no circumstances shall the unit member workday/work year be increased due to these waivers.

Unit members will attend up to one (1) hour of staff meetings per month beyond the teacher duty day as determined by the building level administrator with input on the agenda from the staff. Those absent from the staff meeting without prior approval will be charged one-fourth (1/4) day of personal/sick leave, depending on the circumstances.

Unit members shall have the entire last duty day before the first student day to work in their classrooms to prepare for the students' arrival. There shall be no required meetings or training on this day.

A district professional development committee consisting of four (4) administrators selected by the superintendent and four (4) bargaining unit members selected by the Association president – one (1) K-4 unit member, one (1) 5-6 unit member, one (1) 7-8 unit member, and one (1) 9-12 unit member. This committee will address professional development beginning with any professional development and/or waiver days scheduled. GMLEA will conduct and compile data collected from unit member surveys to determine the needs at each grade level and provide this information to the Superintendent/designee. The Administration and the GMLEA will mutually agree on the topics to be included on the agendas and may recommend presenters for those given days with a continued focus on, but not exclusive to, increasing achievement/OGT test scores. The committee will meet at least once per semester and may meet more times upon mutual agreement.

D. EARLY DISMISSAL -- FIRST AND LAST DAYS OF INSTRUCTION

Students and staff shall be dismissed forty-five (45) minutes early on the first and last day of instruction for each school year.

E. EARLY DISMISSAL -- BEFORE A HOLIDAY

School shall be dismissed at least forty-five (45) minutes early on the last school day preceding Thanksgiving vacation, winter vacation and spring vacation.

Unit members may leave the building as soon as all children have left.

F. PARENT TEACHER CONFERENCE DAYS

1. On Parent Teacher Conference days, the unit members' required duty day shall be six (6) hours and forty-five (45) minutes, exclusive of lunch.
2. The principal, after considering the recommendation of the Building Leadership Team, will schedule parent-teacher conferences with the goal of meeting the needs of the parents and the building. Parent-teacher conference dates shall be set no later September 15 of the affected

school year. A building administrator shall be on duty and on site during the parent-teacher conference schedule for each building.

3. Additional Parent Teacher Conference days will be provided for unit members, if the unit member and the principal mutually agree that additional conference days are needed. In any case, no more than two (2) additional days beyond what is normally given will be approved.

If additional Parent Teacher Conference days are approved, substitutes shall be hired to cover classes so that such Parent Teacher Conferences can be held.

G. WORKDAY

Teacher Day

The assigned workday shall be similar to a normal school day/school year schedule that begins no earlier than 7:00 a.m. and ends no later than 4:00 p.m. Monday through Friday and the seven (7) hour and fifteen (15) minute workday shall be continuous. Any adjustments, other than those specifically permitted under the Master Agreement in force at the time shall be bargained between the parties.

The workday for each full-time teacher would include:

1. A thirty (30) consecutive minute duty free lunch period.
2. Forty (40) minutes for educational planning for all unit members of grades PK through 12. For any school year in which the Groveport Madison Local School district provides an all day, every day kindergarten program:
 - a. In elementary buildings, there will be forty (40) consecutive minutes for all bargaining unit members during the student day for educational planning.
 - b. In secondary buildings there will be forty (40) consecutive minutes for educational planning.
1. There shall be two (2) periods for educational planning, each consisting of twenty (20) consecutive minutes, for kindergarten teachers when the district is on a half (1/2) day kindergarten schedule.
2. The Administration will schedule no more than twenty-four (24) meetings per school year (curriculum, short cycle assessment meetings, TBT meetings, Data team meetings, etc.) during the forty (40) consecutive minute planning time period. No more than three (3) such meetings will be held in any particular calendar month. The administration may provide substitutes for meetings with unit members at other times than the member's planning time in item 2 above. This provision will not apply to IAT and IEP meetings.

Item 2 above would not include guidance counselors or nurses nor would it include librarians assigned to grades six (6) through twelve (12). Full-time librarians assigned to grades K through five (5) who are responsible for regularly assigned library instruction would be eligible for forty (40) minutes of educational planning as part of their duty day.

Librarians assigned to grades six (6) through twelve (12) shall be assigned two hundred (200) minutes per week to perform maintenance and organizational functions. During this time, librarians shall be free from library Supervision duties. Other than the above mentioned lunch period and planning period, unit members will be on duty and responsible for pupils during the time covered by the workday.

There are times when the unit member may need to leave early, for example, a doctor's appointment. This time will be adjusted by the principal, if possible*, without use of leave for up to one (1) hour if the unit member's classes are covered.

*The intent of "if possible" applies only to coverage of class.

H. SPLIT SESSIONS

If the need to consider placing one or more buildings on a split session (or staggered session) school day, the Board of Education and the Groveport Madison Local Education Association agree that interim bargaining concerning all areas pertaining to the terms and conditions of employment of unit members will commence before the decisions are made. In term bargaining for split sessions shall follow the procedures outlined in Article XIX, sections B and C, including mediation and the Association's right to proceed under section 4117.14 (D) 2.

I. CALAMITY DAYS

If any school building is closed for calamity such as illness, disease epidemic, hazardous weather conditions, damage to a school building, or other temporary circumstance due to utility failure, bargaining unit members shall not be required to report for work on that day but shall receive their regular salary and fringe benefits. Should the District decide to make up calamity days in excess of five, days 6-10 will be added to the end of the school year, days 11-15 will be added to spring break, working from the last day of spring break to the first. Such days shall be rescheduled prior to June 30.

J. KINDERGARTEN TRANSITION

1. The first three (3) student days of each school year shall be assessment days.
2. All kindergarten teachers shall have three (3) staggered days in the first eight (8) days of the student school year. Staggered Day shall be defined as days where a third of the students from each Kindergarten classroom are acclimated to school climate.
3. Assessment Day shall be defined by affected unit members and building principal.

ARTICLE 7

JUST CAUSE

One (1) year limited contract for first three (3) years - first year non-renewal under the law; second and third year non-renewal for job performance based on evaluation; fourth year of employment and thereafter non-renewal only for just cause.

ARTICLE 8

VACANCIES AND TRANSFERS

A. POSTING OF UNIT VACANCIES

If any unit position is created or becomes vacant and can be filled by a unit member holding proper certification, procedures for notifying staff shall be as follows:

1. A position is considered vacant when:
 - a. An employee dies.
 - b. An employee's resignation is acted upon by the Board.
 - c. An employee's retirement is acted upon by the Board.
 - d. An employee is terminated.
 - e. An employee is transferred to another position.
 - f. An employee is promoted.
 - g. A new position is created.
 - h. An employee's disability leave extends beyond its designated limitations.
2. Notification of vacancies shall be posted on the school district website and sent via work email within three (3) working days to all GMLEA unit members.
3. Notification of vacancies shall include at least the following:
 - a. Positions available.
 - b. Deadline for application.
 - c. Effective starting date.
 - d. Qualifications.
4. Except for positions filled in accordance with Article 9, section C., any position filled after August 1 shall be filled on a temporary basis through the end of that school year. At such time, it shall be posted and filled in accordance with the provisions of this Contract.

Nothing contained in this Article implies that all vacancies will be required to be filled.

Unit members will be notified by the building administrator of any change in specific assignment.

B. PROCEDURES FOR FILLING VACANCY

On or after January 15 of each school year, the anticipated additions or changes in unit member positions made by the Administration shall be first posted within the building for intra-building transfers before being posted district-wide.

1. Unit members shall have two (2) working days from the notification of vacancies to apply for intra-building positions and three (3) working days for district-wide positions. Notification shall be defined as the date the position is posted on the district website and emailed to members.
2. All interested internal applicants will be given an interview and will be considered for the vacancy.
3. In acting on requests for voluntary reassignment, the following criteria will be applied:
 - a. The recommendation of the receiving administrator is required.
 - b. When two (2) or more candidates are recommended by the receiving administrator and equally qualified, per the job description, the position will be given to the internal applicant with the greater years of continuous service in the Groveport Madison Local School District.
4. When a unit member is not selected for a position, the unit member may request a conference with the receiving administrator or administrators to be held within five (5) work days. At such conference the unit member will be provided the reason(s) for the denial of such position.
5. Article 8, A. shall be governed by Article 9, B, (Placement of Pool Members) and Article 8, section (B) (2) (g) (Option to return to original building.) Consideration of reassignment shall rank in this order of priority:
 - a. Assignment of members opting to return to their original building.
 - b. Assignment of pool members.
 - c. Posting vacancies.
6. The Superintendent or designee shall cause to be prepared a schedule or other appropriate presentation of system-wide data and including and indicating all new position for the current year, vacancies and existing position filled for the current year, the names of persons reassigned, transferred and newly appointed and the positions they have been given. Such schedule or presentations shall be made available to the Association President within five (5) workdays of the request.

C. Involuntary Transfer

1. Occasionally, it may be necessary to involuntarily transfer certificated personnel. In all cases of transfer, the Superintendent will make the final decision in keeping with the provisions contained in the Negotiated Agreement.

2. Notice of an involuntary transfer will be given to the unit member as soon as practical. If the unit member cannot be notified at least one (1) calendar month preceding the commencement of the duties involved in the new assignment, upon request, the Board shall provide the unit member with up to five (5) working days of released time to prepare for the new assignment. The building Administrator shall approve the in-service tasks to be performed during this time.
3. An involuntary transfer will be made only after an invitation to a meeting between the unit member involved and the Superintendent or his/her designee, at which time the unit member may, at his/her option, have a representative of the Association present at such meeting. The unit member may decline such meeting.
4. In cases involving involuntary transfers the wishes of the individual unit member will be honored to the extent that these considerations do not conflict with the instructional requirements and best interests of the school district and pupils.
5. In cases of involuntary transfers in order to fill a new or vacant position, the unit member filling that position shall be the unit member with the least district seniority who holds proper certification.
6. A unit member being involuntarily transferred will be placed only in an equivalent position; i.e., one (1) which, among other things, involves no reduction in total compensation and no impairment of tenure. Permanent transfer to a substitute position, other than to avoid reduction in force, is considered a lesser position.
7. A unit member being involuntarily transferred due to position elimination has the option of returning to the building from which he/she was transferred, for a period of up to the first duty day of the next school year, in the event that a vacancy should occur in the former building, that unit member shall be notified and given the opportunity to return before the vacancy is posted, if the unit member holds proper certification for the vacated position. Unit members shall return in order of district seniority. A unit member's refusal to return to the first available position for which he/she is qualified would automatically terminate this option. This Article shall supersede Article 8, A, B-1-a-2, B-1-a-3, and B-1-a-5. This article shall not supersede Article 9, B.

D. CLASSROOM RELOCATION

Anytime a unit member moves his/her classroom either within the building or between buildings, custodial help shall be provided to assist in the move.

E. PART-TIME TEACHERS

A part-time unit member who has previously been employed full-time in the district may return to a full-time position by using any of the following methods:

1. Notifying the Director of Personnel by April 27 in order to enter the pool (Article 9, Section B).
2. Bidding into any vacant position that becomes available during the intra-building transfer time period (Article 9, Section A.).

3. Following procedures for any vacancies in the district (Article 8).

ARTICLE 9

ELIMINATION OF POSITIONS

- A. In the event that positions must be eliminated, the following procedure shall be used:
 1. When a position is to be eliminated, the least senior district unit member in that building in the affected grade level or department will be the person to be transferred. If the least senior unit member does not hold any other license/certificate, then the next seniored unit member in the building in the affected grade level or department shall be transferred. If all the unit members in an affected grade level or department hold the same license/certificate and no other type of license/certificate, the least seniored unit member will be placed in a district-wide pool in order of district seniority and types of license/certificate. Unit members shall have until 4:00 PM of the working day following receipt of notice in which to exercise their rights to "bump." Bumping rights for retired/ rehired unit members shall be in accordance with the provisions in Article 27 and 28.
 2. If a vacancy exists within that building for which the unit member mentioned in A. 1. above holds proper certification, then, at the unit member's option, he/she shall be assigned that position. (For specialist certification and requirements refer to Article XV.) For the purposes of internal building transfers, for-bargaining unit members who hold district positions which are as follows: library/media specialists, special education teachers, title teachers, ESL teachers, nurses, speech/hearing therapists, HS band director, HS choir director, school literacy coaches, guidance counselors, school psychologists, physical therapists, occupational therapists, and any additional positions upon which the parties mutually agree, their home base will be considered their "building." The home building shall be assigned no later than September 1st of each year. Bumping does not apply to district positions.
 3. If no vacancy exists within that building for which the unit member is certified, then, at the unit member's option, that unit member may replace the least district seniored person in the same areas of certification in that building.
 4. Any time a unit member intends to bump into a position which requires extended duty days, a supplemental contract, or release time from direct student supervision they must apply and be interviewed by the administration. The applicant must meet the criteria of the administration in order to bump into that position. If the unit member may not bump into that position, they then bump into the next least seniored person's position.
 5. The notification of the elimination of a bargaining unit member's position will be conducted privately between the affected bargaining unit member, and the GMLEA President or designee, and administrator at an appropriate location and appropriate time before it is posted.

The building principal will let the bargaining unit member(s) know that the GMLEA Building Representative is available to offer support and to explain the process further, if needed.

The President of GMLEA will be notified of all internal changes the Monday prior to the beginning of the process. The President will notify each Building Representative to alert them to be available in Monday PM to assist the affected bargaining unit member(s) if needed.

- B.** Unit members eliminated from a building and teachers returning from extended leaves of absence will have their names listed in a pool in order of district seniority. The following procedures will be used to transfer unit members out of the pool into vacancies:
1. Voluntary Transfer from Pool -- As vacancies occur, the unit member with the most district seniority and proper certification in the pool will, be offered the position. Refusal of a voluntary pool transfer does not alter a unit member's place on the pool's seniority list.
 2. Involuntary Transfer from Pool -- In the event that no voluntary pool transfer results from 1, above, the person with the least district seniority and proper certification shall be transferred to fill the vacancy. This procedure shall continue until all unit members are placed in positions. Placement of pool members shall have priority over applications for vacant positions as set forth in Article VIII and all voluntary assignments as set forth in Article VIII.
 3. In the event that a pool member cannot accept any position because of licensure, the least senior district unit member with that certificated/licensed position who also holds an additional certificate/license will be transferred to a position within the other certificated/licensed area, and the pool member shall be placed in that unit member's position. The Superintendent and GMLEA President will work cooperatively to make this procedure work as well as opportunity allows.
- C.** In the event that a position is reinstated prior to the first duty day of the school year for which it was eliminated, the unit member who last held the reinstated position will have the first option to return to it. If the position is reinstated after the first duty day of the school year for which it was eliminated, it shall be filled on a temporary basis for the remainder of the year in accordance with the provisions of Article VIII, Section A. 6. If that same position is reinstated for the immediately following school year, the unit member who last held the reinstated position as a regular employee will have first option to return to it.
- D.** On or before October 30 of each year, a seniority list categorized by the type of license/certificate including any overlapping will be established and made available in each building. Each unit member will have the right to challenge this list for a period of thirty (30) days after it is distributed.

ARTICLE 10

REDUCTION IN FORCE

All reductions in force, regardless of reason, will be in keeping with the provisions of this Article and Section 3319.17 of the Ohio Revised Code. This Article supersedes Article 9, B-2.

- A.** The Administration shall provide to the Association the data upon which the Administration bases the need for reduction in force. The reduction shall be made as follows:

B. PROCEDURE FOR DETERMINING RIF LIST

1. A seniority list shall be prepared of all unit members according to seniority (continuous service in the district) within all areas of certification for each unit teacher. A continuing contract shall not be considered a criterion for placement on this seniority list. All approved paid "leaves of absence" will be applied towards continuous service for seniority purposes. Unpaid leaves of absence do not break the continuity of district seniority. However, additional seniority cannot be earned while on unpaid leave of absence. The list shall include the following information:
 - a. Date of initial employment (continuous).
 - 1) Continuous employment shall include all time on sick leave, all time on Board approved leave of absence, all time on military leave of absence, all time on disability retirement to a maximum of five (5) years and all time during suspension of contract if the unit member is reinstated.
 - 2) Seniority shall be lost when a unit member resigns or retires.
 - b. Areas of certification(s).
2. A unit member's position on the school district seniority list will be determined as follows:
 - a. Date of employment by the Board of Education.
 - 1) If this date is the same as another unit member, then the date of the initial interview will be used, if recorded.
 - 2) If the date of the initial interview is not recorded then the seniority position will be determined by a flip of the coin or some other method of chance.
 - 3) A list shall be prepared indicating the specific positions to be abolished.
 - 4) A reduction in force suspension list will be prepared by applying the following steps until all necessary reductions have been accomplished:
 - a) Unit members who leave the district by reasons of retirement, resignation, or an approved leave of absence.
 - b) The least senior certificated unit member(s) from the position(s) to be abolished in keeping with the certification and seniority list as set forth in B. 1.
 - 5) A unit member whose contract is suspended as a result of a RIF Program shall be given written notification, by registered mail, that his/her employment will be suspended and the reason for such suspension.
 - 6) No preference for seniority shall be given except when making a decision between unit members who have comparable evaluations. All unit members will be considered comparable through the 2016-2017 school year. Any necessary

reduction in force occurring prior shall be on the basis of seniority and contract status within all areas of certification/licensure.

- a) Comparable Evaluations shall be defined by the unit member's final summative evaluation rating. Unit members shall be placed in one (1) of two (2) groups for the purpose of a reduction in force, as described below. These groups shall be called "Group One," and "Group Two." Unit members within each Group shall be deemed "comparable," except that unit members under continuing contracts shall be given preference over all members under limited contracts within the same Group.
 - i. Group One shall be comprised of all unit members who have a final summative evaluation rating of "Ineffective";
 - ii. Group Two shall be comprised of all unit members who have a final summative evaluation rating of "Developing," "Skilled," or "Accomplished."
- b) Any reduction in force shall begin with members in Group One, followed by Group Two.

This provision, Article 10, Section B. 6., shall terminate and be of no further effect as of June 30, 2019.

C. RE-EMPLOYMENT OF UNIT MEMBERS FROM THE RIF LIST

1. All unit members whose contracts are suspended as a result of a RIF Program shall be placed on a list stating years of continuous service to the district and subject(s) certified to teach.
2. A unit member on the RIF list shall be offered a contract for positions for which certified, as set forth in said RIF list, as positions become available in keeping with the certification and the seniority provisions of the RIF Policy (inverse order--last discharged/first re-employed).
3. When an opening occurs, the Board shall send a certified letter to all affected unit members certified for the position to their last known address to advise them of such position. It is the unit member's responsibility to keep the Board informed of his or her whereabouts. The unit member shall notify within ten (10) days from the date the letter is sent to indicate availability and desire for such position. The Board shall reinstate the teacher indicating availability and desire for such position which has the greatest seniority.
4. Transfers of unit members employed but not affected by the RIF Program shall be limited to positions not affected by said program. If a position(s) initially abolished is reinstated or if a new position(s) is established, this position(s) will be staffed first from the unit member RIF list. Transfers may be made to a position affected by the RIF Program after the position(s) have been offered to all properly certificated unit members on the RIF list and in keeping with Article VIII of this Agreement.
5. No unit member new to the district will be employed until all properly certified unit members on the RIF list have been offered a contract for the position in accordance with the provisions of this policy.

6. Upon recall, all rights related to salary, fringe benefits, and seniority shall be fully restored.

D. RIGHTS

All unit members who are notified that they are placed on the RIF list will have the following rights:

1. The right to review seniority and certification records with representation of his/her choice.
2. Unit members suspended will be given preferential consideration as substitute teachers.
3. Suspended unit members shall have the right to pay the total premium for group life, hospitalization, and other group insurance benefits for a period not to exceed two (2) years.

ARTICLE 11

CLASS SIZE

- A. It is recognized by the Board and the Association that class size, based upon the Ohio State Board of Education's State Minimum Standards, is a reasoned criterion. The Board pledges that future planning, primarily as to the utilization of facilities and personnel, shall be directed toward attaining and maintaining these State Standards. Further, the Board of Education and the Association recognize the importance of providing for the range of individual pupil differences through the establishing of reasonable size classes for instruction. Therefore, every effort will be made to provide and maintain class sizes which are appropriate for the type and age of the pupils, the subject being taught and the classroom which is to be used.
- B. The Board of Education and the Association further recognize that class sizes must be established in relationship to the availability of appropriate physical spaces and adequate financial resources.
- C. Equitable class size shall be maintained within grade levels, within an elementary building and/or between comparable courses in the middle schools or the High School (9-12). Buildings will be equalized within the south end and north end of the district beginning the Wednesday after Labor Day. The Board will keep inequities between elementary buildings to a maximum of not more than five (5) students. Inequities in class size and/or inadequate teaching facilities shall be subject to the grievance procedure. If at any time the class size inequity is more than five (5) students, either the teacher shall notify his/her building principal or the President of the Association shall notify the administration. Thereafter, the building principal and/or the administration shall immediately take all steps necessary to ensure compliance with the equitable class size requirement. Failure to remedy the equitable class size requirement by the building principal or the administration within five (5) school days after being notified will result in the teacher receiving twenty-five dollars (\$25) per day per content area per student stipend that exceeds the five (5) student maximum, until the equitable class size requirement has been complied with by the administration.
- D. The maximum number of students per class shall not exceed thirty (30). Every special education student will count as one (1) student. In grades 6-12 the following classes may exceed thirty (30) students: band, choir, library, and study hall. If at any time the maximum number of students per class exceeds thirty (30), the teacher shall notify his/her building principal or the President of the

Association shall notify the administration. Thereafter, the building principal shall immediately take all steps necessary to ensure compliance with the class size requirement of no more than thirty (30) students per class. Failure to remedy the class size requirement by the building principal or the administration within three (3) school days after being notified will result in the teacher receiving twenty-five dollars (\$25) per day per student stipend until the class size requirement has been complied with by the administration.

- E. The maximum number of students in primary Kindergarten shall be twenty (20).
- F. Bargaining unit members instructing students in grades six (6) through twelve (12) shall:
 - 1. Have the following teaching periods:
 - a. In a nine- (9-) period day, maximum of six (6) teaching periods.
 - b. In an eight- (8-) period day, maximum of six (6) teaching periods.
 - c. In a seven- (7-) period day, maximum of five (5) teaching periods.
 - 2. Have a maximum of two (2) preparations for core courses unless he/she agrees to more.
 - a. Core classes are defined as English 9, 10, 11 and 12; Algebra 1, Plane Geometry, Algebra 2; Biology, Physical Science, American History and American Government.
 - b. Core classes are defined as ELA (combined or separated), Math, Science, and Social Studies in grades 6-8.

ARTICLE 12

TEACHER EVALUATION

- A. The following guidelines will govern the evaluation of unit members:
 - 1. Observation based on classroom performance and student growth measures, where applicable.
 - 2. Conference regarding observation report within reasonable period of time following observation.
 - 3. After each conference between the Evaluator and Bargaining Unit Member upon signing the observation and the evaluation forms, the Bargaining Unit Member will receive a copy.
 - 4. Right to be observed by different administrator, upon request.
 - 5. Employee's right to attach a written response to observation/evaluation.
 - 6. Written notice of deficiencies when continued employment is in jeopardy.
 - 7. Assistance by Administration, written program and reasonable time to overcome deficiencies.
- B. All unit members who spend at least fifty (50) percent of their time or less, if allowed by law, providing content-related student instruction will be evaluated using the OTES (Ohio Teacher

Evaluation System) tool as developed by the evaluation committee. In-service will be provided to all evaluatees for that school year by September 30. All unit members who spend less than fifty (50) percent of their time (i.e., guidance counselors, school psychologists, school nurses, etc.) providing content-related student instruction will be evaluated using the Charlotte Danielson framework evaluation forms contained in the collective bargaining agreement.

- C. The Evaluation Committee shall be a standing committee consisting of four (4) bargaining unit members appointed by the Association president and four (4) administrators appointed by the Superintendent. This committee shall meet at least one time per year and at the request of the association or the administration to:
1. Determine the appropriateness and effectiveness of the current teacher evaluation instrument and processes and making recommendations of possible changes.
 2. Review and revise the current specialist teacher evaluation instrument and process.
 3. Review and revise the extracurricular evaluation instrument and process.
 4. Representatives from, and selected by the committee, shall meet with the building administrators at the beginning of each school year for a training/review of the process.
 5. The committee shall meet as needed between September 1 and April 1 to revise the current evaluation procedure in light of requirements in the Ohio Revised Code. Committee members will be given release time and professional leave as needed to get appropriate training related to the required revisions. Committee members shall be paid a rate of \$25 per hour, and prorated for any hour after the first, for any meetings outside the workday. The Committee shall present any changes to GMLEA and the Board by April 30 and both parties will vote to accept or reject said changes by the end of May.
 6. A nurse evaluation will be mutually developed during the 2015-2016 school year and implemented during the 2016-2017 school year.

GROVEPORT MADISON LOCAL SCHOOL DISTRICT

TEACHER EVALUATION INSTRUMENT

A. PHILOSOPHY OF EVALUATION

The Groveport Madison Local Schools have the responsibility to create a favorable climate for all bargaining unit members and administrators to perform their responsibilities to the children of our district.

The insight and growth of each bargaining unit member and administrator resulting from participation in the evaluation process are more significant than the process itself. Evaluation should be a continuous, constructive, cooperative and professional enterprise between the bargaining unit member and the evaluator.

Evaluation in the Groveport Madison Local Schools is intended to promote improved performance, professional growth and professional integrity.

B. OBJECTIVES OF EVALUATION

1. To improve the quality of instruction.
2. To facilitate and improve communication and understanding between administration and bargaining unit members.
3. To stimulate, through accountability a better understanding of the scope of one's duties and responsibilities.
4. To provide an opportunity for each bargaining unit member's performance to be periodically assessed and appraised.
5. To provide assistance which the bargaining unit member may need for instructional improvement and professional growth.
6. To provide documentation in questions of dismissal or promotion.

C. WHO IS TO BE EVALUATED

1. All bargaining unit members, unless an exception applies as stated in F, #2 a & b of this Agreement.

GROVEPORT MADISON LOCAL SCHOOL DISTRICT

TEACHER EVALUATION INSTRUMENT

D. WHO CAN EVALUATE

1. Superintendent
2. Assistant Superintendent
3. Director: Personnel, Pupil Personnel, Curriculum
4. Principal
5. Assistant Principal
6. Supervisor/Coordinator working in the district but not for the sole purpose of evaluation.
 - a. Each evaluator must successfully complete state-mandated evaluator credentialing training bi-yearly and is required to pass a credentialing assessment before beginning any evaluations. Evaluators who fail to pass re-credentialing will be prohibited from evaluating bargaining unit members, and a list of these evaluators will be provided to the Association president by the end of September.

E. DEFINITION OF TERMS:

1. **INEFFECTIVE**

Teacher consistently fails to demonstrate minimum competency in one or more teaching standards. There is little or no improvement over time. The teacher requires immediate assistance and needs to be placed on an improvement plan.
2. **DEVELOPING**

Teacher appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms or other teachers, and experience (particularly supported by a mentor or transition coach) will enable the teacher to become proficient in this area. For supervision or evaluation, this level is minimally competent. Improvement is likely with experience.
3. **SKILLED**

Teacher consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced teachers.
4. **ACCOMPLISHED**

Teacher is a leader and model in the classroom, school, and district, exceeding expectations for performance. The teacher consistently strives to improve his or her instructional and professional practice and contributes to the school or district through the development and mentoring of colleagues.

F. PROCEDURE

1. Unit members eligible for a continuing contract must make a written request to the Superintendent by September 15.
2. The sequence of contracts will be: one (1) year, one (1) year, one (1) year, three (3) year, five (5) year.
 - a. Bargaining unit members who are on a 3 year, 5 year, or continuing contract and who received a summative rating of accomplished on the teacher's most recent evaluation conducted under this section will be evaluated once every three years as long as the teacher's academic growth measure is average or above for the previous school year. In any year in which the bargaining unit member is not formally evaluated, the bargaining unit member will have at least one informal observation and conference with their evaluator. In that case, the evaluation shall be completed by April 15 of the applicable school year, and the teacher shall receive a written report of the results of the evaluation by April 30 of that school year. Any teacher on a limited contract will be evaluated in the year that his or her contract expires regardless of the previous year's rating.
 - b. Bargaining unit members who are on a 3 year, 5 year, or continuing contract and who received a summative rating of skilled on the teacher's most recent evaluation conducted under this section will be evaluated once every two years as long as the teacher's academic growth measure is average or above for the previous school year. In any year in which the bargaining unit member is not formally evaluated, the bargaining unit member will have at least one informal observation and conference with their evaluator. The evaluation shall be completed by April 15 of the applicable school year, and the teacher shall receive a written report of the results of the evaluation by April 30 of that school year. Any teacher on a limited contract will be evaluated in the year that his or her contract expires regardless of the previous year's rating.
3. When the evaluation sequence is interrupted (by the bargaining unit member) and cannot continue to meet the appropriate deadlines, the bargaining unit member will receive a One-Year Contract. The following year the Bargaining Unit Member will be evaluated for the contract they were eligible for before the process was interrupted.
4. Group and/or individual orientations will be completed by September 30. Upon completion of the orientation, observations may begin after September 1 for bargaining unit members who have been employed by the District for more than one (1) year. Observations for bargaining unit members new to the district will begin after September 30.

5. No bargaining unit member shall be evaluated on his or her work performance except based on the observations of the bargaining unit member by their assigned evaluator and the informal evaluations that are set forth in this agreement.
6. An evaluation cycle will include at least one (1) formal observation and at least one (1) informal evaluation. The first evaluation cycle will be completed by December 31.
7. All bargaining unit member observations must be completed by May 1. All observation documentation and the final evaluation and conference will be completed by May 10.
8. Bargaining unit members who spend at least 50% of their time with students, will have student growth measures as part of their evaluation. Bargaining unit members will fall into one of the following categories:
 - a. **"A1"**- Instructs Value-Added subjects exclusively (e.g., math/reading) will have their entire student growth measure (50%) based on Value-Added scores.
 - b. **"A2"**- Instructs Value-Added subjects but not exclusively (e.g., elementary, ELA) must have the value added count for 26%, with vendor assessment(s) and/or two student learning objectives making up the other 24%.
 - c. **"B"**- Has approved vendor assessment teacher-level data available (e.g., MAP, Terra Nova) must have the vendor assessment count for 10% with a student learning objective making up the other 40% of the student growth measure.
 - d. **"C"**- No teacher-level value-added or approved vendor assessment data available (e.g., specialists) will have at least two student learning objectives to make up their 50% student growth measure.
9. The summative evaluation of a teacher shall be based upon student growth measures and performance that is assessed during the informal and formal observations using the OTES chart below. The evaluation shall acknowledge the performance strengths of the teacher evaluated as well as performance deficiencies, if any. The evaluator shall note all the data used to support the conclusions reached in the formal evaluation report. The evaluation report shall be signed by the evaluator. The evaluation report should then be signed by the teacher to verify notification to the teacher that the evaluation will be placed on file, but the teacher's signature should not be construed as evidence that the teacher agrees with the contents of the evaluation report.

Student growth		Performance		Final summative rating	
• Most Effective (5)	600	• Accomplished (4)	600	• Accomplished	500-600
• Above Average (4)	400	• Skilled (3)	400	• Skilled	300-499
• Average (3)	300	• Developing (2)	200	• Developing	100-299
• Approaching Average (2)	200	• Ineffective (1)	0	• Ineffective	0-99
• Below Average (1)	0				

10. If there is a change in state law to lower the total and/or individual category percentage amounts, the Association and the administration shall meet within 30 days after the effective date of the legislation to bargain these changes.
11. All bargaining unit members who decide to retire will not need to fulfill the entire evaluation sequence providing that all of the following criteria are met:
 - a. The bargaining unit member has submitted his/her official letter of resignation.
 - b. The Board of Education has acted upon the resignation by December 1.
 - c. The bargaining unit member is currently not under a notice of deficiencies.
12. Contract action by the Board of Education will take place at the regular May Board meeting, but no later than May 15.
13. The due process procedures of appeal for the non-renewal of a first year bargaining unit members are stated in ORC 3319.11. For all other unit members, non-renewal is in Article VII.

G. OBSERVATIONS

1. A minimum of two (2) formal observations per year shall be conducted to support each performance assessment. A formal observation shall last a minimum of thirty (30) consecutive minutes. There shall be at least three (3) weeks between formal observations, unless otherwise mutually agreed upon by the administrator and evaluatee. If after the first evaluation cycle a unit member's performance is found deficient to the extent that adverse personnel action may result, two (2) additional formal observations will be conducted.
2. Bargaining unit members shall not be evaluated, either formally or informally, on a day before or after the following: the administration of standardized testing; a holiday or any break from scheduled school days (excluding weekends); or any approved leave of absence of three (3) or more days unless mutually agreed upon.

3. Formal Observations

- a. A pre-conference shall be held before each formal observation between the evaluator and the bargaining unit member in order for the teacher to explain plans and objectives for the work situation to be observed.
- b. A post-observation conference shall be held after each formal observation and will occur within seven (7) school days when the bargaining unit member and administrator are in attendance after the observation unless otherwise mutually agreed upon by the bargaining unit member and administrator. If unable to mutually agree, the GMLEA President or President Designee and Human Resource Director or his/her designee will review the request.
- c. A bargaining unit member or evaluator may request a formal observation at any time in addition to those required by this procedure.
- d. At the end of each evaluation cycle, the evaluator will fill out the appropriate evaluation rubric for the bargaining unit member. At this time, a holistic score for each category will be assigned to the evaluatee based on the observation by the administrator. This information will be shared with the evaluation.

4. Informal Observations

- a. All informal observations shall be preceded by a discussion between the evaluator and the bargaining unit member in order to mutually identify the focus of the informal observation. The areas of focus shall be one or more of the following: evidence of planning, lesson delivery, differentiation, resources, classroom environment, student engagement, and assessment. The informal observation shall be at least 10 consecutive minutes but no more than 15 consecutive minutes in duration.
- b. A debriefing shall occur within seven (7) school days, unless otherwise mutually agreed upon by the bargaining unit member and administrator, to discuss observations relative to the agreed upon focus. If unable to mutually agree, the GMLEA President or President Designee and Human Resource Director or his/her designee will review the request. A copy of the informal observation form including all scripted and/or anecdotal documents relative to the informal observation will be given to the bargaining unit member at that time.
- c. A minimum of one (1) informal evaluation shall be included in each evaluation cycle. Information gathered during these evaluations will be used to gather additional data to support the formal evaluation.

- d. A bargaining unit member or evaluator may request an informal observation at any time in addition to those required by this procedure.
5. Traveling Bargaining Unit Members
 - a. Bargaining Unit members who are evaluated under OTES and who travel between two buildings will be observed by building administrators in each building the member serves. There shall be at least one (1) formal observation and conference and at least one (1) informal observation and conference. Each building's administrator will observe the traveling unit member at least once during the evaluation cycle. Building administrators from both buildings will attend the summative conference. If a bargaining unit member spends at least seventy-five (75) percent of their time in one building, they will be evaluated by their home school administrator.
 - b. Bargaining unit members who are not evaluated under OTES will be evaluated by his/her principal or direct supervisor.
 6. The evaluator or person being evaluated has the right to submit a written request to have an observation by an alternate evaluator in the building and/or administrator without building level responsibilities. All written requests to the Director of Personnel will be granted. In the event an alternate evaluator is requested, the Director of Personnel will choose the alternate and the building principal may attend observations as an observer and has the right to attend the evaluation conferences. The person being evaluated has the right to attach a written response to the observation and evaluation forms.
 7. Before the evaluation cycle is final, and no later than May 10, a copy of the final summative rating report shall be given to the bargaining unit member and a summative conference shall be held between the bargaining unit member and the evaluator. This meeting may occur at the same time as the last post-conference/rubric meeting.

H. STUDENT GROWTH MEASURES (SGM)

1. When utilizing vendor assessments to construct SGMs, all related materials shall be purchased, and all affected bargaining unit members shall be trained by building principals or district testing coordinator on utilization and other considerations by September 30.
 - a. The evaluation committee shall be consulted on the use of a proposed vendor assessment prior to purchase. The committee may ask for the vendor to make a presentation to the committee.
 - b. All vendor assessments shall be reviewed by the evaluation committee prior to being used as an official student growth measure for evaluation purposes;

- c. All bargaining unit members and credentialed evaluators will be trained on the vendor assessment at the beginning of the pilot.
 - d. Bargaining unit members shall be provided release time to train, meet and reflect on the vendor assessment.
 - e. The committee shall provide a recommendation whether to implement the vendor assessment as a SGM to the superintendent and Association president by May 1.
2. When utilizing Student Learning Objectives (SLOs) to construct SGMs, the bargaining unit member teaching a year-long course shall submit the completed SLO template for approval of the SLO no later than the Monday prior to the end of the 1st grading period.
 - a. The Building Leadership Team (BLT) shall review all submitted SLOs within 10 school days.
 - b. Any SLO that is rejected by the BLT shall be returned to the bargaining unit member with specific deficiencies within 10 school days. Upon receipt of the specific deficiencies by the BLT, the bargaining unit member will be given 10 school days for the resubmittal of the corrected SLO.
 3. For bargaining unit members teaching semester courses, one (1) SLO must be submitted to their building BLT by the Monday prior to the end of the first grading period and will run through the end of the second grading period. The second (2) SLO must be submitted by the end of the second week of the third grading period and will run through the end of the third grading period.
 - a. The Building Leadership Team (BLT) shall review all submitted SLOs within 10 school days.
 - b. Any SLO that is rejected by the BLT shall be returned to the bargaining unit member with specific deficiencies within 10 school days. Upon receipt of the specific deficiencies by the BLT, the bargaining unit member will be given 10 school days for the resubmittal of the corrected SLO.
 4. For bargaining unit members teaching only 9 week courses, any SLO must be submitted to their building BLT for only the second and third grading period. One (1) SLO must be submitted to their building BLT within 2 weeks of the start of the second grading period. The second (2) SLO must be submitted to their building BLT within 2 weeks of the start of the third grading period.
 - a. The Building Leadership Team (BLT) shall review all submitted SLOs within 10 school days.
 - b. Any SLO that is rejected by the BLT shall be returned to the bargaining unit member with specific deficiencies within 10 school days. Upon receipt of the specific deficiencies by the

BLT, the bargaining unit member will be given 10 school days for the resubmittal of the corrected SLO.

5. Bargaining unit members shall submit all SGM results to his/her evaluator by the end of the 3rd grading period.
6. Evaluators shall conduct a final meeting with the bargaining unit member to discuss SGM scores by April 30.
7. Teacher of Record
 - a. During the linkage process, each bargaining unit member shall have the opportunity to review the students for whom they are identified as teacher of record prior to the district verifying the member's data and SGM rating in order to help ensure accuracy in reporting. Any changes to linkage data after the window for teacher input has closed, the bargaining unit member will be notified in writing by the administrator or staff member who made the changes.
8. If there is a change in state law to lower the total and/or individual category percentage amounts, the Association and the administration shall meet within 30 days after the effective date of the legislation to bargain these changes.
9. The consideration of the student growth proportion of the bargaining unit member evaluation must consist of a minimum of three consecutive years of SGM data for employment decisions, excluding bargaining unit members who were involuntarily transferred or for whom the Human Resources Director and GMLEA President have mutually agreed that an extraordinary circumstance exists.
10. If the bargaining unit member has value-added data, their annual final summative rating shall utilize SGM data from the previous and/or current year in conjunction with the performance rating from the current year. If the bargaining unit member has SLO data, their annual final summative rating shall utilize SGM data from current year in conjunction with the performance rating from the current year.
11. Student Attendance
 - a. A bargaining unit member who teaches a year-long course will exclude the SGMs attributed to any student evidencing more than forty-five (45) days of excused and/or unexcused absences from school as determined by EMIS. It will be the responsibility of the district to ensure attendance is correctly recorded as it relates to SGM calculations.
 - b. A bargaining unit member who teaches a semester long course will exclude the SGMs attributed to any student evidencing more than thirty (30) days of excused and/or unexcused absences from school as determined by EMIS. It will be the responsibility of the district to ensure attendance is correctly recorded as it relates to SGM calculations.

- c. A bargaining unit member who teaches a 9 weeks course will exclude the SGMs attributed to any student evidencing more than fifteen (15) days of excused and/or unexcused absences from school as determined by EMIS. It will be the responsibility of the district to ensure attendance is correctly recorded as it relates to SGM calculations.
12. All high stakes tests used for evaluation purposes will be given and proctored by certificated bargaining unit members.

I. IMPROVEMENT PLAN

The purpose of an improvement plan is to help the person being evaluated to reach the goals that are needed to continue employment in the Groveport Madison Local School District. A written program to overcome deficiencies will be collaboratively written with the Administration, the person being evaluated and the Groveport Madison Local Education Association President's Designee with sufficient time to implement the plan. An improvement plan shall be developed within seven (7) school days of the post conference in which the deficiencies were documented.

1. An improvement plan will be given:
 - a. when deficiencies are documented during formal and/or informal observations
 - b. teacher whose student growth measure dimension/dimensions of the evaluation is below expected level of student growth for three (3) consecutive years
 - c. an overall rating of "Ineffective" is documented.
2. An improvement plan shall include:
 - a. Performance issues documented as deficient;
 - b. Specific performance expectations;
 - c. The allocation of financial and other resources and assistance to be provided by the District to support professional development of the teacher;
 - d. Sufficient, specific timelines, not less than six (6) weeks, as to allow for the improvement of identified deficiencies.
 - e. The provision for a trained teacher mentor/coach as appropriate. The transition coach will be provided release time to allow for meetings/observations with the teacher under an improvement plan.
3. If an improvement plan is developed prior to March 1, those identified deficiencies shall be reevaluated as part of the performance assessment process for the remainder of the school year.

A remediation plan for deficiencies that are successfully remediated during the remainder of the school plan shall be deemed completed.

4. If an improvement plan is developed after March 1, the plan shall be continued into the next school year.
5. All bargaining unit members who decide to retire will not need to fulfill the entire evaluation sequence providing that all of the following criteria are met:
 - a. The bargaining unit member has submitted his/her official letter of resignation.
 - b. The Board of Education has acted upon the resignation by December 1.
 - c. The bargaining unit member is currently not under a notice of deficiencies.
6. Contract action by the Board of Education will take place at the regular May Board meeting, but no later than May 15.
7. The due process procedures of appeal for the non-renewal of a first year bargaining unit members are stated in ORC 3319.11. For all other unit members, non-renewal is in Article VII.

J. PROFESSIONAL GROWTH PLAN

Any unit members not on an improvement plan will be on a Professional Growth Plan using the form in this document. Unit members will turn in their Professional Growth Plan to their building administrator by September 30 and will be kept in the unit member's personnel file. All professional growth plans will be returned to the unit member by June 30.

K. DUE PROCESS

1. If the evaluation process is compromised or any timeline or condition established in this agreement is violated, the bargaining unit member will receive the previous year's observation rating and shall automatically require re-employment of the teacher under a continuing contract, if eligible, or an appropriate limited contract if the teacher is not eligible for a continuing contract.
2. Any violation of either procedural or substantive due process, the bargaining unit member will receive the previous year's observation rating and shall automatically require re-employment of the bargaining unit member under a continuing contract, if eligible, or an appropriate limited contract if the unit member is not eligible for a continuing contract.

3. If a bargaining unit member's evaluation is not properly completed by April 30, the bargaining unit member will receive the previous year's observation rating and shall automatically require re-employment.
4. Teacher of Record
 - a. Each bargaining unit member shall have the opportunity to review the students for whom they are identified as teacher of record and the attendance of students, as it relates to the SGM rating, prior to the district verifying the member's data and SGM rating in order to ensure accuracy of reporting. If the unit member believes either the teacher of record designation or the underlying student information is inaccurate, s/he shall notify the superintendent or his/her designee in writing no later than April 30.
 - b. Category A2 bargaining unit members shall have the opportunity to review the percentage of value-added measures, vendor assessments and/or SLOs the unit member teaches proportionate to his/her individual schedule.
 - c. Category B or C teachers shall receive notice of the SGM results for vendor assessments, the numerical ratings for the SLO and how the results were calculated in writing prior to them being reported, as may be statutorily required. If the bargaining unit member believes the SGM result is inaccurate, s/he shall notify the superintendent or his/her designee within ten (10) calendar days of the date of the notice.
 - d. If inaccurate SGM data has been reported, the administration shall remedy the error by reporting the correct information. If the administration is unable to report the correct information, SGM data shall not be used against them in any type of job action.
5. If a bargaining unit member believes the evaluator has violated the procedure or that the evaluator's judgment or conclusion is arbitrary, capricious or unreasonable the teacher must file a written grievance within ten (10) calendar days of the receipt of the signed and final version of a written evaluation for the particular school year or part of a school year. The superintendent and/or designee(s) shall meet within ten (10) days of a written evaluation grievance with the Association president, Association President Designee, and/or OEA consultant and discuss the grievance(s) to attempt to understand and resolve the grievance(s). Within ten (10) days of such meeting if the matter remains unresolved the Association may appeal directly to arbitration.

L. PERSONNEL ACTION REQUIREMENTS

1. Beginning with the 2016-2017 school year, all decisions concerning the retention, promotion, removal, reduction or recall of any bargaining unit member shall continue to be governed by the terms set forth in this agreement. Test scores from the 2015-2016 school year will not be used to determine employment action.

2. The Superintendent or superintendent designee shall annually file a report to the Department of Education including only the following information: the number of teachers for whom an evaluation was conducted as well as the number of teachers assigned each rating (accomplished, skilled, developing or ineffective). All other information and documents obtained through the evaluation process shall be kept in district personnel files. (ORC 3319.111 G)
3. The Association president will be notified within two (2) business days of any public records request to view or copy personnel files including evaluation information and the name of the requesting party.
4. The evaluation procedure and subsequent results shall not be used for any decision concerning the assignment, re-assignment, or transfer of any bargaining unit member.

Groveport Madison Local/Ohio Teacher Evaluation System

TEACHER PERFORMANCE EVALUATION RUBRIC

The *Teacher Performance Evaluation Rubric* is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the teacher. The scoring process is expected to occur upon completion of the two evaluation cycles.

INSTRUCTIONAL PLANNING		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	<p>FOCUS FOR LEARNING (Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.
	Evidence				
ASSESSMENT DATA	<p>ASSESSMENT DATA (Standard 3: Assessment)</p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans.</p> <p>The teacher does not use or only uses one measure of student performance.</p>	<p>The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning.</p> <p>The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.</p>	<p>The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning.</p> <p>The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.</p>	<p>The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans.</p> <p>Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.</p>
	Evidence				

INSTRUCTIONAL PLANNING		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	<p>PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>The teacher's lesson does not build on or connect to students' prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.</p>	<p>The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.</p>	<p>The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson.</p> <p>The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.</p>	<p>The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.</p> <p>The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.</p>
	Evidence				

INSTRUCTIONAL PLANNING		0	200	400	600
INSTRUCTIONAL PLANNING	<p>KNOWLEDGE OF STUDENTS (Standard 1: Students)</p> <p><i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference</p>	<p>The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information.</p> <p>The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.</p>	<p>The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information.</p> <p>The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.</p>	<p>The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.</p> <p>The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.</p>	<p>The teacher demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information.</p> <p>The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans.</p> <p>The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.</p>
	Evidence				

Instruction and Assessment		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<p>LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)</p> <p><i>Sources of Evidence:</i> Formal Observation Informal Observations</p>	<p>A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.</p> <p>The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.</p>	<p>Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p> <p>The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.</p>	<p>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</p>	<p>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p> <p>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p>
	Evidence				
	<p>DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Informal Observations</p>	<p>The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.</p>	<p>The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.</p>	<p>The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group..</p>	<p>The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom . The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.</p>

Instruction and Assessment		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
Evidence					
	RESOURCES (Standard 2: Content; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Informal Observations	Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.	The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/needs or actively engage them in learning.	Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.
Evidence					

Instruction and Assessment		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<p>CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Informal Observations</p>	<p>There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments.</p> <p>There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.</p> <p>Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.</p> <p>Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.</p>	<p>The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students questions or comments but does not inquire about their overall well-being.</p> <p>Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.</p> <p>The teacher transitions between learning activities, but occasionally loses some instructional time in the process.</p> <p>Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students.</p> <p>Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.</p> <p>Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).</p> <p>A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions.</p> <p>Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.</p> <p>Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.</p> <p>A classroom management system has been designed and implemented that is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses strategies to lessen disruptive behaviors and reinforce positive behaviors.</p>
	Evidence				

Instruction and Assessment		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<p>ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Informal Observations Post-Conference</p>	<p>The teacher does not routinely use assessments to measure student mastery.</p> <p>The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion.</p> <p>The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.</p> <p>The teacher does not provide students with feedback about their learning.</p>	<p>The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.</p> <p>The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion</p> <p>The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.</p> <p>Students receive occasional or limited feedback about their performance from the teacher.</p>	<p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.</p> <p>The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students).The teacher responds to student misunderstandings by providing additional clarification.</p> <p>The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.</p> <p>The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.</p>	<p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.</p> <p>The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.</p> <p>By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.</p> <p>The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.</p>
	Evidence				

Professionalism		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
PROFESSIONALISM	<p>PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)</p> <p><i>Sources of Evidence:</i> Pre-conference; Post-conference</p>	<p>The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.</p> <p>The teacher fails to understand and follow regulations, policies, and agreements.</p>	<p>The teacher uses a variety of strategies to welcome communicate from students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.</p> <p>The teacher understands and follows district policies and state and federal regulations at a minimal level.</p>	<p>The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.</p> <p>The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.</p>	<p>The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices.</p> <p>The teacher meets ethical and professional responsibilities and understands their implications in the classroom.</p>
	Evidence				

INFORMAL OBSERVATION

Teacher: _____ Evaluator: _____

Position/Subject: _____ Building: _____

Date: _____ Focus Area: _____

Observation Time: _____ to _____ (10-15 consecutive minutes)

Times	Observations

Evaluator Summary Comments:

Evaluator Signature _____ Date _____

Teacher Signature _____ Date _____

Copy to be given to teacher

Pre-Conference

Please fill out this form and bring it with you to your pre-conference along with a copy of your lesson plan.

1. Focus for Learning
2. Assessment Data
3. Prior Content/Knowledge/Sequence/Connections
4. Knowledge of Students
5. Lesson Delivery
6. Differentiation
7. Resources
8. Classroom Environment
9. Assessment of Student Learning
10. Professional Responsibilities

Evaluator's Signature

Date

Teacher's Signature

Date

SPECIFIC PROCEDURES

Dean of Students/Mentor/Teacher on Special Assignment Evaluation

- a. Each evaluation cycle will consist of two (2) thirty (30) minute discussion/conversation and one (1) Evaluation Conference. The evaluation conference can happen at the same time as the second discussion/conversation.
- b. It is the responsibility of the evaluatee to collect the data and artifacts to be discussed during the thirty (30) minute discussions/conversations.
- c. The evaluator will also collect data for the discussion, whenever possible.

DEAN OF STUDENTS EVALUATION FORM

Evaluatee _____ Date _____

Evaluator _____ Date _____

30 minute discussion/conversation

Appraisal Scale:

Accomplished (600) = a leader and model in the classroom, school, and district, exceeding expectations for performance. Consistently strives to improve his or her instructional and professional practice and contributes to the school or district through the development and mentoring of colleagues

Skilled (400) = consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced.

Developing (200) = appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is sporadic, intermittent, or otherwise not entirely successful.

Ineffective (0) = consistently fails to demonstrate minimum competency. There is little or no improvement over time.

I. Staff Support Responsibilities

Category Average _____

- _____ Reviews plans for student concerns and follows through accordingly
- _____ Informs teachers about workshops and administrative/pedagogical decisions
- _____ Supports teachers with organizing and planning fieldtrips or performances
- _____ Writes updates for informational letters to parents or teachers to enhance communication
- _____ Assists with substitutes when needed during the year

II. Student Support Responsibilities

Category Average _____

- _____ Ensure safety of students
- _____ Supervises student behavior
- _____ Maintains a high standard for student conduct and control in accordance with due process
- _____ Supervises and enforces attendance policies
- _____ Counsels, communicates with, and discipline individual or groups of students
- _____ Contacts parents when needed regarding concerns to student discipline
- _____ Works closely with the counselor for character development Programs
- _____ Assists in transition of students from 5th to 6th and 8th to 9th

III. Parent Communication Responsibilities

Category Average _____

- _____ Assists with Open Houses, PTC, Back-to-School Night, Award Ceremonies
- _____ Contacts parents about successes and concerns with students regularly
- _____ Maintains a high standard for student conduct and control in accordance with due process
- _____ Sets up meetings with teachers and parents when needed
- _____ Communicates effectively with parents

IV. Administrative Responsibilities

Category Average _____

- _____ Cultivates leadership potential in the student body
- _____ Assists in preparing forms as needed
- _____ Oversees discipline programs

V. Professional Responsibilities

Category Average _____

- _____ Communicates effectively with students, families, and colleagues
- _____ Collaborates with colleagues to improve personal and team practices
- _____ Meets ethical and professional responsibilities and understand their implications in the school

To arrive at the category average, add up the score for each descriptor and divide by the number of descriptors for that category.

DEAN OF STUDENTS EVALUATION FORM

(To be filled out by Evaluator)

I. Staff Support Responsibilities

II. Student Support Responsibilities

III. Parent Communication Responsibilities

IV. Administrative Responsibilities

V. Professional Responsibilities

DEAN OF STUDENTS REFLECTION AND EVIDENCE FORM

(To be filled out by the Evaluatee)

I. Staff Support Responsibilities

II. Student Support Responsibilities

III. Parent Communication Responsibilities

IV. Administrative Responsibilities

V. Professional Responsibilities

DEAN OF STUDENTS EVALUATION FORM

Evaluatee _____ Date _____

Evaluator _____ Date _____

At the end of each evaluation cycle, fill in the category scores for each focus area and divide by five (5) to obtain an overall score.

Category	Cycle One Score	Cycle Two Score
Staff Support Responsibilities		
Student Support Responsibilities		
Parent Communication Responsibilities		
Administrative Responsibilities		
Professional Responsibilities		

For the final overall rating, add up the overall scores and take the average. Use the chart below to determine the final rating.

Overall Rating _____

Range	Overall Rating
0-99	Ineffective
100-299	Developing
300-499	Skilled
500-600	Accomplished

COMMENTS: (Evaluator)

Signature (Evaluator)

Date

Signature (Evaluatee)

Date

Contract Recommendation _____
(Only to be completed at the end of the second evaluation cycle)

MENTOR EVALUATION FORM

Evaluatee _____ Date _____

Evaluator _____ Date _____

30 minute discussion/conversation

Appraisal Scale:

Accomplished (600) = a leader and model in the classroom, school, and district, exceeding expectations for performance. Consistently strives to improve his or her instructional and professional practice and contributes to the school or district through the development and mentoring of colleagues

Skilled (400) = consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced.

Developing (200) = appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is sporadic, intermittent, or otherwise not entirely successful.

Ineffective (0) = consistently fails to demonstrate minimum competency. There is little or no improvement over time.

I. Assessment Support

Category Average _____

- _____ Engage in formative assessment processes, including non-evaluative, reflective conversations with resident educators about formative assessment evidence
- _____ Develop resident educators' abilities to use student learning data to set instructional goals, self-assess instructional practices, and monitor progress toward those goals
- _____ Use of assessment data and a variety of coaching strategies to improve the practice of resident educators

II. Classroom Environment Support

Category Average _____

- _____ Demonstrates knowledge and use of effective teaching techniques
- _____ Meets with resident educators regularly
- _____ Facilitate professional development experiences that promote collaborative inquiry, analysis and reflection on practice
- _____ Engage colleagues when the skills or knowledge of another educator is needed to support the professional growth of resident educators
- _____ Assist resident educators in creating a positive classroom culture that communicates high expectations

III. Curriculum Support

Category Average _____

- _____ Works collaboratively and shares instructional ideas and materials with resident educators
- _____ Provides guidance to assist resident educators in the development of program ideas
- _____ Engage in formal, regular and ongoing communication to meet the personal and instructional needs of resident educators
- _____ Apply knowledge of Ohio Academic content standards, Common Core Standards, professional teaching standards, relevant research and best practices to guide the professional development of resident educators
- _____ Use a variety of research-based strategies, resources and technologies to differentiate professional development for resident educators
- _____ Assist resident educators with planning lessons that engage students and integrate content standards with effective instructional strategies to meet the needs of diverse learners

IV. Professionalism

Category Average _____

- _____ Demonstrates professionalism and contributes to a positive work environment
- _____ Demonstrates strong interpersonal relationship skills
- _____ Organizes tasks and manages time effectively
- _____ Skillfully manages individual, group, and organizational interactions
- _____ Maintains accurate records
- _____ Meets ethical and professional responsibilities and understands their implications
- _____ Demonstrates continued involvement in professional growth opportunities
- _____ Completes required documentation for the program in a timely manner
- _____ Respects personal privacy and maintains confidentiality of privileged information
- _____ Create trust, caring, and open environment in which resident educators can build and maintain strong and positive professional relationships

To arrive at the category average, add up the score for each descriptor and divide by the number of descriptors for that category.

MENTOR EVALUATION FORM

(To be filled out by evaluator)

I. Assessment Support

II. Classroom Environment Support

III. Curriculum Support

IV. Professionalism

MENTOR REFLECTION AND EVIDENCE FORM
(To be filled out by the Evaluatee)

I. Assessment Support

II. Classroom Environment Support

III. Curriculum Support

IV. Professionalism

MENTOR EVALUATION FORM

Evaluatee _____ Date _____

Evaluator _____ Date _____

At the end of each evaluation cycle, fill in the category scores for each focus area and divide by four (4) to obtain an overall score.

Category	Cycle One Score	Cycle Two Score
Assessment Support		
Classroom Environment Support		
Curriculum Support		
Professionalism		

For the final overall rating, add up the overall scores and take the average. Use the chart below to determine the final rating.

Overall Rating _____

Range	Overall Rating
0-99	Ineffective
100-299	Developing
300-499	Skilled
500-600	Accomplished

COMMENTS: (Evaluator)

Signature (Evaluator) Date

Signature (Evaluatee) Date

Contract Recommendation _____
(Only to be completed at the end of the second evaluation cycle)

TEACHER ON SPECIAL ASSIGNMENT EVALUATION FORM

Evaluatee _____ Date _____

Evaluator _____ Date _____

30 minute discussion/conversation

Appraisal Scale:

Accomplished (600) = a leader and model in the classroom, school, and district, exceeding expectations for performance. Consistently strives to improve his or her instructional and professional practice and contributes to the school or district through the development and mentoring of colleagues

Skilled (400) = consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced.

Developing (200) = appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is sporadic, intermittent, or otherwise not entirely successful.

Ineffective (0) = consistently fails to demonstrate minimum competency. There is little or no improvement over time.

I. Curriculum Support

Category Average _____

- ____ Evidence of teaching and instruction methods
- ____ Skill in writing student outcomes
- ____ Ability to align curriculum
- ____ Skill in researching and evaluating curriculum standards
- ____ Skill in developing curriculum
- ____ Coordinates the development of curriculum for the area(s): monitors the implementation and evaluation of the curriculum within the area(s)
- ____ Acts as a resource person to district administrators and teachers on issues in the curriculum area
- ____ Promotes innovation within the curriculum area
- ____ Works with curriculum committees to ensure successful completion of all phases of the curriculum cycle
- ____ Provides oversight of special projects as they relate to curriculum and instruction

II. Assessment Support

Category Average _____

- ____ Evidence of needs assessment and research methods
- ____ Evidence of student learning outcomes
- ____ Evidence of student growth measures
- ____ Knowledge of formative and summative assessment
- ____ Ability to read, analyze and interpret academic standards and assessment data

III. Professional Development

Category Average _____

- _____ Ability to deliver effective professional development to administrative and teaching staff
- _____ Ability to instruct staff on the scaffolding of instruction
- _____ Ability to communicate technical information in a clear and understandable manner
- _____ Ability to define problems, collect data, and establish facts and draw valid conclusions
- _____ Assists with curriculum budgets for curriculum development and evaluation, textbook purchases and staff training

IV. Professional Responsibilities

Category Average _____

- _____ Communicates effectively with colleagues
- _____ Collaborates with colleagues to improve personal and team practices
- _____ Meets ethical and professional responsibilities and understand their implications in the school

To arrive at the category average, add up the score for each descriptor and divide by the number of descriptors for that category.

TEACHER ON SPECIAL ASSIGNMENT EVALUATION FORM

(To be filled out by Evaluator)

I. Curriculum Support

II. Assessment Support

III. Professional Development

IV. Professional Responsibilities

TEACHER ON SPECIAL ASSIGNMENT EVALUATION FORM

(To be filled out by Evaluatee)

I. Curriculum Support

II. Assessment Support

III. Professional Development

IV. Professional Responsibilities

SPECIFIC PROCEDURES

Physical Education Evaluation

- a. Each evaluation cycle will consist of one (1) thirty (30) minute observations and one (1) Evaluation Conference.
- b. Evaluatee will submit lesson plan to the evaluator prior to the observation.
- c. It is the responsibility of the evaluatee to collect the data and artifacts to be discussed during the thirty (30) minute conversation.
- d. The evaluator will also collect data for the discussion, whenever possible.

PHYSICAL EDUCATION EVALUATION FORM

Evaluatee _____ Date _____

Evaluator _____ Date _____

30 minute observation/conversation

Appraisal Scale:

Accomplished (600) = a leader and model in the classroom, school, and district, exceeding expectations for performance. Consistently strives to improve his or her instructional and professional practice and contributes to the school or district through the development and mentoring of colleagues

Skilled (400) = consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced.

Developing (200) = appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is sporadic, intermittent, or otherwise not entirely successful.

Ineffective (0) = consistently fails to demonstrate minimum competency in one or more standards. There is little or no improvement over time.

I. Focus for Learning

Category Average _____

- _____ Demonstrates a focus for student learning aligned with Ohio standards
- _____ Demonstrates the importance of the goal and its appropriateness for students
- _____ Sequences instruction to include the important content, concepts, and processes in school and state curriculum priorities and in state standards
- _____ Explains how the lesson fits within the structure of Physical Education
- _____ Plans for the delivery that will meet the needs of individual and/or groups of students

II. Assessment Data

Category Average _____

- _____ Completes required (2nd, 5th, 8th, and 12th grades) assessments in a timely manner
- _____ Collects evidence of students' skills to effectively inform instructional planning and delivery

III. Lesson Delivery

Category Average _____

- _____ Explanations are clear and accurate
- _____ Uses developmentally appropriate strategies and language
- _____ Appropriate use of questions and discussion techniques
- _____ Lesson is a balance of teacher-directed instruction and student-led learning
- _____ Uses independent, collaborative and whole-class instruction to support learning goals
- _____ Provides varied options for how students will demonstrate mastery as it applies to the skill
- _____ Instructional materials and resources are aligned to instructional purposes
- _____ Instructional materials and resources are maintained to ensure student safety

IV. Classroom Environment

Category Average _____

- ____ Positive rapport with students and demonstrates respect for and interest in all students
- ____ Routines and procedures run smoothly throughout the lesson
- ____ Students assume age-appropriate levels of responsibility for the efficient operation of the classroom
- ____ Transitions are efficient and occur smoothly
- ____ Clear expectations for student behavior are evident, age-appropriate, and effective
- ____ Implemented classroom management system to ensure student safety

V. Professional Responsibilities

Category Average _____

- ____ Communicates effectively with colleagues
- ____ Meets ethical and professional responsibilities with integrity and honesty
- ____ Models and upholds district policies and state and federal regulations
- ____ Effectively plans and organizes building rotation schedule

To arrive at the category average, add up the score for each descriptor and divide by the number of descriptors for that category.

PHYSICAL EDUCATION OBSERVATION

(To be filled out by Evaluator)

I. Focus for Learning

II. Assessment Data

III. Lesson Delivery

IV. Classroom Environment

V. Professional Responsibilities

PHYSICAL EDUCATION REFLECTION AND EVIDENCE FORM

(To be filled out by the Evaluatee)

I. Focus for Learning

II. Assessment Data

III. Lesson Delivery

IV. Classroom Environment

V. Professional Responsibilities

Groveport Madison Local/Ohio Teacher Evaluation System
Guidance Counselor Performance Evaluation Rubric

The *Guidance Counselor Performance Evaluation Rubric* is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the guidance counselor. The scoring process is expected to occur upon completion of the two evaluation cycles.

PROGRAM PLANNING & IMPLEMENTATION		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
PROGRAM PLANNING & IMPLEMENTATION	<p>Standard 1: Comprehensive School Counseling Program</p> <p>School counselors collaboratively plan, implement, evaluate, and advocate for a comprehensive, developmental school counseling program which includes four components: guidance curriculum, responsive services, individual planning, and system support.</p>	The school counselor does not understand the concept of the comprehensive, developmental school counseling program.	The school counselor understands the concept of the comprehensive, developmental school counseling program but has not yet developed one.	The school counselor plans and implements the comprehensive, developmental school counseling program that includes guidance curriculum, responsive services, individual planning, and system support.	The school counselor plans and implements a balanced, comprehensive, developmental school counseling program that includes guidance curriculum, responsive services, individual planning, and system support and is aligned with the ASCA National Model.
		The school counselor does not use data to determine programming nor attempt to align programs with best practices.	The school counselor makes an attempt to use data to determine programming but is not completely successful with aligning their programs with best practices.	The school counselor uses data to determine programming and align the programs with best practices as outlined by the American School Counselor Association.	The school counselor continually uses data to evaluate programming and align the programs with best practices, as outlined by the American School Counselor Association.
		The school counselor does not discuss the programming with the school administrators.	The school counselor attempts to discuss the programming with the school administrators.	The school counselor discusses the comprehensive, developmental school counseling program with school administrators to ensure it meets the academic, career, and personal/social development needs of students.	The school counselor discusses the comprehensive, developmental school counseling program with school administrators to ensure it meets the academic, career, and personal/social development needs of students, including program priorities, student improvement goals, implementation strategies, resources management, and school counselor professional goals.
		The school counselor does not consider the needs of the school community and, therefore, does not implement school-wide programming.	The school counselor listens attentively to all stakeholders to identify issues and barriers that impede student success.	The school counselor listens attentively to all stakeholders and develops/utilizes assessments to identify issues and barriers that impede student success.	The school counselor listens attentively to all stakeholders to identify issues and barriers that impede student success and establishes a school counselor advisory council.
		The school counselor does not involve the staff in the comprehensive, developmental school counseling program.	The school counselor has not yet developed the rapport with the staff necessary to be involved in the effective implementation of the comprehensive, developmental school counseling program.	The school counselor encourages staff involvement to ensure the effective implementation of the comprehensive, developmental school counseling program.	The school counselor encourages staff involvement and serves on building and district level committees to ensure the effective implementation of the comprehensive, developmental school counseling program.
Evidence					

PROGRAM PLANNING & IMPLEMENTATION		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
PROGRAM PLANNING & IMPLEMENTATION	<p>Standard 2: Direct Services</p> <p>School counselors provide developmentally appropriate guidance and counseling activities to proactively assist all students to develop and apply skills for maximum academic, career, and personal/social growth during school years.</p>	<p>The school counselor does not use academic, behavior, and attendance data to plan appropriate programs for students.</p> <p>The school counselor does not assist students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, or make complex choices.</p> <p>The school counselor does not engage in individual student planning.</p>	<p>The school counselor attempts to use academic, behavior, and attendance data to plan appropriate programs for students.</p> <p>The school counselor attempts to assist students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, and make complex choices.</p> <p>The school counselor attempts to use a variety of activities, resources, and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.</p>	<p>The school counselor uses academic, behavior, and attendance data to plan appropriate programs for students.</p> <p>The school counselor assists all students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, and make complex choices.</p> <p>The school counselor uses a variety of activities, resources, and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.</p>	<p>The school counselor seeks out and collects academic, behavior, and attendance data to plan and implement appropriate programs for students. The school counselor shares this data with other stakeholders to facilitate a holistic program for students.</p> <p>The school counselor assists all students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections and make complex choices. The school counselor collaborates with other professionals to create quality partnerships that benefit student growth.</p> <p>The school counselor uses a variety of collected data and research-based activities and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.</p>
	Evidence				

PROGRAM PLANNING & IMPLEMENTATION		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
PROGRAM PLANNING & IMPLEMENTATION	<p>Standard 3: Indirect Services</p> <p>School counselors advocate for students and provide professional expertise to help school personnel, parents/guardians, and community members to increase the effectiveness of student success. Through consultation and coordination, school counselors make referrals to other resources as appropriate.</p>	<p>The school counselor does not recognize that educating students is a shared responsibility involving the school, parents/guardians, and the community.</p> <p>The school counselor does not improve communication and collaboration among the school, home, and community.</p> <p>The school counselor does not seek solutions or provide referrals to overcome barriers to effective involvement in the education and success of students.</p>	<p>The school counselor is starting to develop an understanding of how educating students is a shared responsibility involving the school, parents/guardians, and the community.</p> <p>The school counselor is starting to develop an idea of how to improve communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community.</p> <p>The school counselor is beginning to seek solutions and provide referrals to overcome barriers to effective involvement in the education and success of students.</p>	<p>The school counselor recognizes that educating students is a shared responsibility involving the school, parents/guardians, and the community.</p> <p>The school counselor improves communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community.</p> <p>The school counselor seeks solutions and provides referrals to overcome barriers to effective involvement in the education and success of students.</p>	<p>The school counselor takes a proactive role in connecting the school, parents/guardians, and the community.</p> <p>The school counselor proactively facilitates communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community.</p> <p>The school counselor goes out of his or her way to seek solutions and provide referrals to overcome barriers to effective involvement in the education and success of students.</p>
	Evidence				

PROGRAM EVALUATION		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
PROGRAM EVALUATION	<p>Standard 4: Evaluation and Data</p> <p>School counselors create program assessments and evaluations to review and adjust current program strategies and activities, collect data to share with stakeholders, and to inform stakeholders of future program planning and goals.</p>	<p>The school counselor does not seek ways to improve the program or adhere to professional standards in the program.</p> <p>The school counselor does not use data to set new goals or try to ensure that each child has access to the needed academic curriculum.</p> <p>The school counselor does not look at academic, attendance, and behavioral data or provide any interventions in this area.</p> <p>The school counselor does not consider ethics when making decisions.</p> <p>The school counselor does not use data and works in isolation.</p> <p>The school counselor does not consider policy and procedures that may be limiting achievement for all students.</p>	<p>The school counselor attempts to use results data from the comprehensive, developmental school counseling program</p> <p>The school counselor attempts to use data and results to make program revisions and to set goals for access to a rigorous academic curriculum.</p> <p>The school counselor attempts to monitor academic, attendance, and behavioral data to provide interventions for student success.</p> <p>The school counselor is aware of the legal, ethical, and professional standards as outlined by ASCA.</p> <p>The school counselor attempts to use data to measure results but does not share it with stakeholders.</p> <p>The school counselor attempts to recommend change to policy and procedures but does not use data to do so.</p>	<p>The school counselor creates a comprehensive, developmental school counseling program that is multifaceted and designed with continuous evaluation and modification in mind.</p> <p>The school counselor uses results information from the program evaluation to make decisions about program revisions, to set new goals, and to ensure that every student has equal access to a rigorous academic curriculum.</p> <p>The school counselor monitors student academic, attendance, and behavioral data and provides interventions for student success.</p> <p>The school counselor adheres to legal, ethical, and professional standards as outlined by ASCA.</p> <p>The school counselor collects data to annually measure the school counseling program results and reports those results to all stakeholders.</p> <p>The school counselor uses the results data to recommend systemic change to policy and procedures that limit achievement for all students.</p>	<p>The school counselor uses data to continuously find ways to improve the comprehensive, developmental school counseling program.</p> <p>The school counselor continually seeks professional development to create a better program while keeping up on new technology. The school counselor constantly looks for new ways to improve academic achievement for all students.</p> <p>The school counselor has created a methodology to monitor and collect academic, attendance, and behavioral data to provide interventions for student success in cooperation with all stakeholders.</p> <p>The school counselor adheres to legal, ethical, and professional standards as outlined by ASCA and seeks professional development in this area.</p> <p>The school counselor collects data to annually measure the comprehensive, developmental school counseling program results and reports those results to all stakeholders at an Advisory Council meeting, seeking advice and cooperatively planning ways to improve the program.</p> <p>The school counselor uses the results data to recommend systemic change to policy and procedures that limit achievement for all students and educates the stakeholders in advocating for all students.</p>
		Evidence			

PROFESSIONALISM		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
PROFESSIONALISM	<p>Standard 5: Leadership and Advocacy</p> <p>School counselors are committed professionals who provide leadership, advocate for students, and collaborate with school personnel and parents/guardians to create a positive learning environment for all students.</p>	<p>The school counselor may recognize the need for respect within the school environment but does not make an effort to promote respect with the staff/administration.</p> <p>The school counselor does not make an effort to address the needs of all students and does not attempt to implement programs that advocate for diversity.</p> <p>The school counselor works in isolation and does not attempt to collaborate with others.</p>	<p>The school counselor attempts to promote a respectful environment. However, he or she may still be developing relationships with the staff/administration.</p> <p>The school counselor may recognize diversity and may treat students with respect but does not attempt to implement programs that advocate for diversity.</p> <p>The school counselor realizes that the adults share responsibility for educating students but he or she does not strive to collaborate with others.</p>	<p>The school counselor promotes a respectful school environment to ensure that each student is supported by a caring staff.</p> <p>The school counselor recognizes diversity and treats students as individuals, holding high expectations for every student, while understanding that students have varying needs.</p> <p>The school counselor recognizes that many adults share the responsibility for educating students and collaborates with them to facilitate student success.</p>	<p>The school counselor conducts a needs assessment/survey with staff, students and parents/guardians to gather data in order to assess the school's environment to ensure that each student is supported by a caring staff.</p> <p>The school counselor celebrates diversity, treats students as individuals, and advocate for practices, activities, and programs that promote understanding and that counteract stereotypes.</p> <p>The school counselor consults with the Advisory Council, community, staff, and administration to share the responsibility for educating the students.</p>
	Evidence				

PROFESSIONALISM		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
PROFESSIONALISM	<p>Standard 6: Professional Responsibility and Growth</p> <p>School counselors engage in self-reflection, take responsibility for improving skills and knowledge through professional development, practice ethical principles, and promotion of the school counseling profession.</p>	The school counselor does not conduct self-assessments.	The school counselor minimally conducts self-assessments to determine professional development needs, but does not use the data to impact the school's mission or the comprehensive, developmental school counseling program.	The school counselor actively reflects on his or her practice through thoughtful self-assessment, striving to remove bias/prejudices from practice, set appropriate development goals, and link professional growth to the needs of the school's mission and the comprehensive, developmental school counseling program.	The school counselor conducts annual self-assessments using the Ohio School Counselor Standards and ASCA's School Counselor Competencies, using the data to set rigorous development goals, and ensure all professional development links directly to the needs of the school's mission and the comprehensive, developmental school counseling program.
		The school counselor does not participate in professional development opportunities unless required by administration.	The school counselor attends professional development, whether or not it aligns with the school's mission and goals or meets the needs of their students.	The school counselor seeks to participate in high quality professional development that reflects best practices, aligns with the school's mission and goals, and meets the needs of their students.	The school counselor seeks, designs, and/or participates in ongoing, high quality professional development to address professional development goals, aligned with the school's mission, and embeds professional development experiences into daily practice.
		The school counselor does not demonstrate knowledge of practices and policies aligned with the ASCA's Ethical Standards for School Counselors or state codes of professional conduct.	The school counselor seeks to learn and develop knowledge of practices and policies aligned with the ASCA's Ethical Standards for School Counselors and state codes of professional conduct.	The school counselor applies knowledge to align personal and professional practices and policies with ASCA's Ethical Standards for School Counselors, as well as with state codes of professional conduct.	The school counselor models consistent alignment of personal and professional practices and policies with the ASCA's Ethical Standards for School Counselors, as well as state codes of professional conduct.
		The school counselor does not model professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, or the school community.	The school counselor develops habits of professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community.	The school counselor consistently models professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community.	The school counselor, at all times, models professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community.
		The school counselor does not participate in activities that promote the profession of school counseling at any level.	The school counselor seldom attends activities that promote the profession of school counseling at any level.	The school counselor regularly engages in activities that promote the profession of school counseling at the local, state, and/or national level.	The school counselor systematically leads, reviews, and contributes to activities, programs, literature, research, and policies to promote the school counseling profession at the local, state, and national level.
	Evidence				

GUIDANCE COUNSELOR EVALUATION RUBRIC

Evaluatee _____ Date _____

Evaluator _____ Date _____

At the end of each evaluation cycle, fill in the category scores for each focus area and divide by six (6) to obtain an overall score for each cycle.

Category	Cycle One Score	Cycle Two Score
Comprehensive School Counseling Program		
Direct Services		
Indirect Services		
Evaluation and Data		
Leadership and Advocacy		
Professional Responsibility and Growth		

For the final overall rating, add up the overall scores and take the average. Use the chart below to determine the final rating.

Overall Rating _____

Range	Overall Rating
0-99	Ineffective
100-299	Developing
300-499	Skilled
500-600	Accomplished

COMMENTS: (Evaluator)

Signature (Evaluator)

Date

Signature (Evaluatee)

Date

Contract Recommendation _____

(Only to be completed at the end of the second evaluation cycle)

Groveport Madison Local/Ohio Teacher Evaluation System

Occupational/Physical/Speech Therapist & Adaptive Physical Education

The *Occupational/Physical/Speech Therapist and Adaptive Physical Education rubric* is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the occupational/physical/speech therapist.

PLANNING AND PREPARATION		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
PLANNING AND PREPARATION	Standard 1: Planning and Preparation Knowledge and Skill/Establishing Goals/Knowledge of Policies/Resources/ Planning/ Developing a Plan	Specialist demonstrates little or no knowledge and skill in their area.	Specialist demonstrates basic knowledge and skill in their area.	Specialist demonstrates through knowledge and skill in their area.	Specialist demonstrates extensive knowledge and skill in their area.
		Specialist has no clear goals for their specialty area or they are inappropriate to either the situation or the age of the students.	Specialist's goals for their program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for their program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for their program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
		Specialist demonstrates little or no knowledge of laws and procedures that impact their job duties.	Specialist demonstrates basic knowledge of laws and procedures that impact their job duties.	Specialist demonstrates through knowledge of the laws and procedures that impact their job duties.	Specialist's knowledge of laws and procedures is extensive.
		Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates through knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of the resources for students available through the school or district and in the larger community.
		Specialist has no plan to re-evaluate the plan.	Specialist re-evaluates the plan annually, loosely around student goals with minimal evidence to indicate the degree to which the goals have been met.	Specialist re-evaluates the plan annually around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist re-evaluates the plan annually using highly sophisticated sources of evidence and a clear path toward improving the program.
	Evidence				

ENVIRONMENT		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
ENVIRONMENT	<p align="center">Standard 2: Environment</p> <p align="center">Rapport/ Organizing Time/ Procedures/ Standards of Conduct/ Organization of Physical Space</p>	<p>Specialist's interactions with students are negative or inappropriate; students appear uncomfortable with the specialist.</p> <p>Specialists exercises poor judgment in setting priorities, resulting in confusion, missed deadlines and conflicting schedules.</p> <p>No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.</p> <p>No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.</p>	<p>Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.</p> <p>Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.</p> <p>Specialist has established procedures for referrals, but the details are not always clear.</p> <p>Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.</p>	<p>Specialist's interactions with students are positive and respectful; students appear comfortable.</p> <p>Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.</p> <p>Procedures for referrals and for meetings and consultations with parents and administrators and follow district policy.</p> <p>Standards of conduct have been established. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.</p>	<p>Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.</p> <p>Specialist demonstrates excellent time-management skills, and scheduling skills, accomplishing all tasks in a seamless manner.</p> <p>Procedures for all aspects of referral and testing protocols follow district policy and have been developed in consultation with teachers and administrators.</p> <p>Standards of conduct have been established for the working area. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.</p>
	Evidence				

DELIVERY OF SERVICES		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
DELIVERY OF SERVICES	Standard 3: Delivery of Services Referrals/ Developing and Implementing Plans/ Communication/ Reports/ Flexibility	<p>Specialist fails to respond to referrals or fails to complete the assessment of students.</p> <p>Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.</p> <p>Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.</p> <p>Specialist neglects to collect important information on which to base treatment plans; reports are incomplete or not professional.</p> <p>Specialist adheres to the plan or program, in spite of evidence of its inadequacy.</p>	<p>Specialist responds to referrals when pressed and completes assessments of student needs.</p> <p>Specialist's plans for students are partially aligned with identified needs.</p> <p>Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.</p> <p>Specialist collects most of the important information on which to base treatment plans; reports are complete but lacking in clarity and not always professional.</p> <p>Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.</p>	<p>Specialist responds to referrals and completes assessment of student needs.</p> <p>Specialist's plans for students are aligned with identified needs.</p> <p>Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.</p> <p>Specialist collects all the important information on which to base treatment plans; reports are complete and professional.</p> <p>Specialist makes revisions in the treatment program when they are needed.</p>	<p>Specialist is proactive in responding to referrals and completes assessments for student needs.</p> <p>Specialist develops plans for students, finding ways to creatively meet student needs (i.e., equipment modification, classroom modifications, sensory diets, positioning schedule, etc.)</p> <p>Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.</p> <p>Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are complete, clearly written, and professional.</p> <p>Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent and teacher input.</p>
		Evidence			

PROFESSIONAL RESPONSIBILITIES		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
PROFESSIONAL RESPONSIBILITIES	<p>Standard 4: Professional Responsibilities</p> <p>Reflection/ Collaboration/ Data-Management System/ Professionalism/ Professional Development</p>	<p>Specialist does not reflect on practice or the reflections are inaccurate or self-serving.</p> <p>Specialist is not available to staff for questions and planning and declines to provide background materials when requested.</p> <p>Specialist's data-management system is either non-existent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.</p> <p>Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.</p> <p>Specialist displays dishonesty in interactions with colleagues, students and the public and violates principles of confidentiality.</p>	<p>Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.</p> <p>Specialist is available to staff for questions and planning and provides background material when requested.</p> <p>Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.</p> <p>Specialist's participation in professional development activities is limited to those that are convenient or are required.</p> <p>Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.</p>	<p>Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.</p> <p>Specialist initiates contact with teachers and administrators to confer regarding individual cases.</p> <p>Specialists have developed and effective data-management system for monitoring student progress and uses it to adjust treatment when needed.</p> <p>Specialist seeks out opportunities for professional development based on an individual assessment of need.</p> <p>Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.</p>	<p>Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.</p> <p>Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.</p> <p>Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.</p> <p>Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession throughout such activities as offering workshops to colleagues.</p> <p>Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.</p>
		Evidence			

**OCCUPATIONAL/PHYSICAL/SPEECH THERAPIST EVALUATION AND
ADAPTIVE PHYSICAL EDUCATION RUBRIC**

Evaluatee _____ Date _____

Evaluator _____ Date _____

At the end of each evaluation cycle, fill in the category scores for each focus area and divide by four (4) to obtain an overall score for each cycle.

Category	Cycle One Score	Cycle Two Score
Planning and Preparation		
Environment		
Delivery of Services		
Professional Responsibilities		

For the final overall rating, add up the overall scores and take the average. Use the chart below to determine the final rating.

Overall Rating _____

Range	Overall Rating
0-99	Ineffective
100-299	Developing
300-499	Skilled
500-600	Accomplished

COMMENTS: (Evaluator)

Signature (Evaluator) Date

Signature (Evaluatee) Date

Contract Recommendation _____
(Only to be completed at the end of the second evaluation cycle)

GROVEPORT MADISON LOCAL SCHOOL DISTRICT

SCHOOL HEALTH NURSE OBSERVATION FORM

Evaluatee/Nurse _____ Date _____

Evaluator/Administrator _____ Time _____

Appraisal Scale: S = Satisfactory - Sufficient to meet the requirement, does not mean perfect or excellent performance and may be accompanied by a suggestion for improvement.

U = Unsatisfactory

N/A = Not Applicable

I. STUDENT SERVICES

- _____ Maintains current health records for all students enrolled in the Groveport Madison Local Schools for which he/she is responsible
- _____ Conducts vision screening in grades Kindergarten 1-3-5-7-9 and Special Education Classes
- _____ Conducts hearing screening in grades Kindergarten 1-2-3-9 and Special Education Classes
- _____ Conduct hearing/vision screening for students referred by teachers, parents or psychologists
- _____ Checks students for undetermined rashes and diseases when referred by teachers or parents. (Fifth disease, poison ivy and oak, scabies, chicken pox, impetigo, scarlet fever, allergies, pink eye, sore and/or infected ears and throat.)
- _____ Checks students for pediculosis (head lice) as necessary
- _____ Administers first aid treatment (bumps, bruises, scratches, cuts), when on duty in that building
- _____ Notifies emergency squad for assistance from local paramedics for injured students as necessary
- _____ Works with the special needs of handicapped students as necessary

II. PARENT SERVICES

- _____ Notifies parents, in writing, of exclusion from school for student with incomplete immunization records
- _____ Informs parents of students who do not pass vision/hearing screenings
- _____ Provides parents instruction and literature on current procedures for treatment of student and family (Pediculosis, fifth disease, impetigo) and general health hygiene.
- _____ Assists with home visits when necessary.

_____ Serves as a resource person for parents, using information and materials from the County and State Health Departments, local physicians, dentists and service agencies.

_____ Informs new Kindergarten parents of health services during orientations.

III. RECORD KEEPING SERVICES

_____ Compiles health information from emergency cards and medical authorization forms.

_____ Prepares exclusion letters of students with incomplete immunization records.

_____ Establishes and maintains a system of accounting and record keeping for all classes served

_____ Completes end of year report for administrator and the County Board of Health on duties performed during the school year.

_____ Compiles data on immunizations for the State Health Department. (This data includes incomplete, in process, objection to, and new students with mumps vaccine.)

_____ Compiles report to the State Health Department on all visual handicapped students.

IV. STAFF SERVICES

_____ Provides teachers with health information folders with lists of special health problems of their students

_____ Conducts inservice programs for staff on special health problems or concerns, as requested.

V. PROFESSIONAL DEVELOPMENT

_____ Attend monthly coordination meetings with the other Groveport Madison School nurses, health secretaries, and supervisor. Attend meeting with supervisors concerning policies and procedures.

COMMENTS: (Evaluator/Administrator)

COMMENTS: (Evaluatee/Nurse)

Signature (Evaluator/Administrator)

Date

Signature (Evaluatee/Nurse)

Date

GROVEPORT MADISON LOCAL SCHOOL DISTRICT

SCHOOL HEALTH NURSE EVALUATION FORM

Evaluatee/Nurse _____ Date _____

Evaluator/Administrator _____ Time _____

Appraisal Scale: S = Satisfactory - Sufficient to meet the requirement, does not mean perfect or excellent performance and may be accompanied by a suggestion for improvement.

U = Unsatisfactory

N/A = Not Applicable

- I. _____ STUDENT SERVICES
- II. _____ PARENTS SERVICES
- III. _____ RECORD KEEPING SERVICES
- IV. _____ STAFF SERVICES
- V. _____ PROFESSIONAL DEVELOPMENT

COMMENTS: (Evaluator/Administrator)

COMMENTS: (Evaluatee/Nurse)

Signature (Evaluator/Administrator)

Date

Signature (Evaluatee/Nurse)

Date

Groveport Madison Local/School Psychologist Evaluation System

School Psychologist Evaluation Rubric

The *School Psychologist Evaluation Rubric* is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the teacher. The scoring process is expected to occur upon completion of the two evaluation cycles.

		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	<p>DOMAIN 1 (Indicator 1.1: Utilizes appropriate assessment and data collection methods)</p>	School Psychologist uses assessment and data collection methods that are inappropriate for purpose and/or student, or are administered, scored, or interpreted incorrectly.	School Psychologist uses assessment and data collection methods that are appropriate for the student, and administered, scored, and interpreted correctly, but are limited in variety for the intended purpose, or limited in individualization for the specific student(s).	School Psychologist uses assessment and data collection methods that are appropriate for the intended purpose, appropriate and individualized for the specific student's cultural, linguistic and disability background, and of sufficient variety for the intended purpose.	School Psychologist fulfills the criteria for Proficient and additionally applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parents and/or school staff.
	Evidence				

		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY	<p align="center">DOMAIN 1 (Indicator 1.2: Contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains)</p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>School Psychologist lacks knowledge about school-wide assessment and data-based decision making practices, lacks knowledge about the collection and use of school-wide data, and/or fails to take advantage of opportunities to engage in school-wide assessment practices.</p>	<p>School Psychologist is:</p> <ul style="list-style-type: none"> -Responsive to opportunities to contribute to school-wide assessment practices but contributions are insufficient to meet expectations of school(s)/role, and is -Involved in continued professional growth and learning regarding schoolwide assessment practices. 	<p>School Psychologist contributes to school-wide assessment practices in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include:</p> <ul style="list-style-type: none"> -Collects, or assists with collection, of student data to inform core curriculum and instructional practices, supports use of assessments for universal screening, summarizes or interprets universal screening and/or benchmarking data, applies data to curricular decisions and/or instructional practices. 	<p>School Psychologist fulfills the criteria for Proficient and additionally:</p> <ul style="list-style-type: none"> -Serves as a member of school building level teams (e.g., intervention team, etc.), -Participates in evaluation of schoolwide practices and programs to ensure effectiveness and guide continuous improvements.
	Evidence				

		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY	<p align="center">DOMAIN 1 (Indicator 1.3: Contributes to data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains.)</p>	<p>School Psychologist:</p> <ul style="list-style-type: none"> -Lacks knowledge about data-based problem solving practices. -Lacks knowledge about the collection and use of progress monitoring data. 	<p>School Psychologist is:</p> <ul style="list-style-type: none"> -Responsive to opportunities to contribute to progress monitoring and data-based decision-making regarding intervention practices but contributions are insufficient to meet expectations of school/role. 	<p>School Psychologist contributes to practices related to progress monitoring or data-based decision regarding intervention practices. Examples activities may include:</p> <ul style="list-style-type: none"> -Supports collection of student data, researches/recommends assessments for progress monitoring, summarizes/interprets progress monitoring data, consults and makes recommendations about the need for services/supports based on student data, contributes to the developing practices in the area of student data collection. 	<p>School Psychologist fulfills the criteria of the Proficient level and additionally:</p> <ul style="list-style-type: none"> -Serves as a member of student level teams (i.e. intervention team, etc.) -Conducts evaluation of intervention practices/programs to ensure effectiveness and to guide improvements. -Collects or interprets diagnostic data to assist in intervention selection.
	Evidence				

		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY	DOMAIN 1 (Indicator 1.4: Conducts special education evaluations to inform eligibility, service, and programming decisions.)	School Psychologist conducts evaluations that are: -not compliant with requirements and/or -inappropriate for the student being evaluated.	School Psychologist conducts evaluations that are: -compliant with minimum requirements But are -limited in appropriateness for the student being evaluated and/or -limited in providing instructionally relevant information.	School Psychologist conducts evaluations that are: -compliant with minimum requirements. -appropriate to the student being evaluated, and -informative for instructional and/or programming purposes.	School Psychologist fulfills the criteria for Proficient level and additionally: -Effectively communicates evaluation findings to evaluation team members through written reports, conferences/team meetings, and/or other means of communication -Utilizes evaluation findings to inform eligibility, placement, and service decisions.
	Evidence				

		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY	DOMAIN 1 (Indicator 1.5: Completes evaluations in a timely manner.)	Multiple evaluations completed past the compliance due dates.	Few evaluations completed after compliance due dates without necessary documentation of attempts to comply with deadlines.	With few exceptions, all evaluations completed in a timely manner while documenting multiple attempts to comply with deadlines..	All evaluations completed in a timely manner while documenting multiple attempts to comply with deadlines.
	Evidence				

		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY	DOMAIN 1 (Indicator 1.6: Utilizes technology as part of practices.)	<p>School Psychologist:</p> <ul style="list-style-type: none"> -lacks knowledge about the use of programs. -Lacks the skills needed to use programs. 	<p>School Psychologist:</p> <ul style="list-style-type: none"> -knowledge and skill with programs is insufficient to meet expectations of role / school. 	<p>School Psychologist utilizes technology to meet expectations of role and responsibilities.</p> <p>Example activities may include using technology to collect assessment data (when appropriate), score data, summarize data, graph data, and/or share data or findings with others.</p>	<p>School Psychologist fulfills the criteria for Proficient level and additionally:</p> <ul style="list-style-type: none"> -Utilizes technological tools and programs in highly effective ways to meet the needs of the school and/or enhance job performance.
	Evidence				

		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS	DOMAIN 2 (Indicator 2.1: Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains.)	<p>School Psychologist:</p> <ul style="list-style-type: none"> -Lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains. -Lacks knowledge about instructional strategies and approaches for academic, social-emotional, and behavioral domains, and/or 	<p>School Psychologist is:</p> <ul style="list-style-type: none"> -Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are insufficient to meet expectations of role / school, and is 	<p>School Psychologist contributes to school-wide curricular and instructional practices in a manner that is consistent with expectations of the role / school.</p> <p>Example activities may include: -Researches and helps select instructional strategies, approaches, or programs; assists in the collection of information about implementation integrity.</p>	<p>School Psychologist fulfills the criteria for Proficient level and additionally:</p> <ul style="list-style-type: none"> -Supports evaluation of school-wide practices/programs to ensure effectiveness and guide continuous improvements, and/or
	Evidence				

		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS	DOMAIN 2 (Indicator 2.2: Contributes to intervention practices for academic, social- emotional, and behavioral domains.)	School Psychologist: -Lacks knowledge about intervention strategies and practices,	School Psychologist is: -Responsive to opportunities to contribute to intervention practices but contributions are insufficient to meet expectations of school(s)/role, and is	School Psychologist contributes to intervention practices in a manner that meets the expectations of the role/school(s). Example activities may include: - Researches and helps select intervention strategies and approaches for school(s); helps develop intervention plans for individual students or small groups of students; applies progress monitoring data to intervention practices and decisions about need for additional services/supports; assists staff in learning and implementing new intervention strategies, approaches, or programs; and assists in the collection of information about implementation integrity; contributes to the developing practices in the area of intervention practices.	School Psychologist fulfills the criteria for Proficient level and additionally: -Serves as a member of student level teams (e.g., intervention team, etc.), -Supports evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or
	Evidence				

		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS	<p>DOMAIN 2 (Indicator 2.4: Utilizes information about student background and characteristics to inform decisions related to instruction, intervention, and service delivery.)</p>	<p>School Psychologist lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender, national origin, religion, disability, health status on student learning and behavior.</p>	<p>School Psychologist practices demonstrate limited application of this knowledge to decision making related to instruction and service delivery.</p>	<p>School Psychologist demonstrates an understanding of and sensitivity to the influence of factors such as culture, language, socioeconomic status, gender, national origin, religion, disability, health status on student learning and behavior.</p>	<p>School Psychologist fulfills the criteria for Proficient level and additionally: Applies knowledge to assist students, schools, and/or community, for example, addressing issues of disproportionately in special education identification or suspension/expulsion data.</p>
	<p>Evidence</p>				

		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
CONSULTATION AND COLLABORATION	<p align="center">DOMAIN 3 (Indicator 3.1: Engages in consultation and collaboration with school staff.)</p>	School Psychologist lacks knowledge and skills about effective consultation strategies and practices, and/or	School practices demonstrate limited application of knowledge and skills to expected roles and responsibilities.	<p>School Psychologist effectively engages in consultation and collaboration with school staff.</p> <p>Example activities include: -Assists teachers with identifying concerns to target through intervention supports team/teachers with implementation of interventions through modeling, coaching, providing feedback or training, works with others as part of a team (e.g. intervention team, problem-solving team, committee), and/or utilizes skills/strategies for facilitating and conflict resolution.</p>	<p>School Psychologist fulfills the criteria for Proficient level and additionally:</p> <p>Applies knowledge in innovative ways to assist students, schools, or community.</p>
	Evidence				

		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
CONSULTATION AND COLLABORATION	<p align="center">DOMAIN 3 (Indicator 3.2: Engages in consultation and collaboration with parents and families.)</p>	School Psychologist lacks knowledge about effective consultation strategies and practices, and/or	School Psychologist practices do not meet expected roles and responsibilities.	<p>School Psychologist effectively engages in consultation and collaboration with parents and families.</p> <p>Example activities include: -Discusses parent concerns and provides suggestions for strategies to use at home; clearly explains assessment data and intervention strategies; explains school procedures for services such as special education, intervention, etc.; clearly explains evaluation findings and eligibility following special education evaluation; answers questions clearly and comprehensively.</p>	School Psychologist fulfills the criteria for Proficient level and additionally, applies knowledge in innovative ways to assist students and families.
	Evidence				

		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
CONSULTATION AND	<p align="center">DOMAIN 3 (Indicator 3.3: Engages in consultation and collaboration with community agencies and providers.)</p>	School Psychologist lacks knowledge about effective consultation strategies and practices, and/or	School Psychologist-practices do not demonstrate application of this knowledge.	School Psychologist clearly explains school procedures for services and practices; refers students and families to community providers for needed services; and/or communicates with community providers in a clear and ethical manner.	School Psychologist fulfills the criteria for Proficient level and additionally applies knowledge in innovative ways to assist students, families, schools, and community.
	Evidence				

		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
LEADERSHIP	DOMAIN 4 (Indicator 4.1: Seeks professional growth and learning opportunities to advance own knowledge and skill.)	School Psychologist does not respond to feedback from supervisor(s) regarding the need for professional learning.	School Psychologist does not demonstrate application of knowledge/skill.	School Psychologist responds well to constructive feedback; utilizes feedback to identify areas for professional growth.	School Psychologist fulfills the criteria for Proficient level and additionally: Reflects critically on own skills and identifies professional learning needs, shares newly learned knowledge and practices with colleagues and school staff.
	Evidence				

		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
LEADERSHIP	DOMAIN 4 (Indicator 4.2: Contributes to School and/or Profession of School Psychology.)	School Psychologist never contributes ideas to improve school, district, or cooperative efforts.	School Psychologist rarely contributes ideas to improve school, district, or cooperative efforts.	School Psychologist contributes ideas and expertise to improve the functioning of the school, district, or cooperative efforts.	School Psychologist fulfills the criteria for Proficient level and additionally:
	Evidence				

		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
LEADERSHIP	<p align="center">DOMAIN 4 (Indicator 4.3: Advocates for student success.)</p>	<p>School Psychologist demonstrates limited commitment to the growth and learning of students.</p> <p>Accepts student failure and lack of growth and doesn't advocate for a change in instruction or services.</p>	<p>School Psychologist demonstrates a concern about student failure or lack of progress but does not advocate for student needs.</p>	<p>School Psychologist demonstrates a concern for student learning and outcomes by advocating for a change in instruction or services when needed.</p> <p>Advocates in a respectful and effective manner.</p>	<p>School Psychologist fulfills the criteria for Proficient level and additionally:</p> <p>Provides support and mentoring to colleagues regarding student advocacy when appropriate.</p> <p>Seeks systems level changes that will benefit all students and families.</p>
	Evidence				

		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
CORE PROFESSIONALISM	<p align="center">DOMAIN 5 (Indicator 5.2: Respect)</p>	<p>School Psychologist consistently fails to interact with students, parents/families, community members, and colleagues in a respectful manner.</p>	<p>School Psychologist periodically fails to interact with students, parents/families, community members, and colleagues in a respectful manner.</p>	<p>School Psychologist interacts with students, parents/families, community members, and colleagues in a respectful manner.</p>	<p>School Psychologist demonstrates a high level of respect and awareness of diversity when interacting with students, parents/families, community members, and colleagues.</p> <p>School Psychologist makes students, parents/families, community members, and colleagues feel valued.</p>
	Evidence				

		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
CORE PROFESSIONALISM	DOMAIN 5 Ethics (Indicator 5.3: Policies and Procedures)	<p>School Psychologist demonstrates a pattern of failing to follow state, school, and district policies and procedures.</p> <p>School Psychologist demonstrates limited knowledge of state, school, and district policies and procedures.</p>	<p>School Psychologist periodically fails to follow state, school, and district policies and procedures.</p> <p>School Psychologist demonstrates an incomplete knowledge of state, school, and district policies and procedures.</p>	<p>School Psychologist follows state, school, and district policies and procedures.</p> <p>School Psychologist demonstrates a working knowledge of state, school, and district policies and procedures.</p>	<p>School Psychologist follows state, school, and district policies and procedures.</p> <p>School Psychologist demonstrates a comprehensive knowledge of state, school, and district policies and procedures.</p> <p>School Psychologist provides support or mentoring to colleagues regarding state, school, and district policies and procedures.</p>
	Evidence				

		0	200	400	600
		Ineffective	Developing	Skilled	Accomplished
CORE PROFESSIONALISM	DOMAIN 5 Communication	<p>School Psychologist fails to communicate clearly with students and families or collaborate effectively with professional colleagues.</p>	<p>School Psychologist uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation of achieve the intended outcome.</p>	<p>School Psychologist uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.</p>	<p>School Psychologist communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices.</p>
	Evidence				

GROVEPORT MADISON LOCAL SCHOOL DISTRICT

MEDIA SPECIALIST/LIBRARIAN EVALUATION FORM

Teacher: _____ Evaluator: _____

Building: _____ Date: _____

I. ORGANIZING FOR INSTRUCTION	Ineffective	Developing	Skilled	Accomplished
a. Demonstrates current knowledge of literature, technology and information access.				
b. Plans instruction/activities to achieve desired student learning objectives which reflect current curriculum.				
c. Links present content/skills with past and future learning experiences.				
d. Incorporates the use of technology in accessing information.				
e. Collaborates with teachers in the design and/or implementation of instructional units.				
f. Uses materials and resources, which support the curriculum.				

II. LEARNING ENVIRONMENT	Ineffective	Developing	Skilled	Accomplished
a. Communicates effectively with students and staff.				
b. Uses a variety of instructional strategies.				
c. Provides learning opportunities for individual differences.				
d. Assists the students and staff with the access, use and evaluation of information.				
e. Promotes and enforces district policies for ethical, safe, and age appropriate use of information tools.				

Comments:

Evaluator's Signature

Date

Evaluatee's Signature

Date

III. ORGANIZATION AND ADMINISTRATION	Ineffective	Developing	Skilled	Accomplished
a. Organizes, administers and develops the library/media program				
b. Administers the budget according to the goals and objectives of the program				
c. Develops library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright and technology.				
d. Trains and supervises library media center clerical staff, volunteers, and student helpers.				
e. Collaborates with teachers and administration for development of collection of materials to support the curriculum.				
f. Makes general repairs, weeds collection, and takes annual inventory.				
g. Creates policies and procedures for acquisitions.				
h. Keeps the collection current and accessible.				
i. Maintains professional materials for the staff.				

IV. PROFESSIONALISM	Ineffective	Developing	Skilled	Accomplished
a. Demonstrates ethical and professional behavior.				
b. Participates in and seeks out professional development activities that support the role of the school librarian/media specialist.				
c. Initiates and maintains timely communication with parents/guardians, teachers and administrators concerning events, checkouts or problems.				
d. Promotes compliance with the copyright law.				
e. Handles concerns of others in a positive and professional manner in order to protect the users' rights to privacy and confidentiality.				

Date _____ Time of Observation _____ to _____
Not less than 30 consecutive minutes

ORGANIZING FOR INSTRUCTION
MEDIA SPECIALIST/LIBRARIAN OBSERVATION

- 1-a. Demonstrate current knowledge of literature, technology, and information access
- 1-b. Plans instruction/activities to achieve desired student learning objectives which reflect current curriculum.
- 1-c. Links present content/skills with past and future learning experiences.
- 1-d. Incorporates the use of technology in accessing information.
- 1-e. Collaborates with teachers in the design and/or implementation of instructional units.
- 1-f. Uses materials and resources which support the curriculum.

Comments/Suggestions:

Evaluator's Signature

Date

Evaluatee's Signature

Date

Date _____ Time of Observation _____ to _____
Not less than 30 consecutive minutes

LEARNING ENVIRONMENT Media Specialist/Librarian Observation

- 2-a. Communicates effectively with students and staff.

- 2-b. Uses a variety of instructional strategies.

- 2-c. Provides learning opportunities for individual differences.

- 2-d. Assists the students and staff with the access, use and evaluation of information.

- 2-e. Promotes and enforces district policies for ethical, safe, and age appropriate use of information tools.

Comments/Suggestions:

Evaluator's Signature

Date

Evaluatee's Signature

Date

ORGANIZATION AND ADMINISTRATION

MEDIA SPECIALIST/LIBRARIAN ORGANIZATION & ADMINISTRATION CONFERENCE

- 3-a. Organizes, administers and develops the library/media program.
- 3-b. Administer the budget according to the goals and objectives of the program.
- 3-c. Develops library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright and technology.
- 3-d. Trains and supervises library media center clerical staff, volunteers, and student helpers.
- 3-e. Collaborates with teachers and administration for development of collection of materials to support the curriculum.
- 3-f. Makes general repairs, weeds collection, and takes annual inventory.
- 3-g. Creates policies and procedures for acquisitions.

3-h. Keeps the collection current and accessible.

3-i. Maintains professional materials for the staff.

Comments/Suggestions:

Evaluator's Signature

Date

Evaluatee's Signature

Date

PROFESSIONALISM

MEDIA SPECIALIST/LIBRARIAN PROFESSIONALISM CONFERENCE

- 4-a. Demonstrates ethical and professional behavior.

- 4-b. Participates in and seeks out professional development activities that support the role of the media specialist/librarian.

- 4-c. Initiates and maintains timely communication with parents/guardians, teachers and administrators concerning events, checkouts or problems.

- 4-d. Promotes compliance with the copyright law.

- 4-e. Handles concerns of others in a positive and professional manner in order to protect the users' rights to privacy and confidentiality.

Comments/Suggestions:

Evaluator's Signature

Date

Evaluatee's Signature

Date

Improvement Plan

(A separate plan will be written for each area identified as deficient)

Teacher's Name _____ Grade Level/Subject _____

School Year _____ Building _____

Area of Improvement: _____

Strategies for Improvement/Resources

Timeline for Implementation

Beginning Date	Ending Date	Level of Performance/Successful Improvement Target

Teacher's Signature Date Evaluator's Signature Date

GMLEA President Designee Date Director of Personnel Date

Professional Growth Plan

Name _____

Building _____

I, _____, will participate in district provided professional development and utilize the information to help increase student achievement for the _____ school year.

Teacher's Signature

Date

Administrator's Signature

Date

All forms are due to the building administrator by September 30. All forms will be returned to the bargaining unit member by June 30.

GROVEPORT MADISON LOCAL SCHOOL DISTRICT

COACHES SUPPLEMENTAL EVALUATION FORM

NAME _____

ASSIGNMENT _____

LEVEL/SCHOOL _____

Use a scale of 1 to 4 to rate each category:

- 1) Outstanding
- 2) Good
- 3) Needs Improvement
- 4) Deficient/Must Improve

N/A Not Applicable

- _____ creating an environment of respect and rapport _____

- _____ establishing a culture for learning and competing _____

- _____ managing practice and game procedures _____

- _____ practice organization _____

- _____ communicating clearly and accurately

- i. _____ Athletes
- ii. _____ Parents
- iii. _____ Assistants
- iv. _____ Middle School Coaches
- v. _____ Junior High School

- _____ providing positive feedback _____

- _____ demonstrating flexibility _____

- _____ demonstrating knowledge of the game _____

- _____ maintaining accurate records _____

- _____ growing and developing professionally _____

- _____ directing entire program from middle school to varsity _____

- _____ showing professionalism _____

GENERAL COMMENTS _____

Evaluator's Signature and Position

Date

Employee's Signature and Position

Date

The Coach's Signature indicates only that all phases of the supplemental evaluation have been conducted with the full knowledge of the coach.

GROVEPORT MADISON LOCAL SCHOOL DISTRICT

SUPPLEMENTAL EVALUATION FROM NON-COACHING POSITIONS

NAME _____

ASSIGNMENT _____

LEVEL/SCHOOL _____

NUMBER OF YEARS IN SCHOOL DISTRICT _____

NUMBER OF YEARS IN THIS ASSIGNMENT _____

EVALUATOR'S RECOMMENDATION:

Circle One:

Successful: To be recommended for contract renewal

Needs Improvement: To be recommended for contract renewal, provided an understanding can be reached in areas where improvement is suggested.

Evaluator's Signature and Position

Date

Evaluatee's Signature and Position

Date

(The Evaluatee Signature indicates only that all phases of the appraisal have been conducted with the full knowledge of the Evaluatee.)

PRINCIPAL'S RECOMMENDATION

_____ Renew Contract

_____ Non-Renew Contract

Principal's Signature

Date

COMMENTS:
SUPPLEMENTAL EVALUATION FORM

First Column: First Evaluation
Second Column: Final Evaluation

- 1. Effective
- 2. Needs Improvement
- 3. Unsatisfactory
- 4. No opportunity to observe
- 5. Not applicable

1. Professional and Personal Relationships

- 1. Cooperates with the evaluator regarding submitting participant lists, parent permission and physical cards, year-end reports, and program information, and discussing plans prior to next year's participation.

1. _____

- 2. Understand and follows rules and regulations set forth by all governing agencies: OHSAA, Board of Education, League and Athletic Department.

2. _____

- 3. Provides participation rules to members in writing and follows due process procedure.

3. _____

- 4. Participates in in-services meeting and activities to improve job performance. Attends meetings necessary to the welfare of the program.

4. _____

- 5. Participates in parent's night, banquets, award nights, pep assemblies and letters to colleges regard participants.

5. _____

- 6. Promotes participants.

6. _____

- 7. Works cooperatively with other advisor in developing a coordinated program.

7. _____

8. Promotes all activities in the extra-curricular program to foster school spirit.

8. _____

II. Advisor's Performance

1. Develops respect by example in appearance, language and conduct during any activity related to the supplemental.

1. _____

2. Provides proper supervision of participants and administration of activity sites.

2. _____

3. Is well versed and knowledgeable in matters pertaining to the activity.

3. _____

4. Has individual and group discipline and control.

4. _____

5. Develops a well-organized practice and activity schedule, which utilizes his/her staff and participants.

5. _____

6. Establishes the fundamental philosophy, skills and techniques to be taught by the staff. (applies to head advisors)

6. _____

7. Communicates with freshman and middle school advisors to implement the above. (applies to head advisors)

7. _____

8. Is fair, understanding, tolerant, sympathetic and patient with participants.

8. _____

9. Knows the medical aspects of the position including first aid, and injury policies.

9. _____

III. Related Responsibilities

1. Is responsible for the care of equipment, including, issue, collection, inventory and storage.

1. _____

2. Is cooperative in helping support organizations in their projects which in turn relate to the individual program.

2. _____

3. Follows proper fiscal procedures.

3. _____

4. Operates program within the approved budget.

4. _____

EVALUATOR COMMENTS:

EVALUATEE COMMENTS:

Evaluator's Signature _____

Date _____

Evaluatee's Signature _____

Date _____

Student Growth Measures Breakdown Chart

Grade	Value Added	Value Added Percentage	Vendor	Vendor Percentage	SLO	SLO Percentage	Category
PK-2					2 SLOs (Reading & Math)	50%	C
3			Terra Nova: Reading, Math, Science, Social Studies	10%	2 SLOs	40%	B
4 or 5	Reading & Math (ONLY)	50%					A1
4 or 5	Reading & Math (Self-Contained)	26%	Terra Nova: Science & Social Studies	10%	2 SLOs	14%	A2
4 or 5	Reading and/or Math	26%	Departmentalized subject (science or social studies)	10%	2 SLOs	14%	A2
6	Reading	26%	Departmentalized subject	24%			A2
6	Math	26%	Departmentalized subject	24%			A2
6	Reading and/or Math (ONLY)	50%					A1
7	Reading or Math	50%					A1
7			Terra Nova: Science or Social Studies	10%	2 SLOs	40%	B
8	Reading or Math	50%					A1
8			Terra Nova: Social Studies	10%	2 SLOs	40%	B
8					Science: 2 SLOs	50%	C
9-12					2 SLOs	50%	C
Encore					2 SLOs	50%	C
Alternative Assessments (ONLY) Autism or MD Units					2 SLOs	50%	C

*Certain scenarios not included in this chart must be addressed individually by the evaluation co-chairs.

* This chart will be reviewed yearly by the evaluation committee.

ARTICLE 13

PERSONNEL FILES

- A. There will be established and maintained, one (1) official file for each unit member. The file shall be maintained in the office of the Superintendent. This shall be considered a confidential file to the extent permitted under Chapter 149 of the Ohio Revised Code and the only official file of recorded information of unit members maintained by the Board and the Administration. The confidentiality of personal references, academic credentials and other similar information shall be protected to the extent permitted under Chapter 149 of the Ohio Revised Code. A bargaining unit member will be immediately notified of any public records request to review said unit member's personnel records. Every reasonable effort will be made to notify the unit member prior to complying with the request.
- B. All materials, other than routine, placed in the personnel file of the unit member shall include the following:
1. The date the item was placed in the file.
 2. Initials and dates of the unit member in whose file the entry is being made and the initials of the administrator placing information in the file.

Routine materials include such items as transcripts and grade sheets. The unit member's signature will not indicate agreement with the content of the material, but indicates only that the material has been inspected by the unit member. He/she has the opportunity to reply to such critical material in a written statement to be attached to the filed copy.

The unit member may submit letters of merit which shall be placed in his/her personnel file.

- C. If and when a unit member and the Superintendent, his/her designee, or the Administrator involved agree that there is adequate evidence that certain material in said unit member's file is irrelevant, inappropriate, or false, such material shall be removed from the file or corrected. If the unit member and the Superintendent or his/her designee are unable to reach an agreement and the unit member still feels that the material contained in the file is irrelevant, inappropriate, or false, such unit member shall have the right to attach a written statement to the disputed information or appeal removal of the material through the grievance procedure at the Superintendent's level.

A written reprimand shall be removed from the personnel file of a unit member after three (3) years' continuous service in the same building, if the bargaining unit member has not received any reprimands serious enough to be documented during this three (3) year period. Once removed from the personnel file, this reprimand shall not be used in a future disciplinary matter. However, said records shall be kept in a separate file maintained by the district and shall remain as a public record until destroyed in keeping with the school district's records retention and removal policy.

If at any time during this three (3) year period the Administrator who filed the written reprimand finds that improvement has been made and the infraction which resulted in the written reprimand has been corrected, said Administrator may have this reprimand expunged from the personnel file of the unit member and it shall not be used in a future disciplinary matter. However, said records shall be kept in a separate file maintained by the district and shall remain as a public record until destroyed in keeping with the school district's public records retention and removal policy.

D. Letters of recommendation and other related information used for initial employment are items not to be retained in personnel files or maintained by the local Board of Administration except the following:

1. Official transcript of college work.
2. Copy(ies) of certification authorized by the State Department of Education.

If letters of recommendation are filed in the personnel file of a unit member, they shall be subject to the same provisions herein stated.

Anonymous letters or materials shall not be placed in a unit member's file, nor shall they be made a matter of record.

A unit member will be entitled to a copy of any material in his/her file that he or she has a right to view. This material shall be provided at the unit member's cost.

ARTICLE 14

GRIEVANCE POLICY AND PROCEDURE

A. DEFINITION

1. A grievance is a complaint involving the alleged violation, misinterpretation or misapplication of the written agreement entered into between the Board of Education and the Association, setting forth the understanding of the parties upon these matters negotiated and agreed to.
2. A grievant shall mean a unit member or the Association alleging that some violation, misinterpretation or misapplication of the agreement, has actually occurred. There shall be no more than three (3) administrators or three (3) Association representatives involved in hearing at any level of this grievance policy.
3. All days referred to herein shall be school or working days.
4. A grievance must be filed within thirty (30) days of the alleged violation of the contract. Ten (10) days shall apply to an appeal to another level within the grievance procedure. If the appeal to another level is not made within these ten (10) days, the grievance shall be considered withdrawn.

Example: When an alleged violation has occurred but is not presently occurring, that unit member shall have thirty (30) days of the last occurrence to file a grievance. A unit member may file a grievance at any time an alleged violation is occurring.

5. Neither party shall take action or reprisals against the other as a result of utilizing the established grievance procedure.

6. A grievance may be withdrawn at any level without prejudice.

B. PURPOSE

1. The purpose of the grievance procedure is to secure at the lowest possible Administrative level proper solutions to grievances. Both parties agree that grievance proceedings shall be kept as informal and confidential as appropriate at all levels of the procedure.
2. Nothing herein shall prohibit any aggrieved unit member from discussing his/her grievance informally with any member of the local professional organization or the Administration.

C. INITIATING AND PROCESSING A GRIEVANCE

1. Informal procedure

- a. The aggrieved unit member shall first discuss his/her grievance with his/her principal directly, or in the case of an Association grievance, the grievance may be discussed with the principal by a representative of the Association, with the objective of resolving the matter informally. If the principal and the GMLEA representative, in either an individual or Association grievance situation, determine that the resolution is above the authority of the principal, then the grievance shall be submitted to the most appropriate central office administrator or building level administrator. In all cases, time limits shall be construed as maximums unless extended by mutual agreement of the parties. The administrator shall render a decision within ten (10) days of the informal meeting, if one was held.

2. Level One

- a. If the grievance is not resolved with the informal procedure, or if no decision has been rendered within ten (10) days after presentation of the grievance, he/she may file the grievance in writing and on the prescribed form with the president of the Association and the principal within ten (10) days of either event.
- b. The written grievance shall include a clear statement of the facts causing the grievance, shall include a reference to the specific provision of the Agreement allegedly violated, misinterpreted or misapplied, and shall include the remedy requested by the unit member.
- c. Within ten (10) days of receipt of the written grievance, the principal and his/her representative or party in interest shall meet with the aggrieved unit member and the representative of the Association in an effort to resolve the problem.
- d. Within ten (10) days of the hearing required in Level One of this grievance, the principal or party in interest shall render a written decision (which shall include reasons based upon the circumstances of the grievance) to the aggrieved unit member, with a copy going to the Association President.

3. Level Two

- a. If the aggrieved unit member is not satisfied with the disposition of his/her grievance, or if a decision was not rendered within the time limits of Level One, he/she may submit a request with the President of the Association and refer said grievance in writing to the Superintendent. (If the aggrieved unit member does not pursue action within ten (10) days after the receipt of the principal's decision then the grievance will be considered waived.)
- b. The Superintendent shall, within ten (10) days of receipt of the grievance, conduct a hearing concerning the grievance. The hearing shall include the aggrieved unit member, an Association representative, the party in interest and any others who may be needed to give information.
- c. Within ten (10) days of the grievance hearing, the Superintendent shall issue his/her reasons, to all interested parties concerning the disposition of the claim.
- d. After a decision is rendered at Level 2, either party may request grievance mediation through the Federal Mediation and Conciliation Service (FMCS). Timelines shall be suspended and shall not resume until the day following mediation if resolution is not reached.

4. Level Three

- a. If the aggrieved unit member is not satisfied with the disposition of his/her grievance, he/she may resubmit it to the Association within ten (10) days. The Association shall submit said grievance to arbitration within ten (10) days or the grievance will be considered waived. If there is not an agreement as to the arbitrator within ten (10) days, he/she shall be selected from the Federal Mediation and Conciliation Service (FMCS) and in accordance with the voluntary rules and regulations of same.
- b. The arbitrator so selected shall confer with the Board and the Association and shall issue his/her decision on the grievance in accordance with FMCS time limits. The decision shall be in writing and will set forth their findings of fact, reasoning and conclusions of the issue(s) submitted. The arbitrator should not compromise on the resolution of the grievance and should rule either in favor of or opposed to the aggrieved. The arbitrator will be without power or authority to make any decisions which require commission of an act prohibited by law or which violates of the terms of this agreement. This decision will be final and binding to all parties. The costs of arbitration shall be borne by the losing party. The arbitrator shall expressly confine himself/herself to the precise issue(s) submitted for arbitration and shall have no authority to determine any other issue(s) not so submitted to him/her or to submit observations or declarations of opinion which are not directly essential in reaching the determination. Further, the arbitrator is instructed by the parties to be clear and concise in his/her award so as to include the party prevailing and the party ruled against. The party ruled against shall bear the entire cost of arbitration. However, if the arbitrator finds no other recourse but to award a decision drawing from both sides, his/her cost shall be borne equally between the parties.

D. ASSOCIATION GRIEVANCE

1. Informal Procedure

- a. The Union representative shall first discuss the grievance with the appropriate Central Office administrator with the object of solving the matter informally. In all cases, time limits shall be construed as maximums unless extended by mutual agreement of the parties. The administrator shall render a decision within ten (10) days of the information meeting, if one was held.

2. Level One

- a. If the grievance is not resolved with the informal procedure, or if no decision has been rendered within ten (10) days after presentation of the grievance, he/she may file the grievance in writing and on the prescribed form with the president of the Association and the appropriate Central Office administrator within ten (10) days of either event.
- b. The written grievance shall include a clear statement of the facts causing the grievance, shall include a reference to the specific provision of the Agreement allegedly violated, misinterpreted or misapplied, and shall include the remedy requested.
- c. Within ten (10) days of receipt of the written grievance, the appropriate Central Office administrator and his/her representative or party in interest shall meet with the Union representative(s) in an effort to resolve the problem.
- d. Within ten (10) days of the hearing required in Level One of this grievance, the appropriate Central Office administrator shall render a written decision (which shall include reasons based upon the circumstances of the grievance) to the Union representative, with a copy going to the Association President.

3. Level Two

- a. If the Association is not satisfied with the disposition of the grievance, or if a decision was not rendered within the time limits of Level One, the Association may refer the grievance in writing to the Superintendent. (If the Association does not pursue action within ten (10) days after the receipt of the decision then the grievance will be considered waived.)
- b. The Superintendent shall, within ten (10) days of receipt of the grievance, conduct a hearing concerning the grievance. The hearing shall include the Association representative(s) and any others who may be needed to give information.
- c. Within ten (10) days of the grievance hearing, the Superintendent shall issue his/her reasons to the Association President the disposition of the claim.
- d. After a decision is rendered at Level 2, either party may request grievance mediation through the Federal Mediation and Conciliation Service (FMCS). Timelines shall be suspended and shall not resume until the day following mediation if resolution is not reached.

GROVEPORT MADISON LOCAL SCHOOL DISTRICT

GRIEVANCE REPORT FORM

Grievance # _____

GRIEVANCE REPORT

(Submit to Principal in Triplicate)

Name of Grievant _____ Date Filed _____

Building _____ Assignment _____

STEP I

A Date cause of grievance occurred: _____

B. 1. Statement of Grievance: _____

B. 2. Relief Sought: _____

Signature _____

Date _____

C. Disposition by Principal: _____

Signature _____

Date _____

GRIEVANCE REPORT FORM
(continued)

STEP II

A. Position of Grievant: _____

Signature _____

Date _____

B. Date Received by Superintendent or Designee: _____

C. Disposition by Superintendent or Designee: _____

Signature _____

Date _____

STEP III (ARBITRATION)

A. Position of Grievant _____

Signature _____

Date _____

B. Date Received by Arbitrator: _____

ARTICLE 15

SPECIALIST TEACHERS

A. SPECIAL AREA UNIT MEMBERS

1. Unit members holding certificates in physical education, art and music shall be employed to teach physical education, art and music in grades K through 12.
2. Elementary Librarians

There will be one (1) full-time librarian for each elementary building with an enrollment of three hundred (300) or more students at the closing of the previous school year. Each elementary building with an enrollment of less than three hundred (300) students at the close of the previous school year shall have one (1) half-time librarian. Any librarian who serves more than one (1) building shall have supplemental contract for ten (10) days based on the daily rate of pay. All elementary libraries will be closed to students for the first five (5) and last five (5) days of instruction.

3. Secondary Librarians

There will be a full-time librarian in each secondary building and middle school.

The above provisions pertaining to elementary and secondary librarians do not preclude the suspension of a contract(s) of a librarian(s) under Article 10 of this Agreement, it being mutually understood that librarians are subject to the Reduction in Force provisions of the Agreement on the same terms as apply to any other bargaining unit positions.

ARTICLE 16

UNIT MEMBER PROTECTION

A. EMERGENCY REMOVAL

1. Unit members have the right to remove a disruptive student from the classroom.
2. Unit members have the right to impose necessary disciplinary action to students in keeping with Board policy.
3. Unit members will be actively supported by the Board in the event of an attack by a student(s).

B. REMOVAL OF STUDENT

1. Steps for removal of student
 - a. Teacher determines whether reasons for emergency removal conform to criteria established by Board policy.

- b. Teacher submits in writing to the principal the reasons for removal.
- c. Principal determines if teacher's action complies with Board policy.
- d. If, the student is reinstated to the curricular or extra-curricular activity under a teacher's supervision by the Superintendent or principal, written reasons for such reinstatement may be requested by the teacher.

2. Physical assault involving unit member

- a. When a physical assault occurs, a unit member has the right to defend himself/herself and/or obtain assistance.
- b. The principal should be immediately notified to call civil authorities, parents and the Superintendent.
- c. The Groveport Madison Local Board of Education shall fully support the unit member assaulted or accused of assault while performing his/her assigned duties. In all such cases, the Superintendent's office shall immediately notify the employee that legal aid from the Franklin County Prosecutor's office is available.
- d. A student who physically assaults a staff member of the Groveport Madison Local School District will be suspended pending expulsion immediately by the Superintendent.
- e. Personnel injured by student assault while performing school duties shall be compensated at their regular rate of salary under the provisions of State law and Board of Education policy relative to sick leave. Personnel injured by student assault may choose the option of receiving weekly benefits through Worker's Compensation.

C. BOARD SUPPORT IN CONTROL AND DISCIPLINE IN THE CLASSROOM

- 1. The Board and the Association recognize the importance of providing an environment conducive to learning. The Board recognizes its responsibility to give reasonable support and assistance to unit members with respect in the maintenance of control and discipline in the classroom in accordance with established Board policies and building procedures. Each unit member, however, bears the primary responsibility for maintaining proper control and discipline. Consequences for inappropriate behavior by students shall be consistent regardless of sex, race, creed, or national origin and said consequences shall be appropriate as a deterrent for the offense committed.

In exercising his or her responsibility the unit member shall assure that all disciplinary actions and methods invoked are reasonable and just in accordance with the policies and procedures referenced above.

- 2. Each building shall have a discipline committee of at least two (2) unit members selected by the GMLEA and the building administrator. These committees shall meet monthly at an agreed upon time. The duties of the committee shall be:

- a. To receive and review district and building discipline policies and procedures, EMIS data, Safe Schools Audit, other public records, and building survey data;
 - b. To respond to individual(s) in the building pertaining to problematic occurrences reported to the committee;
 - c. To suggest possible district or building training to the Professional Development Committee, and assist in the development of the training. This training shall be provided during a District Professional Development Day.
3. A district-wide discipline committee consisting of one GMLEA member from each building selected by the GMLEA President from the above building committees, as well as the GMLEA President/ designee, and four (4) principals, and one (1) central office administrator designated by the superintendent, shall be established no later than September 15. The chair of the committee will be selected by the members at the first meeting. The committee shall meet at least once each quarter unless mutually agreed otherwise to make recommendations to the Board of Education regarding district-wide discipline policies.

D. PRINTING AND DISTRIBUTION OF THE MASTER CONTRACT

Each unit member shall be furnished with a copy of the Agreement as soon as possible following ratification. The Association and the Board shall share equally in the cost of the preparation and the printing of the Negotiated Agreement.

E. DISTRIBUTION OF BOARD POLICIES AND PROCEDURES

At the beginning of each school year, written copies of all Board policies and procedures affecting unit members shall be made available to all unit members.

F. UNIT MEMBER DISCIPLINARY ACTION PROCEDURES

1. Disciplinary action shall be defined as any verbal warning, verbal reprimand, written warning, written reprimand, suspension or discharge. Verbal reprimands shall be noted as indicated below and set forth in the personnel file of the bargaining unit member. The verbal warning/verbal reprimand shall be removed from the unit member's personnel file on June 30 of the school year in which the warning/reprimand was received, if no other disciplinary action has occurred during that school year, and shall not be considered for any future discipline.

Notice of Verbal Warning/Verbal Reprimand

On _____ received a verbal warning/verbal reprimand regarding

Signature of Administrator

Signature of Unit Member*

*The signature of the unit member only indicates receipt of the verbal warning/verbal reprimand, not agreement regarding the verbal warning/verbal reprimand.

2. Subject to the provisions of Section 3319.31 of the Ohio Revised Code and Administrative Rule 3301-73-21, reports of “conduct unbecoming” to the Ohio Department of Education may be made under the following circumstances:
 - (a) Crimes or misconduct that involves minors;
 - (b) Crimes or misconduct that involves school children;
 - (c) Crimes or misconduct that involves academic fraud;
 - (d) Making, or causing to be made, any false or misleading statement or concealing a material fact in obtaining issuance or renewal of any licensing documents;
 - (e) Crimes or misconduct involving the school community;
 - (f) A plea of guilty to, a finding of guilt or a conviction to any offense enumerated under section 3319.39 of the Revised Code;
 - (g) Crimes or misconduct that would qualify for termination under sections 124.36 and 3319.16 of the Ohio Revised Code;
 - (h) Misconduct as a bargaining unit member that is substantiated by the appropriate children’s services agency after all appeals have been exhausted.

G. PROCEDURE FOR CHANNELING COMPLAINTS

Within the Groveport Madison Local School District, complaints about various school personnel will arise. Many of these complaints can be resolved if there are open channels of communication and if there is mutual trust between and among the various segments of the school and community. To bring about open channels and trust, the following conditions and procedures will exist:

1. If a parent or student shares a concern with a Board member, the Superintendent or an Administrator, the parent or student will be asked if they will allow or wish the concern to be transmitted to the school employee. The parent or student, in permitting this action, should realize that his or her name will also be transmitted to the school employee. If the parent or student does not wish the concern to be transmitted to the employee, then this information shall not be used in any formal manner against the employee.

2. Every attempt shall be made to recognize and resolve a complaint at the level closest to the employee against whom the complaint is filed. Informal discussion is often the most effective way of resolving complaints and this procedure is encouraged. When a complaint is received, the person must be told to transmit the concern directly to the employee and/or the immediate administrator of the employee.
3. If the complaint cannot be resolved with an informal conference, the formal procedure shall be:
 - a. At the written signed request of the complainant or the employee, a meeting will occur with both parties involved. The meeting will be conducted by the appropriate administrator. The resolution of the complaint shall be determined by the administrator and shall be shared in writing with both parties. This step may be waived only on agreement by both parties. If complainant will not agree to meet, the complaint will be totally disregarded.
 - b. If the complaint is not resolved satisfactorily at the local administrative level, either party may request, in writing, a conference with the Superintendent of schools or his/her representative. The resolution of the complaint shall be determined by the Superintendent and transmitted to both parties in writing.
 - c. If the complaint remains unresolved in the minds of either party, either the complainant or the employee may request a conference with the Board of Education or a majority thereof. After hearing the comments of each in executive session, the Board shall make a determination and shall transmit this commentary in writing to both parties. A complaint will be heard by the Board only when both complainant and employee and his/her representative are present.
 - d. In each of the steps for the formal conference, either party may be accompanied by counsel and/or a representative of his/her choosing. It is required that either party informs the person conducting the conference the person who shall accompany him or her. This notification should occur at least two (2) days prior to the conference.

H. ACADEMIC FREEDOM

Unit members may exercise the freedom of individual conscience, association and expression in order to encourage a complete understanding of the subject matter by the students. The exercise of this freedom shall be within the parameters of adopted Board policy and curriculum contained in adopted graded course of study manual. This provision shall not be subject for a grievance.

I. HEALTHY AND SAFE WORKPLACE

The Board recognizes its responsibility to provide a healthy and environmentally safe work place. A committee shall be established of three (3) Association appointees and three (3) Board appointees. This committee shall conduct an ongoing study of environmental concerns throughout the district. Such concerns shall include, but not be limited to temperature, water quality, air quality, reusable or biodegradable products used in the cafeteria, use of polyunsaturated fats in food preparation, healthy snacks, and radon level. This committee shall make regular recommendations to the Association, building Administration, and Superintendent.

The Healthy and Safe Workplace Committee shall be formed each September. This committee shall bring recommendations to the Superintendent. The committee shall also be responsible for the development and implementation of a crisis response plan for the district in keeping with the requirements of Ohio and federal laws. Training regarding crisis response shall be provided each year at the building level.

J. ADMINISTRATORS OUT OF THE BUILDING

The Administration shall set the procedures to be followed concerning school building Administration including when the Administrator is unavailable.

The following procedures will be established when the principal is away from the building.

1. Each building principal will select a certificated individual to be in charge of the building when the principal is not available. That individual must agree to accept the assignment. If no certificated person is willing to accept this responsibility, the building Administrator will provide an alternative plan.
2. Bargaining unit members will be made aware of the individual who is in charge in the principal's absence.
3. For emergencies, an Administrator from the Central Office would be on call.

K. PARENT CLASSROOM VISITATION GUIDELINES

The Association and the Board support parent and community involvement in schools and encourage members of the community to visit the schools. In order to avoid the potential interruptions and disruptions of the student's education which could result from unrestricted classroom visitations, the following guidelines shall govern public or parent visitation in the classrooms.

1. Parents who wish to visit their child's classroom, or parents who have a legal right to have right to have someone observe their special education student in keeping with the provisions of the Ohio Revised Code, shall make arrangements prior to the day of the visit with the bargaining unit member. This information will be shared with the building administrator. This information must include: date and time of the visit and the general purpose of the meeting. Parents/legal guardians and grandparents may only visit classes in which the parent's children are enrolled and present on the day of the visit. Parents/legal guardians of students potentially enrolling in the district may visit the classroom(s) in which the child(ren) may be enrolled with the approval of the building administrator and the unit member.
2. Electronic devices of any type of recording visitations are prohibited.
3. The number of persons visiting a particular classroom at one time shall be limited to two.

L. BUILDING SECURITY

All buildings will have a building security plan developed by a committee of three (3) GMLEA bargaining unit members in each building, selected by the GMLEA president, and each building's administrator(s). The building security plan will be implemented by October 15, 2007. The final plan will be available to bargaining unit members and will be filed in the offices of the building principal and the superintendent. In the event of an association or bargaining unit member complaint concerning security issues, the complaint shall be presented to the committee for problem solving. In developing the security plan, each committee will consider issues related to building security including, but not limited to, the following:

1. Identify precautions to limit event pedestrian traffic within building.
2. Identify circumstances where additional security issues should be addressed.
3. Ensure that the building and its adjacent parking areas are properly lit.
4. There shall be notification to all staff of any major security concerns as soon as possible.
5. An administrator will be on duty and on site during all parent teacher conference hours.
6. Such other measures as may be appropriate to minimize disruption of the educational programs or to provide for the safety of pupils and staff.
7. At the high school, security personnel shall be on duty for the entire student day. When extracurricular activities occur when school is in session, additional security personnel, other than those indicated above, may be on duty as determined by the administration.
8. Upon written request to the building principal, any bargaining unit member shall be provided a secure, lockable area in the unit member's classroom/office in which to store materials, supplies, and personal possessions.
9. The building security committees shall meet at least quarterly. Revisions in the security plan for the 2008-2009 school year and each year thereafter shall be made by the committee prior to the beginning of each school year.

M. CONSOLIDATION

It is specifically understood and expressly stated herewith that the Board of Education will not agree to the consolidation of the Groveport Madison School District with any other school district unless the Association mutually agrees to do so.

N. PART-TIME POSITIONS

The Board will not create part-time positions without mutual agreement with GMLEA.

O. FORMS MANUAL

1. The Board shall maintain a manual containing the following forms:
 - a. Personal Leave form
 - b. Mileage Allowance Request form
 - c. Professional Meeting Reimbursement form
 - d. Professional Meeting Request form
 - e. Application for Professional Attendance form
 - f. Notice of Completion of Extra Curricular form
 - g. Application for Change of Salary Group and/or Semester Hour Credit
 - h. Application for Fee Waivers
 - i. Employee Accident form
 - j. Tutoring form
 - k. Application for conversion of personal leave to sick leave
 - l. Application for maternity/paternity/adoption leave of absence
 - m. Cash benefit for non-use of personal and sick leave
 - n. Compensation for substituting during conference period and absorption of classes
 - o. Retirement stipend form

A copy of said manual shall be maintained in the office of each building, and a copy of the forms shall be included in the back of this agreement.

2. Said forms referred to in Number 1, above, may only be changed by mutual agreement between the Board and GMLEA.

P. USE OF PERSONAL VEHICLE TO TRANSPORT STUDENTS

A bargaining unit member shall be permitted to transport a student in his/her private automobile in an emergency situation as determined by the unit member. The Board shall maintain appropriate liability insurance on the unit member in light of emergency situations that arise.

Q. CHRONIC COMMUNICABLE DISEASE

1. Purpose

The Groveport Madison Local School District desires to protect the rights of individuals who may be infected with a chronic communicable disease, as well as the non-infected students, staff, and school community members. The purpose of this policy is to address issues and concerns which arise when an employee is suspected, identified, or verified as being infected with a chronic communicable disease.

Control of a chronic communicable disease is essential to assure the health and safety of all persons in the school community. Early identification and implementation of appropriate control measures serve to limit the spread of these diseases. In response to growing concerns, these measures are outlined in this policy.

The principle philosophy which will guide this district's response to these issues is that each concern will be addressed individually on a case-by-case basis with emphasis on confidentiality.

2. Confidentiality

The Groveport Madison Local School District recognizes the need to protect the individual rights and health of all persons in our school community. The nature of chronic communicable diseases requires the highest degree of professionalism, discretion, and compassion of all concerned. Confidentiality is essential in all matters pertaining to reports, hearings, and medical evaluations. Information regarding a chronic communicable disease shall not be disclosed except as required by law.

3. Public Management

The Groveport Madison Local School District recognizes that chronic communicable diseases are currently a significant medical and social problem, and the manner in which the staff, community, and press are involved is extremely sensitive and potentially volatile. To the extent that time will permit and it is reasonable to do so, all statements shall come from the Superintendent's office or his/her designee. The administrative unit in charge shall consult with the Superintendent or his/her designee before making any public statement, including overt statements within the school setting. The Superintendent shall determine the appropriate pattern of public dissemination and/or news release.

4. Identification and Notification

Reports of employees suspected of having a chronic communicable disease shall be directed to the Superintendent. All reports shall be in writing and shall identify the person(s) making the report and shall note the reasons why the employee is suspected of having a chronic communicable disease.

The sharing of information regarding an employee with a chronic communicable disease should be on a "need to know" basis.

5. Medical Evaluation

The Groveport Madison Local School District believes, based upon current medical information, that each employee who is diagnosed as having a chronic communicable disease or who presents with substantiating probable cause is entitled to an evaluation of his/her medical condition. Decisions regarding the health status of an individual will be made only after consideration of all pertinent and relevant medical information regarding the physical, neurological, and emotional condition of that individual.

No employee shall be subjected to indiscriminate testing. No employee shall be required to submit to a medical evaluation of his/her physical or mental condition without determination of just cause for said evaluation. The just cause determination shall be made by an evaluation team which shall conduct an expedited arbitration hearing and render a written determination which shall be final and binding on the parties. This team will consist of a physician selected by the employer, the employee's physician, an arbitrator mutually selected by the employer

and the Association of the employee in accordance with the procedures set forth in the Grievance Procedure of the Negotiated Contract, and any other person(s) deemed necessary by the Superintendent and/or employee. The arbitrator shall act as chairman of the evaluation team and shall serve in that capacity for all subsequently convened meetings to determine probable cause for medical evaluation.

Upon completion of the due process hearing, the team shall render a written determination and the rationale to the Superintendent and to the employee. All costs of this hearing shall be borne by the employer.

Within ten (10) days after a determination has been rendered substantiating probable cause for a medical evaluation, or if the employee voluntarily submits to a medical evaluation, a medical review team consisting of a physician specializing in chronic communicable diseases appointed by the Superintendent, the employee's physician, and any other person(s) deemed necessary by the Superintendent and/or employee. This team shall be convened by the Superintendent to conduct a medical evaluation of the employee's condition. The medical review team shall provide for the examination of the employee and may obtain, upon written voluntary authorization of the employee, all relevant and pertinent medical information.

The report rendered by the team shall be restricted to an evaluation of the employee's medical condition and shall clearly provide whether or not the employee has been infected with a chronic communicable disease as alleged in the report to the Superintendent. If so, then the medical review team shall determine the following:

- a. Whether or not the employee's current medical condition imposes a substantial health risk to others in the school environment and the rationale for that finding. In making this determination, the team shall consider the nature of the risk (how the disease is transmitted); the duration of the medical condition (how long the carrier is infectious); the severity of the risk of the medical condition (what is the potential harm to third parties); and the probability the disease will be transmitted and will cause varying degrees of harm.
- b. Whether or not the employee is otherwise qualified to remain in his/her current position. "Otherwise qualified" is defined as the employee's being able to meet all of the job requirements in spite of his/her medical condition.

All costs of the medical review team shall be borne by the employer.

6. Review and Placement

Within ten (10) days of receipt of a medical evaluation report indicating that an employee's current medical condition imposes a substantial health risk to others in the school environment or prevents the employee from performing all of the employee's current job requirements, the Superintendent shall provide written notification to the employee specifying what action the Board shall take to reasonably accommodate the employee's disabling condition.

An employee who has been exposed to, or who contacts a chronic communicable disease, shall be treated no differently than an employee with any other medical disability. The Board

shall not discharge any employee nor otherwise discriminate against any employee with respect to wages, hours, terms, or other conditions of employment on the basis of the fact that such employee has contacted a chronic communicable disease. Any attempt to reasonably accommodate the employee's disabling condition shall not violate the existing Contract. If the proposed accommodation would violate the Contract, the Board shall meet with the Association's negotiations committee to negotiate a reasonable accommodation.

Any dispute regarding whether the Board has made a reasonable accommodation or whether the accommodation is in compliance with the Contract shall be subject to expedited final and binding grievance arbitration.

Prior to implementing a temporary or permanent involuntary removal of an employee with a chronic communicable disease, the Board shall comply with the provisions of O.R.C. 3319.13.

Subsequent to the determination that temporary or permanent removal of a disabled employee is justified, the Board shall support the employee's application for disability retirement, if said employee elects to make such application.

7. Control Measures

The Groveport Madison Local School District recognizes that many difficult issues are raised when employees are infected with a chronic communicable disease. The district desires that the rights of the individual employee afflicted with the disease be balanced against the interests of the school community to a safe environment. All required materials necessary to carry out this procedure shall be provided by the school district.

As all body fluids are considered to carry potentially infectious agents, the proper care and handling of all body fluids is essential to disease control. The term "body fluids" includes: blood, semen, drainage from scrapes and cuts, feces, urine, vomitus, respiratory secretions, and saliva. Contact with body fluids presents a risk of infections with a variety of germs. In general though, the risk is low and dependent on a variety of factors including type of fluid with which contact is made and the type of contact made with it.

All schools must follow the routine procedures as outlined below in handling spilled blood and body fluids. It is recommended that:

- a. Surfaces soiled with body fluid(s) shall be thoroughly washed with soap and water, then disinfected with a solution of household bleach and water (1/4 cup bleach per gallon of water). This solution should be freshly prepared for each use.
- b. Personnel cleaning the spill should wear latex gloves and wash hands thoroughly when finished.
- c. Disposable towels will be available, and used whenever possible.
- d. Mops should be thoroughly rinsed in the disinfectant solution.

- e. If bleach is unavailable, other common products can be used for disinfection, such as peroxide (1 part peroxide to 1 part water) or rubbing alcohol (applied full strength).

For an injury that results in bleeding, the person assisting should wear gloves. Direct contact with blood is potentially infectious when there are breaks in the skin, as in chapping or eczema. Proper hand-washing (soap and running water for 15 seconds) significantly reduces the risk of infection from contact with all potentially infectious body fluids.

8. Educational Program

The Groveport Madison Local School District shall establish and implement an educational program for all school employees concerning chronic communicable diseases and their prevention and transmission. The program will include inservice training for all school personnel. The Groveport Madison Local School District will assist other public agencies in providing information from the National Centers for Disease Control, the Ohio Department of Health, and the Ohio Department of Education. One of the purposes of this program is to reduce fear based upon erroneous information or a lack of information. The educational program allows for the dissemination of new information as it becomes available.

ARTICLE 17

ASSOCIATION RIGHTS

Recognition of the Association as the bargaining agent shall entitle the Association to certain exclusive rights. Only the Groveport Madison Local Education Association shall have the following rights:

A. BULLETIN BOARDS

The building representatives of the Association in each individual building will have the use of a bulletin board, designated for Association business. Each building shall have such bulletin boards so designated.

B. TIME AT FACULTY MEETINGS

Representatives of the Association may make announcements during school faculty meetings.

C. USE OF THE BUILDING PUBLIC ADDRESS SYSTEM

Representatives of the Association may make announcements over the building public address system if the announcements are related to Association business as long as the building administrator is notified in advance.

D. USE OF SCHOOL EQUIPMENT

The Association building representatives will have permission to use individual school equipment, including, but not limited to, computers, duplicating equipment, and all types of audio visual

equipment when such equipment is not otherwise in use. The Association will have the right to use school buildings.

The principal of the building in question will be notified in advance of the time and place of all such meetings. All equipment will be checked as to condition by the building principal or his/her designated representative and the Association building representative prior to its use so that, in the event of damage or breakage, the Association will be responsible to repair or replace, at pro-rated market value. Supplies in connection with such equipment used will be furnished and paid for by the Association.

E. DISSEMINATION OF MATERIALS

The Association shall have the right to place notices, circulars, and other material in all unit members' mailboxes. The Association has the right to use the inter-school mail system to distribute material.

F. NOTIFICATION OF SCHOOL BOARD MEETINGS

The Association shall receive notice of any regular or special Board meeting in accordance with the directives of the "Sunshine Law." Such notification shall be made to the president of the Association.

G. SCHOOL BOARD AGENDA

The Association shall receive an advance copy of the agenda and enclosures other than confidential material of the nature discussed in executive session for each Board meeting. Such agenda and enclosures shall be sent to the Association by inter-school mail at the same time it is sent to the Board. Any additional enclosures other than confidential material of the nature discussed in executive session given to the Board shall also be given to the Association. Two (2) Association representatives shall be accorded seating privileges at regularly scheduled or special meetings of the Board. Minutes of the Board meetings will be sent to the Association President.

H. PERSONNEL DIRECTORY

All unit members shall be provided with a directory of all current certificated employees by October 1 of each year. Names and addresses of newly employed professional staff members shall be provided to the Association following Board approval of their contract.

I. NEW TEACHER ORIENTATION

The Association shall have the right to participate in initial planning and orientation meetings for new unit members, including the right to place a letter in the Superintendent's packet, subject to the Superintendent's approval, to all new unit members informing said unit members that the Association is recognized as the exclusive bargaining agent for all unit members of the school district.

J. SUPPLIES AND MATERIALS

The Association shall reimburse the Board for supplies and materials from the Board's supplies at the same price paid by the Board.

K. RIGHT OF ACCESS FOR ASSOCIATION PRESIDENT OR DESIGNEE

The President of the Groveport Madison Local Education Association and/or designee of the local Association shall have the right to visit schools.

L. ASSOCIATION BUILDING REPRESENTATIVES

The Association building representatives may call meetings of the Association members assigned to the building.

M. AUTHORIZED DUES DEDUCTIONS

The Board agrees to deduct from the salaries of the unit members, dues/fees for the Association/OEA/NEA/Central OEA/NEA and individual associations of said unit member, individually and voluntarily authorized the Board to deduct, and to transmit the monies promptly to the Groveport Madison Local Education Association. Unit member authorizations for dues deductions will be in writing on a form provided by the Groveport Madison Local Education Association.

Name _____ 10 payments

Address _____ 20 payments

I hereby authorize the Groveport Madison Local School Board to deduct from my earnings and transmit to the Groveport Madison Local Education Association an amount sufficient for regular payment of membership dues (as certified by the Groveport Madison Local Education Association to the Board) in consecutive equal payments beginning with the third pay period of the contract year. I also understand and pledge that this authorization and membership shall continue from year to year unless I notify the Treasurer of the Board and the Association Treasurer by September 20 of any given school year to discontinue such deductions and membership. I hereby waive all rights and claims for paid means so deducted and transmitted in accordance with authorization, and relieve the Board and all its officers/representatives from any liability thereof.

TEACHER ORGANIZATION (other than unified)

Date _____ TEACHER'S SIGNATURE _____
Dues/Fees Authorization

N. RIGHTS UNDER THE LAW

Nothing contained herein will be construed to restrict or deny any professional staff member's rights they may have under the law.

O. RELEASED TIME FOR ASSOCIATION PRESIDENT

The Groveport Madison Local Education Association President will be released for up to one-half (1/2) of the unit member's workday. The President will suffer no loss in salary, fringe benefits, or other contractual or statutory advantages to which he/she would have been entitled if working full-time; however, the Association shall reimburse the Board at the end of each semester for the actual costs of the President's replacement, if any, resulting from the release time during that semester. Such reimbursement to the Board shall be made no later than thirty (30) days from receipt of an itemized statement from the district's treasurer which includes the salary and fringe benefit costs for the replacement. The Association will notify the Board by July 1 of each year of its intent to exercise this option.

P. OUTSIDE CONTRACTING

The Board agrees, with the exception of the Driver's Education Program, there shall be no subcontracting out of bargaining unit work without the mutual agreement of the Association.

Q. FAIR SHARE FEE

Pursuant to Section 4117.09 (C) of the Ohio Revised Code and as a condition of employment, each bargaining unit member as defined in Article I of this Contract who is not a member of the Association by the thirtieth (30th) calendar day of each school year or by the thirtieth (30th) calendar day after his/her initial employment with the Board, whichever is later, shall have equal payroll deduction beginning with the second (2nd) pay in January, a "fair share fee" which shall not be more than one-hundred percent (100%) of the dues paid by members of the Association and its unified affiliates.

In conjunction with the provisions of this section, the Association will provide a list of names to the Board's Treasurer of those unit members who are not members of the Association and the total "fair share fee" to be deducted for each.

The Association shall provide adequate notification to non-members of the "fair share fee" and their opportunity to object to the amount of the fee prior to the deduction of the fee.

The Association represents to the Board that an internal rebate procedure has been established in accordance with Section 4117.09 (C) of the Ohio Revised Code for challenging the amount of the representation fee. This procedure will be given to each member of the bargaining unit who does not join the Association. This procedure, notice and rebate shall be in compliance with all applicable State and Federal laws and the Constitutions of the United States and the State of Ohio.

R. GRANTS

The Association will be notified and consulted with respect to all new grants and their requirements when they are submitted, if their dollar amount exceeds five thousand dollars (\$5,000.00). Any

competitive grant that includes participation by bargaining unit members will require written approval of the Association President after consultation with affected unit members.

S. COMPUTER ACCESS AND ELECTRONIC MAIL

1. The Groveport Madison Local Education Association shall have the right to use the District's computers and electronic mail in conducting Association business. Unit members will sign the Acceptable Use Contract in which they agree not to transmit obscene or threatening material or engage in any commercial activities via their school district Internet access.
2. All efforts will be made to provide working computers in each classroom, including special areas, Title I, special education and ESL classrooms. Once a technology repair request is input into the eTicket, all attempts will be made to complete computer repairs in a timely manner. If a computer, printer, or any support equipment cannot be repaired within five (5) working days, then a replacement computer, printer, or any support equipment equal to or better, will be provided until the computer is repaired. Any deadlines for required data shall be waived for the time that available computer, printer or support equipment is out of service.
3. The Technology Department will publish a quarterly "Technology Update" newsletter each school year. This publication will include information concerning the technology improvements including the district SBC Wide Area Network, the ability for each teacher to create their own web pages, totally new building login (one password login access to all functions), the new staff center web site, and other pertinent information. Subsequent quarterly publications will provide staff with pertinent technology information.
4. Staff Acceptable Use Policy (see following pages of actual policy)

GROVEPORT MADISON LOCAL SCHOOL DISTRICT

NETWORK ACCEPTABLE USE AGREEMENT

**Read and Sign the
Agreement below**

All Board policies are available in each school's administrative offices.

I have read, understand, and agree to abide by the Network Acceptable Use Policy. As a user of the Groveport-Madison Local School District's computer network, I agree to comply with the Policy and further agree to use the network in a responsible fashion while honoring all relevant laws and restrictions including applicable Board Policies. I understand that I have no expectation of privacy or ownership in regard to my network use. I agree to exercise responsibility and use my best efforts to use the Network in a manner consistent with this Policy.

By signing below, I agree to indemnify and hold harmless Groveport-Madison Local School District, its administrators, teachers, employees and Board members, from any claims or damages arising as a result of and in connection with my use of Network resources, including claims arising from my failure to follow school policies regarding use of the Network, or claims or damages arising from the actions of third parties that I have given unauthorized access to the Network.

I understand that any violation of this Policy may subject me to restriction on or termination of my access to district technology, discipline in accordance with the appropriate collective bargaining agreement and/or Board Policy up to and including termination (or student suspension/expulsion), referral to law enforcement authorities, and/or other civil, criminal or administrative action.

USER (Printed) _____

USER Signature _____

Parent/ Guardian Signature _____

Date _____

NETWORK ACCEPTABLE USE POLICY

The Groveport-Madison Local School District (“District”) recognizes that technologies such as computers, electronic mail (“e-mail”) and the Internet open opportunities to new information and modes of communication. The use of e-mail and the Internet is a privilege. These technologies also alter instruction and student learning. The District grants access to appropriate resources by staff, volunteers, and students (“users”) for educational purposes and other legitimate District business based upon the user’s legitimate needs. Due to the rapid change in technology, a user’s access and/or this Policy are subject to change at any time.

To be granted the use of the Network resources, the user certifies that he or she understands and agrees to be bound by the following:

1. **Privilege:** Access to the Network (including e-mail and the Internet) is a privilege, not a right. Accordingly, access requires responsible and lawful use. The use of the Network is a privilege which may be revoked by the District at any time and for any reason. The District administrators and/or Network managers may authorize or perform the following actions for any reason, including but not limited to the purposes of maintaining system integrity and insuring that users are using the Network consistent with this Policy: they may monitor, inspect, copy, review, and store at any time and without prior notice any and all data on a user’s Network use, and any and all materials, files, information, software, communication, and other content transmitted, received or stored in connection with this usage, and use the data obtained for the purposes outlined in this policy. The Network and all information, content, and files are the property of the District, and users should have no expectation of privacy or ownership regarding those materials.
2. **Acceptable Use:** The Network shall be used primarily for educational and District business purposes. Incidental, limited personal use that does not interfere with District business, use large amounts of resources, or violate any aspect of this policy is permitted subject to review.
3. **Access:** Network resources are intended only for use by their registered users. Users shall not have access to the Network until they have signed the Acceptable Use Agreement. Access is not transferable and may not be shared. Users shall not share their passwords or otherwise allow anyone to gain unauthorized access to the Network. A user is responsible for any violations of this Agreement committed by someone who, with the user’s express or implied permission, accessed the Network with the user’s assistance.
4. **Network Etiquette:** Users shall be held accountable for their use or misuse of the Network. All users are responsible for good behavior while using the Network, just as they are in a classroom, in a school hallway, or at any school-sponsored activity. Each user must abide by generally accepted rules of Network etiquette, which include but are not limited to:
 - a. Users shall not obtain copies of, or modify files, other data, or passwords belonging to other users without express authorization. Users may not download or otherwise install software or hardware without the express permission of the District.
 - b. Users shall not mislead others or violate standards of academic or personal integrity on the Network, including but not limited to plagiarism, disseminating untrue information, or using identifiers that make other users believe that someone other than you is communicating over the Network.
 - c. Users shall not use the Network in any way that would disrupt the operation of the network, intentionally abuse the software and/or hardware, or reconfigure, modify or attach any external devices to District equipment. Users will cooperate in system maintenance and resource conservation through good user practices such as not exceeding assigned storage space.

- d. Users shall not create or transmit harassing, threatening, abusive, defamatory, or vulgar messages or materials. Users shall not intentionally consume limited resources, such as through spamming, creating or transmitting mass e-mails or chain letters, or extensively using the Network for non-curriculum-related communications or other purposes exceeding this Policy. All use of E-mail must be through the District's email service; other providers (such as Yahoo or Hotmail) are prohibited.
 - e. Users shall not reveal any personal information beyond directory information about themselves, District employees, volunteers or students, including but not limited to a user's Network password(s) or social security numbers. Users shall be very cautious when including sensitive or private information in electronic communications (such as student information) in that the confidentiality of any information stored in or created, received or sent over the e-mail system or through Internet access cannot be guaranteed.
 - f. Users shall not use the Network for any commercial activities, such as buying, advertising or selling goods or services, unless it is for legitimate District business, EXCEPT any activity in the "Shopping Network" folder. Users may not divert work time (or for students, class time) to engage in social, hobby, entertainment or other recreational activities on the Internet or through email.
 - g. Users shall not create, transmit, or download any materials that support or oppose the nomination or election of a candidate for public office, except GMLEA/OEA/NEA endorsed candidates or positions or the passage of a levy or bond issue, unless for legitimate classroom educational purposes.
 - h. GMLEA shall have access to and usage of the computer network for Association related e-mails and, when possible, shall be provided a "GMLEA icon" for dissemination of GMLEA/OEA/NEA materials.
 - i. Users shall not create, transmit, download, or copy any materials that are in violation of District policies or any federal, state, or local laws, including but not limited to: confidential information, copyrighted or trademarked material, trade secrets, harassing or discriminatory materials, the design or detailed information for the purpose of creating weapons, materials in furtherance of criminal activities or terrorist acts, material promoting illegal drug use, threatening materials, or pornographic, sexually explicit or obscene material.
5. **Web Sites:** Web sites created through the Network and/or linked to the District's web site for teachers, schools, or departments must relate specifically to those educational activities or programs. The District has the right to remove material and/or links to other sites at any time. Any web pages created using the District's equipment or created as part of classroom or club assignment are the property of Groveport-Madison Local School District. All web pages under this Policy, other than the official Groveport-Madison Local School District web site, must prominently display the following disclaimer:
- "This is not an official web site of the Groveport-Madison Local School District. The Groveport-Madison Local School District does not control and cannot guarantee the relevance, timeliness, or accuracy of the information on this web site. Any views or opinions expressed herein are solely those of the creators of this web site."
6. **Vandalism:** Vandalism is prohibited. Vandalism is any attempt to gain unauthorized access, copy, alter, harm or destroy software, hardware, data of another user or other Network resources, or to do the same acts on the Internet or on outside networks. Vandalism also includes the intentional uploading, downloading, creating, or transmitting of computer viruses, worms, Trojan horses, or doing any other destructive acts personally or through programs or applications.

7. **Security**: If a user identifies a security problem on the Network such as evidence of unauthorized access, or if a user is aware of any violation of this policy by another, that user must notify a system administrator immediately. Failure to report misuse is a breach of this policy. All users agree to cooperate with the District in the event of an investigation into any allegations of abuse or security breaches on the Network.
8. **Service Disclaimer**: The District makes no warranties of any kind, whether express or implied, for the Network service granted to users. The District will not be responsible for any damages a user may suffer arising out of the user's use of, or inability to use, the Network, including but not limited to the loss of data resulting from delays, non-deliveries, mis-deliveries, service interruptions, or user error or omissions. The District is not responsible for the accuracy of information obtained through electronic information resources; hence, this information is used at the user's own risk.
9. **Violations of This Policy**: Violations of this Policy may result in disciplinary action, from restriction or termination of access to the Network up to termination (or student suspension/expulsion) in accordance with the applicable Student Conduct Policy, collective bargaining agreement or other Board policies. Violations also may be referred to the appropriate law enforcement authorities and/or other civil and administrative actions may be pursued.
10. **Signed/Authorization Form**: There must be a signed Agreement Form on file before the user is granted access to the Network.

Parents/Guardians will complete the Form upon registration for new students annually. The signed form will be kept in the student's cumulative folder.

Employees will complete Form upon employment. The signed form will be kept in the employee's personnel file.

T. ASSOCIATION DEVELOPED IN-SERVICE

One-half day during one of the New Teacher Duty Days shall be reserved for Association developed in-service.

U. ASSOCIATION SERVICES STIPEND

Association leaders, as indicated by the GMLEA Treasurer in a list presented to the District's Treasurer no later than October 15 of each year, shall be granted a supplemental stipend and paid an amount determined by the GMLEA. These individuals shall be paid between May 15 and June 15 of each year through the District Treasurer's office in a separate item on their paychecks in accordance with the provisions of Article II, Section E. 12. Upon written notice from the District Treasurer, the GMLEA treasurer will pay the District Treasurer the amount of the stipend as well as the Board's share of STRS, Medicare, and any other item as required by law. The unit member's share of STRS payment shall be deducted from the supplemental stipend as well as applicable local, state, and federal taxes.

V. NON-DISCRIMINATION/HIRING MINORITY UNIT MEMBERS

The Employer shall not discriminate with regard to handicap, race, color, creed, ancestry, national origin, sex, religion, marital status, age, political opinions/affiliations or personal life. The Employer shall actively seek to hire qualified candidates, including persons of color for bargaining unit positions and two (2) bargaining unit members mutually selected by the Association President and the Superintendent will accompany other school district personnel to a recruiting activity and shall be granted paid professional leave for this purpose.

ARTICLE 18

MANAGEMENT RIGHTS

The Board hereby retains the rights, authority, duties and responsibilities conferred upon and vested in it by the laws and the Constitution of the State of Ohio, and of the United States.

The exercise of these powers, rights, authority, duties and responsibilities by the Board, the adoption of policies, rules, regulations, and practices in furtherance thereof shall be limited only by the specific and express terms of this Contract and Ohio statutes.

ARTICLE 19

NEGOTIATIONS OF A SUCCESSOR CONTRACT

- A. The parties agreed that this Contract constitutes the complete and entire agreement between the parties. Neither is obligated to negotiate during the term of this Contract on any matter except as provided for under Ohio Revised Code 4117.08(c).

- B. Either party may request negotiations to begin any time after one hundred twenty (120) days prior to the expiration of this Contract, but in no case later than ninety (90) days prior to the expiration. Such request shall be in a form designated by the State Employment Relations Board (SERB) with copy of said notice being sent to that body.

In the event that agreement is not reached, or at any time either party decides an impasse, the parties shall jointly petition the Federal Mediation and Conciliation Services (FMCS) for the assignment of a mediator. The process of mediation shall last fourteen (14) calendar days and in no case longer than the expiration date of the Contract, whichever occurs first, unless otherwise agreed to by both parties. The expenses of the mediator shall be shared equally by the parties. The recommendations of the mediator shall not be binding upon the parties.

- C. The parties may jointly design an alternate impasse procedure, different from B. above, at any time in an attempt to resolve differences. Any alternative procedure shall be reduced to written form and submitted to SERB. In the event that the process of impasse is exhausted, and the Contract has expired, the Association may proceed in accordance with law.
- D. During in-term bargaining, if any, the parties agree to use the impasse procedure set forth in B. above.
- E. All negotiating meetings shall be in private as provided by Section 4117 of the Ohio Revised Code and closed to the public and news media, and no news releases or statements disclosing specific proposals shall be made or given to the public or news media.

Within ten (10) working days of a request by the Association, the Board shall furnish to the Association, all public record information which would assist the Association in making proposals for negotiations including, but not limited to, information about operating levies, enrollment, budgets, and other financial data of the school District. All requests for information should be coordinated through the respective spokespersons.

All proposals and counterproposals between the Board and the Association, tentative agreements on individual items, and all notes and minutes taken during the confidential negotiations shall to the fullest extent provided by law be private communications, not public records. Neither the Board, individually or collectively, or its agents, nor the Association, individually or collectively, or its agents, shall share any documents referred to in this paragraph before, during or after the negotiations process, to any member of the public.

As negotiation items receive tentative agreement they shall be reduced to writing and initialed by the spokesperson of each party.

When a tentative agreement is reached on all issues, each party's representative shall respectively urge and recommend the adoption of such tentative agreement which shall be reduced to writing and submitted to the Association membership and to the Board of Education for approval. To the fullest extent provided by law only such a comprehensive tentative agreement shall be considered a public record and only after the Board and Association have had an opportunity to review it for errors. In the event that the Board receives a public records request for materials permitted by this agreement for disclosure, the Board shall immediately provide the Association with written notice.

In the event that the Board receives a public records request for materials prohibited by this agreement from disclosure and Ohio law allows the Board to deny the request, the Board shall refuse such request and immediately provide the Association with written notice and, if applicable, a copy of the request.

- F. The following items are subject to Section D. of this article and will be bargained during the life of this Master Agreement to meet the requirements of the Ohio Revised Code (if any) which would pertain to a successor Master Agreement. Negotiations regarding the New Residency Requirements and Credit Flexibility would begin in the fall of 2011.

The first two issues below shall be bargained by a subcommittee(s) of the parties' negotiations teams consisting of no more than 3 bargaining unit members and 3 administrators.

1. Articles VIII, IX and X (if changes are required by provisions of the Ohio Revised Code)
2. New Residency Requirements – transition to the new requirements, mentor/mentee release time, Professional Learning Committee, etc.
3. A negotiations committee respective to credit flexibility shall be comprised of three (3) high school teachers chosen by the Association President, one (1) high school administrator chosen by the Superintendent, and the Superintendent or his/her designee. The committee shall also have a 'rotating' member who shall be the teacher of record for the student who has applied. Bargaining unit members of the committee shall be paid *at the rate of \$25 per hour* and prorated for any hour after the first, for all committee meetings.
4. A curriculum committee with equal representation of administrators (appointed by the Superintendent) and bargaining unit members (appointed by the Association President) will negotiate revisions to the department chairperson provisions of Article 4, Section Q (2) to reflect a system-wide curriculum program based on state standards and requirements which shall be effective for the 2012-2013 school year. Bargaining unit members of the committee shall be paid at the rate of \$25 per hour and prorated for any hour after the first, for all committee meetings outside of the school day.

Any proposed changes in the items indicated above shall be presented to the Board and the Association for ratification no later than April 1, 2012 to be put into effect for the 2012-2013 school year.

ARTICLE 20

SITE-BASED DECISION MAKING GUIDELINES

Site-based is a shared decision making process including but not limited to DLT and BLT that involves the entire school community. Each school principal will work cooperatively with the Association building representatives to establish a Site Based Decision Making Committee comprised of school personnel, parents, and other district residents. All waivers granted as of July 1, 2002, shall continue.

The district is responsible for providing annual training to the site based teams in each building.

Guidelines for shared decision making improvement plans should include such items as the following:

1. Rationale
2. Goals
3. Objectives to meet the goals
4. Evaluation/assessment for achieving goals
5. Accountability safeguard
6. Anticipated student outcome
7. Manner in which the program might affect the working conditions of bargaining unit members.

ARTICLE 21

AFFIRMATIVE ACTION

- A. The Board and the Association agree it is desirable to have a workplace that is representative of the student population being served.
- B. The Board agrees to actively recruit minority applicants to fill vacancies within the bargaining unit. For purposes of this section, a vacancy is defined as a new or unfilled bargaining unit position which is not filled by a transfer.

ARTICLE 22

JOB SHARING

A voluntary job-sharing program will be available to bargaining unit members.

A. GUIDELINES

1. Bargaining unit members with an interest in job sharing must provide written notice to the Central Office by the first Friday in May, except that written notification may be accepted after this date in the event the Administration determines that an emergency or unforeseen circumstance resulted in the late notice.
2. If proper notice of interest in job sharing has been submitted, a meeting will be held including, but not limited to, the two (2) teachers who may be involved in the time sharing, the Director of Personnel and the GMLEA President. After the first meeting, the two (2) teachers shall meet with the principal of the building where the job sharing is proposed for the purpose of attempting to reach mutual agreement on the duties and responsibilities (including, but not limited to, in-service, staff meeting, parent-teacher conferences) to be performed by each teacher under the job sharing proposed. The job sharing will not occur if the building principal and teachers are unable to reach mutual agreement on the duties and responsibilities to be performed.

Any initial job sharing arrangement provided for in this Article shall have a maximum duration of one (1) school year. In order for a particular job sharing arrangement to continue or be renewed for an additional school year, there must be mutual agreement among the building principal and the participating teachers. An agreement to continue a job sharing arrangement for more than one (1) year shall not establish a past practice entitling the participating teachers to continue the job sharing an additional year in the absence of mutual agreement with the building principal.

3. A vacancy created as a result of job sharing shall not be required to be posted under any Article in this Agreement.

B. FRINGE BENEFITS

Bargaining unit members in a mutually agreed upon job sharing position will have the following benefits:

1. Health Care - Single coverage will be available under the same terms as are set forth in the Master Contract with the option for the teacher to purchase family coverage by paying the difference between the Board's cost for single coverage and the actual cost for family.
2. Employee Assistance Plan: Board will provide coverage.
3. Dental Coverage - Single coverage will be available under the same terms as are set forth in the Master Contract with the option for the teacher to purchase family coverage by paying the difference between the Board's cost for single coverage and the actual cost for family.
4. Life Insurance - \$20,000 or current salary as stated in the Master Contract.
5. STRS - The Board will pay its current share as set forth in the Master Contract.
6. Accumulation of Sick Days and Personal Days - accumulation of sick leave and personal leave shall be pro-rated in accordance with the amount of time a teacher is employed under the job sharing arrangement. (e.g. is a teacher is employed one-third (1/3) time of a full-time teacher, the teacher shall receive one-third (1/3) of the sick leave and personal leave benefits afforded full-time teachers.)

C. NEW HIRES FOR JOB SHARE

1. An individual not in the employ of the Board who is hired for a job-share position must sign an agreement acknowledging that their employment shall be under a one-year limited contract that shall automatically non-renew at the end of its term without the necessity of Board action and without the need to comply with Ohio Revised Code, Sections 3319.11 and 3319.111 or the non-renewal and fair dismissal provisions of the Master Contract.
2. If a person hired under Paragraph 1 in this sub-section is rehired for a subsequent consecutive year, the previous year(s) of service in the Groveport Madison School District will be counted towards district seniority and for purposes of placement on the salary schedule and the non-renewal provisions of Sub-section 1 herein shall apply at the end of each subsequent year.

3. Where a new hire is to be paired with a person already in the employ of the Board, the teacher with whom the new hire is to be paired will have the opportunity to participate in the building principal's and/or team's interviews of candidates for initial employment in the district seeking a job share position.

D. NEW HIRES FOR POSITIONS VACATED AS A RESULT OF A BARGAINING UNIT MEMBER GOING INTO A JOB SHARE POSITION

1. An individual not in the employ of the Board who is hired for a position vacated as a result of a bargaining unit member going into a job-share position must sign an agreement acknowledging that their employment shall be under a one-year limited contract that shall automatically non-renew at the end of its term without the necessity of Board action and without the need to comply with Ohio Revised Code Sections 3319.11 and 3319.111 or the non-renewal and fair dismissal provisions of the Master Contract.
2. If a person hired under Paragraph 1 in this sub-section is rehired for a second consecutive year, the previous year of service in the Groveport Madison School District will be counted towards district seniority and for purposes of placement on the salary schedule and the second consecutive year of employment will have all rights afforded under the Master Agreement.

E. STAFF MEMBERS WHO ARE CURRENTLY UNDER CONTRACT WITH THE BOARD WHO UTILIZE JOB SHARING WILL BEAR THE FOLLOWING RISKS

1. When job sharing ceases after one (1) year, the unit members will return to the position held prior to job sharing.
2. When job sharing ceases after more than one (1) year, the most district senior unit member stays in the position and the least senior district unit member goes into the pool.
3. While job sharing, the teacher will accumulate district seniority by one-half (1/2) year.
4. The job sharing positions shall be a one- (1-) year situation and may be renewed on a yearly basis by March 31.

ARTICLE 23

INCLUSION

A. INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM

1. Guidelines will be consistently implemented throughout the district to provide for the current teacher and receiving teacher to give input into the IEP writing process.
2. Any bargaining unit member whose duties would be impacted by an IEP can request a meeting at any time to review the IEP and/or the placement of the student. There shall be at least one (1) regular education unit member to whom said student is assigned at the IEP conference. This unit member shall represent all of the regular education unit members to

whom this student is assigned. IEP conferences, when possible, will be held during conference periods or some other time during the school day. If a unit member must attend an IEP conference after the school day, the unit member's daily schedule will be adjusted by the building administrator using the on-duty time before or after the student day to compensate the teacher for the time spent in the IEP meeting which is held beyond the school day.

3. If a special education teacher has five (5) IEP meetings scheduled in one month, the teacher may request one (1) professional day for the purpose of writing IEPs. The written request must be submitted to the Director of Pupil Services at least two weeks before the requested professional day. Additional days may be granted upon approval of the Director of Pupil Services.

B. TRAINING/STAFF DEVELOPMENT

The Board shall annually provide training and/or staff development programs for bargaining unit members. Staff development will be provided on an as needed basis for buildings, the district and affected bargaining unit members. Training will be provided during staff development days or during the duty days.

C. SPECIALIZED HEALTH CARE PROCEDURES

Students may require, as a result of their disabilities, special care or medication during their attendance at school. Persons who are assigned responsibility for providing special care or medication for such students shall be trained in the delivery of such care or medication. Trained non-teaching staff will be assigned to provide such care or medication except where the care or medication is being provided by a nurse. In the event that non-teaching staff are not available, voluntarily trained teaching staff may provide such care on an emergency basis. If a member so chooses, then such activity shall be deemed as acting within her/his contractual duties. Unless otherwise required by an IEP, medication for students with disabilities shall be administered in accordance with the District's policy governing the administration of medication for students. Unit members who volunteer shall be trained in these procedures at least once each year.

D. SPECIALIZED HEALTH CARE PROCEDURES

Bargaining unit members will not be required to perform tasks which a Board appointed physician deems necessary for a medically trained person to perform.

E. MONITORING SUPPORT FOR INCLUSION

An on-going team consisting of equal numbers of bargaining unit members and administrators has been created. The committee will monitor the inclusion process to insure consistency and uniformity and will provide support in the following areas: teacher knowledge of student needs and rights, teacher involvement, teacher skills related to best placement, IEP development, support service procedures, and any issues that may arise due to changes in state guidelines.

F. EVALUATION RIGHTS

The Board recognizes that some individuals with exceptional needs may not meet or exceed the growth projected in the annual goals and objectives of the student's IEP. In such instances, the bargaining unit member's accountability shall be limited to having implemented the services provided by the Board.

G. CLASSROOM SUPPORT

Inclusion teachers shall remain in the regular classroom with the included students for the duration of the class. Inclusion teachers shall assist with instruction of those students during this time.

H. NOTIFICATION

Unit members shall be notified by June 1 of each year if they are to be participating in Inclusion for the following school year, or as soon as possible.

ARTICLE 24

MENTORING/MASTER TEACHER

- A. All new bargaining unit members new to the profession or teaching under a new certificate/license shall be subject to participation in the Resident Educator Program and assigned a mentor prior to the first day of school during the unit member's first year of employment with the district.
- B. The Board will employ one (1) full-time mentor for every twenty (20) resident educators as determined by calculating the sum of first-year and third-year resident educators. The Board will employ one full time mentor for every forty (40) resident educators or fraction thereof determined by calculating the sum of the second-year and fourth-year resident educators who have not passed the RESA.

If the number of resident educators in years one and three of the program exceeds a total of forty (40), each mentor will be assigned up to three (3) additional resident educators on a rotating basis and will receive an additional five hundred dollars (\$500.00) per year for each additional resident educator.

If the length of the program is reduced below four years, the parties will reconvene to negotiate changes to this article within thirty (30) calendar days.

- C. The roles, activities, and all forms of communication between the mentor/transition coach and the new unit member are considered confidential.
- D. The Board shall pay for all necessary training for mentors including, but not limited to, Pathwise training.

- E. Mentors shall be supervised by the Director of School Improvement, but shall not participate in the evaluation of any bargaining unit member.
- F. Mentors shall be compensated with the same benefits and salary as a classroom teacher at the same level of experience and education. District seniority shall not be interrupted during this commitment.
- G. The mentors shall have the opportunity to return to their same position and building assignment at the end of their two- (2-) or three- (3-) year commitment. If they do not notify the Superintendent of their intention to exercise this option by March 1 of their second year, they will be assigned to the pool. The teacher who has filled the mentor's position for the two- (2-) or three- (3-) year period will have the option of taking an open position before it is posted in the district.
- H. Full-time mentors shall be considered teachers on special assignment. Mentors shall have two or three year terms. When possible, without disrupting or changing the term of a current mentor, the most district seniored mentor shall be offered a three (3) year term. The purpose of having two (2) and three (3) year terms is to provide continuity to the established program so the mentoring positions will not be vacant at the same time.

I. **TRANSITION COACH**

A \$500 stipend, or a stipend prorated at an amount per month divided by nine (9), shall be paid to unit members who serve as transition coach for each person for whom they are a coach (prorated as above). Transition coaches shall be assigned no more than three (3) persons to coach during the school year. The transition coach is a volunteer experienced bargaining unit member. Volunteers shall submit their names on the appropriate form to the Association President and the Personnel Director (The form will be developed by the Association President and the Personnel Director.) The Personnel Director and the Association President, or designees, shall meet to select the appropriate transition coach for each person involved.

A person in transition is defined as a unit member new to the district regardless of years of experience, a unit member who receives a notice of deficiencies/improvement plan or unit members who have changed buildings, grade levels, and/or teaching assignment. Unit members who have been placed on an improvement plan will automatically be assigned a transition coach within five (5) working days of being placed on an improvement plan. The others indicated above will be assigned a transition coach if the Superintendent/designee and the GMLEA President/designee mutually approve a unit member's request or a request by a building administrator that a "person in transition" be assigned a coach.

J. **MASTER TEACHER**

1. A Master Teacher Committee shall be established for the purpose of designating teachers in the district as "master teachers" in keeping with the provisions of the Ohio Revised Code and Administrative Rules. The committee shall consist of eight (8) members, four (4) of whom shall be practicing classroom teachers selected by the Association President. The committee shall be chaired by a practicing classroom teacher selected by majority vote of the committee and shall serve a term of two (2) years. The committee shall establish its plan of operation and the criteria for determining whether a teacher is a Master Teacher.

The term of office for committee members shall be two (2) years and committee members may be reappointed for a second two (2) year term.

2. Under no circumstances is the involvement in the activities of the Master Teacher Committee to be used for employment decisions by the Board.
3. Nothing in the Master Teacher committee process shall have an adverse impact on any educator's performance evaluation.
4. In the event of an in-term vacancy of a teacher member, the Association President shall name a replacement for the remainder of that term.
5. The Master Teacher Committee shall be provided on-going training as determined by the committee that shall be paid for by the Board of Education.

ARTICLE 25

LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE (LPDC)

- A. The committee charged with creating Groveport Madison's Local Professional Development Committee (LPDC) as required by Ohio law shall be comprised of five (5) teachers, chosen by GMLEA, and five (5) administrators chosen by the Superintendent. The LPDC shall determine the time, location, and number of committee meetings.
- B. The term of office for members of the committee shall be determined by the LPDC. In the event of an in-term vacancy, bargaining unit members shall be replaced by the Association and in-term vacancies of administrative members shall be replaced by the Superintendent. The committee shall operate as follows:
 1. Five (5) bargaining unit members, chosen by the Association, one of whom shall be the co-chair of the committee.
 2. Five (5) administrators, chosen by the Superintendent, one of whom shall be the co-chair of the committee.
 3. If a bargaining unit member licensure/certification issue is being reviewed, the administrative co-chair will be a non-voting member.
 4. If an administrative licensure/certification issue is being reviewed, then the teacher co-chair shall be a non-voting member.
 5. The secretary of the committee is responsible for taking the minutes and filing all necessary reports and shall be an administrative office employee.
 6. The stipend for the committee members shall be \$1,200. This stipend is subject to review and revision.

- C. The LPDC shall determine its own appeals procedure. Such appeals procedure is not subject to the grievance/arbitration procedure outlined elsewhere in this Master Agreement.

ARTICLE 26

COMPUTERIZED ATTENDANCE AND GRADES

Unit members in grades 6-12 will input student attendance and grades into the computerized student grading system in lieu of utilizing scan sheets for those purposes under the following conditions:

1. Access to computers at each building for this specific use during the duty day.
2. Training in computer use, software and hardware, during the duty day.

ARTICLE 27

EMPLOYMENT OF STRS RETIREES

This provision will cease to exist once the one (1) current bargaining unit member for whom this applies for the years 2010-2011 and 2011-2012 completes that member's two (2) years as indicated in section 2 (a) below. All future bargaining unit retire/rehires will be covered under Article 28 of this Master Agreement.

- A. This provision only applies to individuals who retire from Groveport Madison Local School District. Any unit member who has already indicated that he/she is retiring at the end of this school year, or any unit member eligible to retire during the life of this master agreement, and who wishes to retire and be rehired under this provision shall be granted a position for which said new retiree has the appropriate license/certification. The "Retire/Rehire Notice" on page ___ of the Agreement and the unit member's letter of resignation must be submitted by January 15 to the Personnel Department in order to take advantage of this option. These individuals shall receive employment contracts as defined below. This Article governs the terms and conditions of employment of any superannuate or "other system retirant" (as those terms are statutorily defined for purposes of Section 3307.35 of the Ohio Revised Code) whom the Board may regularly employ in a position that falls within the description of the bargaining unit appearing in Article 1 of this Agreement. Except as otherwise specified below, any such employee will become a bargaining unit member upon employment and be subject to the provisions of this Agreement.
 1. For initial placement purposes on the teachers' salary schedule, the retiree will receive horizontal credit in accordance with the employee's level of training and shall be credited with three (3) years of vertical experience credit. The retiree will advance to a maximum of five (5) years vertical experience on the salary schedule and shall not advance horizontally on the salary schedule.
 2. a. The retiree will initially receive a two-year limited contract of employment (if employed after the start of the school year, such contract will be for the remainder of that school year and the subsequent school year) in the unit member's current assignment.

- b. If subsequently reemployed, the unit member will be awarded limited contracts of two (2) or three (3) years in duration and may remain in his/her current position until the unit member reaches the 35th year. Other than indicated in item 2. a. above, once a unit member reaches the 35th year, and is subsequently re-employed, the unit member's position shall be posted and filled in accordance with the provisions of Article 8 by a non-retiree unit member. The retiree cannot be involuntarily transferred back into his/her position if there is a licensed non-retiree unit member who desires said position.
3. Upon employment, the retiree will be credited with zero (0) years of seniority and shall not thereafter accumulate seniority for any purpose under this Agreement.
4. The retiree - is eligible to participate in any insurance fringe benefits offered under Article 3 of this Agreement, except if the employee chooses to participate in Board offered Health Insurance, the employee shall participate in Health Insurance Option I (PPO) by paying \$300 of the monthly premium for single coverage or \$500 of the monthly premium for family coverage.
5. The retiree will in no event qualify for fee waivers or tuition reimbursement under Article 4, retirement stipend under Article 2, Section I, severance pay under Article 4, Section N, or sabbatical leave under Article 5, Section L of this Agreement.
6. Any retiree employed by the District will be required to sign a contract addendum developed by the Board's attorney releasing the District and the Association from liability under state and federal age discrimination.
7. The retiree shall not resume and is not eligible for continuing contract status during any period of reemployment with the district.
8. Effective with rehired retirees first employed after January 1, 2008, if there is a reduction in force or if the retiree's position is eliminated, the rehired retiree's position shall be the one eliminated or reduced in force.
9. In the event of a reduction in force, the retiree shall not have any seniority or bumping rights under Article 10.
10. Retirees shall not be eligible to participate in any future retirement incentive nor shall they be eligible for severance pay.
12. Retirees who receive a supplemental contract, shall not receive more than five (5) years of experience credit on the supplemental salary schedule.
13. Retirees shall be eligible for sick leave accumulation commencing with the first year of such reemployment.
14. When a retiree commences reemployment before the required sixty (60) day period between retirement and reemployment, he/she shall be employed and compensated as a substitute in the assignment held immediately before retirement and shall be entitled to all insurance benefits indicated in item 5 above. After the sixty (60) day requirement has been met, the retiree shall be placed on the salary schedule as per this article.

- B. The provisions of this Article supersede and prevail over any inconsistent terms that may appear elsewhere in this Agreement or in any part of the Ohio Revised Code.

ARTICLE 28

EMPLOYMENT OF STRS RETIREES

- A. This Article governs the terms and conditions of employment of any superannuate or "other system retirant" (as those terms are statutorily defined for purposes of Section 3307.35 of the Ohio Revised Code) whom the Board may regularly employ in a position that falls within the description of the bargaining unit appearing in Article 1 of this Agreement. Except as otherwise specified below, any such employee will become a bargaining unit member upon employment and be subject to the provisions of this Agreement.
1. For initial placement purposes on the teachers' salary schedule, the employee will receive horizontal credit in accordance with the employee's level of training and shall be a maximum of five years of experience vertical credit.
 2. The employee will receive a one-year limited contract of employment (if employed after the start of the school year, such contract will be for the remainder of that school year). If subsequently reemployed, the employee will be awarded successive one-year limited contracts.
 3. The employee shall be subject to the evaluation procedure stated in Article 12 of this Agreement.
 4. Upon employment, the employee will be credited with zero (0) years of seniority and shall not thereafter accumulate seniority for any purpose under this Agreement.
 5. The employee will not be hired for a vacancy until all internal transfers and reassignments have been completed. Any non-retiree, current employee shall receive an internal transfer for which he/she is certified/licensed before any retired individual is employed for a vacant position.
 6. In the event of a reduction in force, the retiree shall not have any seniority or bumping rights under Article 10. Persons who retire and are hired after January 1, 2008, the person shall not have any seniority or bumping rights if his/her position is eliminated.
 7. The employee is eligible to participate in any insurance fringe benefits offered under Article 3 of this Agreement, other than for Health Insurance, except that, if a retiree cannot obtain health insurance through STRS, the retiree may participate in the Board's health plan on the same basis as any other bargaining unit member.
 8. The employee will in no event qualify for fee waivers or tuition reimbursement under Article 4, retirement stipend under Article 2, Section I, severance pay under Article 4, Section N, or sabbatical leave under Article 5, Section L of this Agreement.

9. Any retiree employed by the District will be required to sign a contract addendum developed by the Board's attorney releasing the District and the Association from liability under state and federal age discrimination.

B. The provisions of this Article supersede and prevail over any inconsistent terms that may appear elsewhere in this Agreement or in any part of the Ohio Revised Code.

ARTICLE 29

DURATION AND IMPLEMENTATION

This Contract shall be effective for three (3) years July 1, 2015 until June 30, 2018 and thereafter the contract will expire. Absent any action initiated pursuant to Ohio Revised Code Section 4117.07 (A), the parties hereby agree that all other terms of this agreement will automatically extend for one year, from July 1, 2018 until June 30, 2019 and the base compensation in the salary schedule will be increased by 2.5% from year to year hereafter unless either the Board or the Association serves written notice on the other if its intention to either terminate, amend, or modify this Contract, according to the procedures provided within the Negotiated Agreement.

The Board and/or administration agrees that it will not, during the period of this Contract, officially adopt or implement any condition of employment affecting professional staff members that is not contained within this Contract until such term or condition has been a subject of negotiations between the parties.

This Contract supersedes any policy, rules, regulation, or practice of the Board which may be contrary or inconsistent with the term of this Contract.

At any time during the implementation of any aspect of this Contract or in any situation which may lead to the implementation of any aspect of this Contract, a unit member will have the right to Association representation.

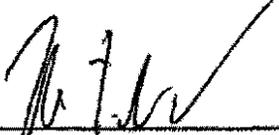
If any provision of this Contract or any application of this Contract to the Board, the administration, the Association, or to any of the unit members who are covered by this Contract is found to be invalid pursuant to any legislative, administrative, or judicial action, the parties will meet to negotiate any necessary change to make the Contract whole relative to the affected provision in keeping with the impact bargaining provisions of Article 19.

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

By affixing our signatures, we affirm the respective party represented has taken necessary action to adopt or ratify this Contract, therefore, we affix our signature on this ____ day in the month of ____ in the year 2015.

**For the Groveport Madison Local
Board of Education**

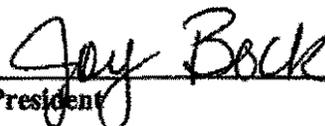
For July 1, 2015 through June 30, 2018

 7-8-15
President Date

 7-8-15
Treasurer Date

**For the Groveport Madison Local
Education Association**

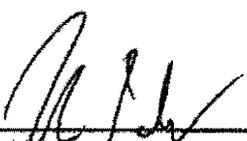
For July 1, 2015 through June 30, 2018

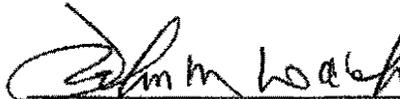
 7/8/15
President Date

 7/8/15
Vice-President Date

**For the Groveport Madison Local
Board of Education**

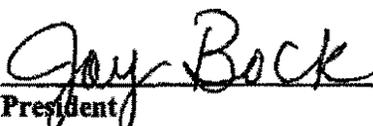
For July 1, 2018 through June 30, 2019

 7-8-18
President Date

 7-8-15
Treasurer Date

**For the Groveport Madison Local
Education Association**

For July 1, 2018 through June 30, 2019

 7/8/15
President Date

 7/8/15
Vice-President Date

DISTRICT FORMS

The following forms are intended to be for reference only. Please obtain the actual form you need from your school office. This addendum contains many, but not all, of the forms used by the Groveport Madison Local School District.

Anthem Rx Direct Form

Application for Change of Salary Group and/or per Semester Hour Credit

Application for Conversion of Personal Leave to Sick Leave Days

Application for Fee Waivers

Application for Maternity Leave of Absence

Cash Benefit for Non-Use of Personal and Sick Leave Form

Coaching/Extra Curricular Position Form

Compensation for Substituting During Conference Periods and Absorption of Classes Pay Form

Declaration of Intent

Direct Deposit Application

Flexible Spending Account Reimbursement Request Form

Mileage Reimbursement Form

Notice of Completion of Extra Curricular Activity

Notification of Change of Address

Payment Explanation for Supplementals

Personal Leave Request

Professional Meeting Attendance Request Form

Request for Change in Degree Allowance

Retire/Rehire Notice

Severance Pay Beneficiary

Sick Leave Bank Authorization

Sick Leave Bank Request Form

Time Sheet Addendum

Transition Coach Request Form

Waiver for STRS Employees

ANTHEM RX DIRECT

Prescription Order Form
 Anthem Prescription Management, LLC
 P.O. Box 74600
 Cincinnati, Ohio 45274-6000

Fold in thirds and mail in envelope.

Customer Service
1 (800) 962-8192
TDD, 1 (800) 221-6915
 Mon.-Fri., 9 a.m.-11 p.m. EST
 Sat., 9 a.m.-5 p.m. EST

Ship to:			
Policyholder's name	Policyholder ID no.	Phone no. (day)	Phone no. (evening)
Street	e-Mail (optional)		Apt. no.
City		State	Zip code
Payment information (Make check or money order payable to Anthem Rx. Payment must be included with order.)			
<input type="checkbox"/> VISA <input type="checkbox"/> MasterCard <input type="checkbox"/> Discover Card		Credit card no.	Exp. Date
		<input type="text"/>	Mo. <input type="text"/> <input type="text"/> Yr. <input type="text"/> <input type="text"/>
Total Amount Due \$		Please sign for credit card order	Do you want childproof caps? <input type="checkbox"/> yes <input type="checkbox"/> no
Please use this order form for refills			
Refill numbers	Patient Name	Medication names	
Refill numbers	Patient Name	Medication names	

Anthem Rx pharmacist will dispense federally approved, cost-saving generic equivalent drugs for brand-name drugs unless you physician directs otherwise.

TO REORDER
 PLACE REFILL LABEL HERE

New prescription orders			
Name of patient for whom the prescription is enclosed	Date of birth	Sex:	Relationship:
Have you taken this medication before? <input type="checkbox"/> yes <input type="checkbox"/> no		<input type="checkbox"/> Male	<input type="checkbox"/> Self
		<input type="checkbox"/> Female	<input type="checkbox"/> Spouse
			<input type="checkbox"/> Child
Doctor(s) name(s)	Doctor(s) phone number(s)	Drug/allergies/health conditions	
Doctor(s) name(s)	Doctor(s) phone number(s)	Drug/allergies/health conditions	
Name of patient for whom the prescription is enclosed	Date of birth	Sex:	Relationship:
Have you taken this medication before? <input type="checkbox"/> yes <input type="checkbox"/> no		<input type="checkbox"/> Male	<input type="checkbox"/> Self
		<input type="checkbox"/> Female	<input type="checkbox"/> Spouse
			<input type="checkbox"/> Child
Doctor(s) name(s)	Doctor(s) phone number(s)	Drug/allergies/health conditions	
Doctor(s) name(s)	Doctor(s) phone number(s)	Drug/allergies/health conditions	

Having difficulty filling out this form? Call our special Anthem Rx Helpline, (800) 962-8192, to have a customer care professional guide you through the process. TDD users, please call 1 (800) 221-6915. For more information, visit our website at anthem.com.

Groveport Madison Local Schools

CHANGE OF SALARY GROUP

Name _____

Building _____

I am providing documentation for a change from salary group _____ to salary group _____:

- Bachelor's degree (Group I)
- Bachelor's degree with 150 semester hours (Group II)
- Bachelor's degree with 150 semester hours containing 15 graduate semester hours (Group III)
- Master's degree (Group IV)
- Master's degree + 15 semester hours (Group V)
- Master's degree + 3-0 semester hours (Group VI)

Enclosed is my official college transcript verifying that I have completed additional semester hours (three (3) quarter hours equal two (2) semester hours).

Enclosed is documentation, including a certificate of attendance/completion, verifying that I have completed _____ C.E.U.s and/or _____ contact hours (thirty (30) contact hours equal one (1) semester hour).

NOTE: Unit members will have two (2) opportunities to move to a higher salary group during any one (1) contract year.

A unit member may advance to a higher salary group effective at the beginning of their contract year provided that he or she verifies the change in salary group by submitting an official transcript to the Personnel Director no later than October 10 of that school year.

A unit member may advance to a higher salary group to become effective April 1, provided that he or she verifies the change in salary group by submitting an official transcript to the Personnel Director no later than April 10 of that school year.

Employee's Signature _____ Date _____

Treasurer's Signature _____ Date _____

Superintendent's Signature _____ Date _____

OHIO DEPARTMENT OF EDUCATION
 DIVISION OF TEACHER EDUCATION AND CERTIFICATION
CONVERSION CHART

<u>Semester Hours</u>	<u>Quarter Hours</u>	<u>C.E.U.</u>
1/3	0.5	1
2/3	1	2
1	1.5	3
1 1/3	2	4
1 2/3	2.5	5
2	3	6
2 1/3	3.5	7
2 2/3	4	8
3	4.5	9
3 1/3	5	10
3 2/3	5.5	11
4	6	12
4 1/3	6.5	13
4 2/3	7	14
5	7.5	15
5 1/3	8	16
5 2/3	8.5	17
6	9	18
7	10.5	21
8	12	24
9	13.5	27
10	15	30
11	16.5	33
12	18	36
13	19.5	
14	21	
15	22.5	
16	24	
17	25.5	
18	27	
19	28.5	
20	30	
21	31.5	
22	33	
23	34.5	
24	36	
25	37.5	
26	39	
27	40.5	
28	42	
29	43.5	
30	45	

NOTE: C.E.U.s cannot be used to upgrade a certificate.

Groveport Madison Local Schools

**CERTIFICATED PERSONNEL APPLICATION FOR CONVERSION OF PERSONAL LEAVE
DAYS TO SICK LEAVE DAYS**

TO: Office of the Treasurer
Groveport Madison Local Board of Education

I, _____,
(Print Name)

SS # _____, hereby request to
convert _____ day(s) of my accumulated, but unused, personal leave day(s) to the
same number of sick leave day(s) for the contract year 20 _____-20 _____.

The converted days will be posted for the next school year.

I acknowledge that this application must be received by the Treasurer no later than June 30 following the contract year for which the conversion is requested; and, further, this request waives any and all other election of option(s) regarding conversion of personal leave.

Date

Employee's Signature

Groveport Madison Local Schools

APPLICATION FOR FEE WAIVERS TO O.S.U., O.D., OR CAPITAL UNIVERSITY

The following guidelines will apply to the processing of fee waivers for any eligible certificated staff member employed by the Groveport Madison Local School District. An eligible certificated staff member is one who has been employed in the Groveport Madison Local School District.

The Fee Waiver Committee is comprised of the Superintendent or his designee, one principal, the president of the GMLEA, and one teacher representative.

1. The hours received from the Ohio State University, Capital University, and Ohio Dominican will be divided as equally as possible among all eligible staff members.
2. After an eligible staff member has passed the three application deadlines to apply for hours, they cannot apply for or receive hours until the following school year.
3. If an eligible staff member applied for hours and was granted a number of hours, and that staff member does not use the hours allocated to them anytime during the school year nor does the staff member notify the committee in writing the reason for non-use (i.e., the class was closed, cancelled, or other valid extenuating circumstances), that individual will not be granted hours for the next school year.
4. You will be notified when you can pick up hours at the administrative office.

THESE GUIDELINES WILL BE *STRICTLY* ENFORCED BY THE FEE WAIVER COMMITTEE. PLEASE **DO NOT REQUEST ANY EXCEPTIONS!** DEADLINES FOR APPLICATION WILL BE THE FIRST DAY OF SCHOOL, THE WEEK BEFORE THANKSGIVING, AND FEBRUARY 14.

Name _____ SS# _____ Date _____

Building Assignment _____

Years of service with the district _____ (Seniority Date)

Indicate the actual number of hours that you are requesting for the Quarter or Quarters that you plan to attend school during the school year.

Fall _____ Winter _____ Spring _____ Summer _____

This request is for hours from OSU _____, Capital University _____, or Ohio Dominican _____.

Approved IPDP on file with LPDC for renewal? _____ Yes _____ No

Are you trying to become Highly Qualified? _____ Yes _____ No

Expiration date of license/certificate: _____

*****Only requests on this form will be considered*****

Groveport Madison Local Schools

APPLICATION FOR MATERNITY LEAVE OF ABSENCE

Name _____

Date _____

Teaching Assignment _____

Option selected, check one:

- _____ Option 1. Absence only during the period of disability with the utilization of sick leave during such disability.
- _____ Option 2. Absence during the period of disability with the utilization of sick leave followed by the extended leave of absence without pay.
- _____ Option 3. An extended leave of absence, without pay, commencing prior to the beginning of disability and extending for the balance of the school year.
- _____ Option 4. A leave of absence, without pay, for a full school year.

Anticipated delivery date _____

Final duty date prior to utilizing sick leave or leave of absence _____

Please indicate below the beginning and termination dates for utilizing sick leave. Sick leave may be used only during the period of disability. Disability, for this purpose, is the period of time during which you will be physically unable to perform all duties and functions of your assigned position. The beginning and termination dates of disability shall be established by a written statement from your doctor. Sick leave absence report forms must be completed for all days (contract) during the period of disability.

_____ Beginning Date

_____ Termination Date

Please indicate below the effective dates for your leave of absence.

_____ Beginning Date

_____ Date of Return to Duty

Do you plan to continue your insurance benefits during your leave of absence? Yes _____ No _____
If so, contact the Treasurer's office for details. Please use the reverse side of this application for additional comments.

_____ Signature of Administrator

_____ Signature of Teacher

FOR ADMINISTRATIVE OFFICE USE ONLY

Initial notification _____

Receipt of doctor's statement (anticipated delivery date) _____

Receipt of doctor's statement (date showing end of disability) _____

Date returned to duty _____

Groveport Madison Local Schools

CASH BENEFIT FOR NON-USE OF PERSONAL AND SICK LEAVE

A unit member who has not used any personal leave or sick leave during a contract year may convert (use) one personal day to a cash benefit equal to one day's salary based on the unit member's daily rate of pay. (Article V, Section C)

This form must be received by the treasurer's office by June 20.

Name: _____

Assigned Building(s): _____

Signature: _____

Date: _____

Groveport Madison Local Schools

COACHING/EXTRA-CURRICULAR SENIORITY VERIFICATION

TO: Personnel Office

_____ has been appointed to a coaching/extra-curricular position in the Groveport Madison Local School District. For computing years of past experience for their position on our salary schedule, please confirm the length of service in your system for each assignment they held, and return this form to us as soon as possible.

PLEASE COMPLETE THE SECTION BELOW:

Year	Coaching/Extra-Curricular Position	Name of School District	City/State/Zip	Type of School	
				Public	Other

Signature

Position

School System

We appreciate your cooperation in completing and returning this form to us. Please return to:

Personnel Office
Groveport Madison Local School District
5940 Clyde Moore Drive, Suite C
Groveport, Ohio 43125

Groveport Madison Local Schools

**COMPENSATION FOR SUBSTITUTING DURING CONFERENCE PERIODS
AND ABSORPTION OF CLASSES PAY FORM***

Name _____ Building _____

Social Security No. _____

Name of Absent Teacher _____

_____ **Part A:** Unit Members who teach during their conference period shall be compensated at the rate of fourteen dollars (\$14) per conference period for one to ten times, nineteen dollars (\$19) for 11-21 times, and twenty-one dollars (\$21) for more than 21 times.

Date worked _____

Number of times worked during conference periods during this school year _____

_____ **Part B:** Unit Members who are assigned additional students to be absorbed into their regular classes shall be compensated at the rate of fifteen dollars (\$15) per hour. Such compensation shall be prorated, based on the portion of the instructional day and the portion of the class being absorbed.

Date worked _____

Number of hours worked _____

Fraction of class absorbed _____

Signature of Teacher _____

Date _____

I hereby affirm that the above information is correct and that the above teacher should be paid for the time submitted.

Signature of Principal _____

Date _____

(The principal shall sign, keep a copy of this form, and give a copy of the signed form to the teacher requesting compensation. The principal shall send the original form to the Chief Fiscal Officer.)

Groveport Madison Local Schools

DECLARATION OF INTENT

SCHOOL _____ POSITION _____ DATE _____

Declaration of Intent forms are distributed each year at this time to all employees in an attempt to obtain information relative to possible resignations and request in changes of assignment for the following school year. Your cooperation in providing this information will enable the personnel office to begin planning for the next school year.

Those indicating they may be resigning should understand that this form is not used as an official resignation and that the comments shared at this time are confidential and are used only in attempting to more realistically project staff needs.

Please check the appropriate statement below indicating your intent for the next school year and return it to your building principal by _____.

1. _____ I wish to return to my present position next school year.
2. _____ I wish to return to Groveport Madison Local School District, but would like the following change in assignment:

Building _____ Assignment _____

3. _____ I do not intend to return to Groveport Madison next year.

Additional comments: _____

Signature _____

Groveport Madison Local Schools

DIRECT DEPOSIT APPLICATION

****MUST BE RETURNED TO PAYROLL OFFICE****

Groveport Madison Local School District offers direct deposit of payroll to employees of the district. Please complete and sign this form, **attach a VOIDED check**, and return the form to the payroll department.

After the bank has tested the information provided, your funds will start being directly deposited to your account. Once the system is operational, you will only receive your pay stub in your pay envelope.

Paychecks can be directly deposited into almost any bank in the U.S. Please check one of the following:

_____ I wish to have my paycheck directly deposited into my **checking** account.
(Attach your **VOIDED personal check** below.)

_____ I wish to have my paycheck directly deposited into my **savings** account.
(Please supply bank routing and account numbers.)

_____ I do **not** wish to have my paycheck directly deposited into my checking or savings account.

Signature _____

SS # _____ Date _____

ATTACH VOIDED CHECK HERE

Groveport Madison Local Schools

FLEXIBLE SPENDING ACCOUNT REIMBURSEMENT REQUEST FORM

A. EMPLOYEE INFORMATION			
Name	Social Security Number	Telephone Number ()	
Address	City	State	Zip

B. EMPLOYER INFORMATION	
Employer GROVEPORT-MADISON LOCAL SCHOOLS	Location

C. REIMBURSEABLE EXPENSES (Attach documentation) <i>MINIMUM REIMBURSEMENT \$10.00</i>				
Date Incurred	Provider of Service (If Day Care service, must include Social Security of ID Number)	Person for Whom Provided	Expense Type*	Reimbursement Amount Requested
				\$

*Expense Type Code: M = Medical D = Dependent
 NOTE: See Item #5 on reverse side for Dependent Care Reimbursement requirements.

D. CERTIFICATION	
I certify that the following is true: 1. The expenses listed above were incurred by me and/or my eligible dependents and qualify for reimbursement. (See reverse side for a description of eligible expenses.) 2. The expenses listed above are not eligible for reimbursement by any insurance plan. 3. I have not and will not deduct the above listed expenses on my Federal Income Tax returns. 4. The appropriate bills, receipts, Explanation of Benefit Statements, or documentation for day care expenses are attached.	
Employee Signature	Date

Any person who knowingly and with intent to defraud or deceive any insurance company, files a statement of claim containing any materially false, incomplete, or misleading information is guilty of a crime.

FLEXIBLE SPENDING ACCOUNT - CLAIM FILING INSTRUCTIONS

1. Please complete the claim form in full and attach copies of all receipts, invoices, or Explanation of Benefit (EOB) statements. Documentation must clearly indicate:
 - Date services incurred or supplies purchased
 - Name and address of the provider of services or supplies
 - Social Security or Tax ID Number of the provider of day care services
 - Name of the person receiving the service or supply
 - Type of expense
 - Amount of expense
 - Total amount paid by an insurance company.
2. If an insurance company did not or will not reimburse you for ANY portion of an expense that you are submitting, such as vision care or birth control pills, please mark across the top of the invoice or receipt "NOT PAID BY INSURANCE" and initial it. If it is an expense which is part of your deductible, a copy of the EOB which indicates that must be attached.
3. DO NOT SEND CANCELLED CHECKS OR STATEMENTS THAT ONLY INDICATE BALANCE DUE. THESE DO NOT SUPPLY THE REQUIRED INFORMATION.
4. Claims submitted without the necessary information will be returned to the claimant and will cause significant delay in processing reimbursement checks.
5. For day care claims, submit receipt or copy of canceled check from daycare provider showing that you have paid for the care. Include dates of service, social security or tax ID number of the care giver. This must be included on every claim.
6. Keep copies of supporting documentation for your records. We will not return what has been submitted.

ELIGIBLE EXPENSES

Expenses which can be legally reimbursed through the Health Care Spending Account are those expenses allowed by the IRS as tax deductible medical expenses and are not reimbursed or paid for by a health care plan. These expenses must be incurred during the plan year. Such expenses include, but are not limited to the following:

- Medical Plan Deductibles and co-pays
- Medical Expenses Not Reimbursed by a Medical Insurance Plan
- Eye Glasses and Contact Lenses
- Artificial Limbs
- Routine Medical Exams (Physicals)
- Doctors' Fees
- False Teeth
- Special Equipment (e.g. telephone equipment for the deaf)
- Chiropractors' Fees and Podiatrists' Fees
- Psychologists' Fees
- Orthodontia Expenses (braces)
- Travel for Essential Medical Care
- Crutches, Wheelchairs
- Prescribed Medications including Birth Control Pills and Insulin
- Medical Supplies
- Legal Sterilizations
- Dental Expenses Not Reimbursed by a Dental Plan

INELIGIBLE EXPENSES

- Expenses not eligible for reimbursement through the Health Care Spending Account:
- Diaper Service
- Funeral and Burial Expenses
- Health Club Dues (unless prescribed by a physician)
- Housekeeping Services
- Maternity Clothes
- Illegal Operations and Treatments
- Programs to Stop Smoking (unless prescribed for a specific illness)
- Weight Loss Programs (unless prescribed for a specific illness)
- Non-Prescription Drugs
- Premiums Paid for Health Care Coverage
- Donations to Volunteer Ambulance Companies
- Expense for Trips (even if for general health improvement)
- Cost of Dancing or Swimming Lessons (even if recommended by your Doctor)
- Toothpaste, Cosmetics, and Toiletries
- Contact Lens Solution and Heating Units
- Cosmetic Surgery
- Electrolysis
- Anti-Baldness Drugs
- Dental Procedures to Whiten Teeth.

Groveport Madison Local Schools

MILEAGE REIMBURSEMENT FORM

Submit one completed copy to the Treasurer on or about the last day of each month reimbursement is claimed.

NAME _____ DATE _____

MONTH _____

<u>DAY OF MONTH</u>	<u>DESTINATION AND PURPOSE</u>	<u>TOTAL MILEAGE</u>
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		
31		

TOTAL MILEAGE FOR MONTH _____

Reimbursement @ _____ per mile **AMOUNT DUE \$** _____

Signature _____
(Person requesting reimbursement)

Approved by _____ Date _____

Groveport Madison Local Schools

NOTICE OF COMPLETION OF EXTRA-CURRICULAR ACTIVITY

Social Security No. _____ CPR _____ FA _____ PAV _____

This notice will verify that on _____ the extra-curricular assignment of
(date)
_____ was successfully completed by
(fill in assignment)\

Name of coach/advisor/teacher Date

Signature of building principal Date

Signature of athletic director (if applicable) Date

This notice was noted on the supplemental contract on this day,
_____, by _____. The
amount of the contract is \$_____.

Groveport Madison Local Schools

NOTIFICATION OF CHANGE OF ADDRESS

For Treasurer and Personnel Records

Name _____ SS # _____

Building Assignment _____

New Address _____

Telephone Number _____

Effective Date _____

Does this change your city income taxing district? Yes _____ No _____

(If your city income taxing district is changed, you will receive a city income tax form from the treasurer's office. Please complete and return to the treasurer's office as soon as possible.)

_____ Date

_____ Signature of Employee

NOTE: Complete this form in duplicate and forward one copy to the treasurer's office and one copy to the office of administrator in charge of personnel.

EQUAL OPPORTUNITY EMPLOYER

PAYMENT EXPLANATION FOR SUPPLEMENTALS

The FED TAX and OHIO TAX withholdings in this example are based on the Regular Wages **ONLY** per your W-4 form.

EARNINGS			DEDUCTIONS			
Name	Units	Amount	Name	Current	Year to Date	Name
Regular Wages		\$3,383.33	FED TAX	\$ 338.39	\$ 4,399.07	
Wrestling		\$1,000.00	OHIO TAX	\$ 136.91	\$ 1,779.83	
			GP TAX	\$ 67.67	\$ 879.71	
			*STRS BD	\$ 473.67	\$ 6,157.71	
			STRS	\$ 338.33	\$ 4,398.29	
			*MEDICAL	\$ 510.90	\$ 7,192.83	
			*DENTAL	\$ 35.22	\$ 492.96	
			*LIFE	\$ 15.00	\$ 195.00	
			MEDICARE	\$ 49.06	\$ 637.78	
			*MEDICARE	\$ 49.06	\$ 637.78	

When the Supplemental Contract(s) are paid they will be listed separately from the Regular Wages on your check stub. Refer to the Wrestling Supplemental in this example.

Add the \$250 to FED TAX of your Regular Wages and \$35 to the OHIO TAX of your Regular Wages and that total should be what you will see on your check stub when your \$1,000 Supplemental is paid. The FED TAX field in this example would be \$588.39 and the OHIO TAX field would be \$171.91.

The federal taxes withheld from the Supplemental will be at the current IRS rate of 25% and the state rate of 3.5%. In this example, federal withholdings on the \$1,000 Wrestling Supplemental will be approximately \$250 and state withholdings will be approximately \$35.

$\$1,000 \times 25\% = \250 $\$1,000 \times 3.5\% = \35

Groveport Madison Local Schools

PERSONAL LEAVE REQUEST

Employee's Name _____ Date _____

Building Assignment _____ Total Number of Days Requested _____

Personal leave should not be considered as vacation time, which employees are entitled to, but is for emergencies and special events. Therefore, employees are expected to use the days judiciously.

I hereby request _____ days of personal leave beginning _____ and ending _____. Personal leave is to be used for only personal matters that cannot be conducted on non-school time.

**I affirm this leave will not be used for engaging in other employment or engaging in other income generating activity.*

Signature of Employee

Employee will file this application with their building principal or their supervising director.

FOR OFFICE USE ONLY

_____ Application approved

_____ Application not approved

Reason for non-approval _____

Date _____

Signature of Principal or Supervisor

Name of Substitute Assigned _____

Principal or Supervisor will forward this application immediately to the Treasurer of the Board of Education.

EQUAL OPPORTUNITY EMPLOYER

Groveport Madison Local Schools

PROFESSIONAL MEETING ATTENDANCE REQUEST FORM

Name _____ Date _____

Building _____ Position Assignment _____

Type of Meeting and Purpose _____

Where Held _____ Meeting Date _____

Are you a member of the sponsoring organization? _____

Number of days you will be away from your assignment _____

Estimated cost to district to attend _____

When did you last attend an out-of-district meeting? _____

Where _____ Number of days absent _____

Employee's Signature _____ Date _____

Administrator recommendation: N/A – Article IV, Section 13

1. Is a substitute available? _____ (Application should be made in ample time to secure a substitute.)

2. Will this meeting benefit the educational program of the school district? _____

3. Is any other teacher in this building, at the same grade level, going to be absent for Professional Leave on the same day as this applicant? No _____ Yes _____

4. Method of Payment: _____ District to Pay _____ Employee will pay and be reimbursed

(The unit member is responsible to register for the workshop/conference. Receipt or proof of attendance must be submitted to the Director of Curriculum upon completion of the workshop/conference.)

Official recommendation of Building Principal _____

Principal's Signature _____ Date _____

Recommendation of Assistant Superintendent/Personnel _____

Signature _____ Date _____

Board of Education approval needed? No _____ Yes _____

Date of Board of Education approval _____

NOTE: A copy of "Application for Professional Attendance" approved by the building principal must accompany this request.

EQUAL OPPORTUNITY EMPLOYER

Groveport Madison Local Schools

APPLICATION FOR PROFESSIONAL ATTENDANCE

Name _____ Date _____

School _____ Dates Requested _____

Applicable District Goal _____

Applicable Building Goal _____

Applicable Personal Goal _____

Explanation of applicability of requested attendance to above goals _____

Explanation of method of distribution of information gained (distribution to grade level/department,
building and/or district) _____

EQUAL OPPORTUNITY EMPLOYER

Groveport Madison Local Schools

REQUEST FOR CHANGE IN DEGREE ALLOWANCE

I, _____, an employee of the Groveport Madison Local School District, having completed additional college work, am requesting a change in my degree allowance classification.

Enclosed is my official college transcript verifying that I have completed _____ additional semester hours (quarter hours are equivalent to two-thirds semester hours), which now qualifies me for the degree allowance of:

- Circle one:
1. Bachelor's Degree with 150 Semester Hours (Group II)
 2. Bachelor's Degree with 150 Semester Hours containing 15 graduate Semester hours (Group III)
 3. Master's Degree (Group IV)
 4. Master's Degree + 15 Semester Hours (Group V)
 5. Master's Degree + 30 Semester Hours (Group VI)

NOTE: Unit members will have two (2) opportunities to move to a higher salary group during any one (1) contract year.

A unit member may advance to a higher salary group effective at the beginning of their contract year provided that he or she verifies the change in salary group by submitting an official transcript to the Administrator in charge of personnel no later than October 10 of that school year.

A unit member may advance to a higher salary group to become effective April 1, provided that he or she verifies the change in salary group by submitting an official transcript to the Administrator in charge of personnel no later than April 10 of that school year.

Employee's Signature _____ Date: _____

Treasurer's Signature _____ Date: _____

Superintendent's Signature _____ Date: _____

EQUAL OPPORTUNITY EMPLOYER

RETIRE/REHIRE NOTICE

(Name, please print)

(Building)

(Subject and/or grade taught)

Per Article XXVII of the Negotiated Agreement I intend to take advantage of the retire/rehire option.

I understand that I must submit this form and my letter of resignation by January 15 to the Personnel Department in order to take advantage of this option in the agreement.

(Signature)

(Date)

Groveport Madison Local Schools

SEVERANCE PAY BENEFICIARY

According to Article IV, Section N-4, of the negotiated agreement, "Upon the death of a unit member, the Groveport Madison Local School District shall pay to the unit member's designated beneficiary, an amount equal to one-fourth (1/4) the value of the unit member's accrued, but unused, sick leave days."

Please designate your beneficiary on the form below. Please print.

Name _____

Beneficiary: (If you designate more than one, please include the percentage of the severance pay they are to receive.)

Beneficiary _____

Contingent Beneficiary _____

Signature _____ Date _____

EQUAL OPPORTUNITY EMPLOYER

Groveport Madison Local Schools

SICK LEAVE BANK AUTHORIZATION

Name _____ Social Security No. _____

Building _____

I hereby authorize the Groveport Madison Local School Board to deduct _____ sick day(s) from my accumulated amount according to Article V, Section A3, of our Master Agreement. I understand this deduction will be transferred to a Sick Leave Bank account to be administered by the Groveport Madison Local Education Association. I also understand that the donated sick leave day(s) will be considered usage.

Signature _____ Date _____

GMLEA Representative _____ Date _____

Original: Employee's Payroll File

Copy: GMLEA Sick Leave Bank Chairperson
Sick Leave Bank File – Personnel
Director of Certificated Personnel

DATE RECEIVED BY TREASURER'S OFFICE _____

EQUAL OPPORTUNITY EMPLOYER

Groveport Madison Local Schools

SICK LEAVE BANK REQUEST FORM

Name _____ Social Security No. _____

Building _____

I hereby certify that I have or will have exhausted my sick leave and personal leave as of (date) _____ . According to Article V, Section A3, of our Master Agreement, I am requesting _____ day(s) of sick leave to begin on (date) _____ for the following reasons:

Signature _____ Date _____

GMLEA Sick Leave Bank Chairperson _____
Date _____

Original: Employee's Payroll File

Copy: GMLEA Sick Leave Bank Chairperson
Sick Leave Bank File – Personnel
Director of Certificated Personnel

DATE RECEIVED BY TREASURER'S OFFICE _____

DATE CREDITED TO RECEIVING EMPLOYEE _____

EQUAL OPPORTUNITY EMPLOYER

Groveport Madison Local Schools

TIME SHEET ADDENDUM

Explanation form for (H) "Other" must be signed by Principal and turned in with pay form.

Name _____ Building _____

Individual/Small Group Instruction –NON-Instructional 4-H

DATE	ACTIVITY
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Principal's Signature _____ Date _____

EQUAL OPPORTUNITY EMPLOYER

TRANSITION COACH APPLICATION

Article XXIV, Section I

Name: _____

Building: _____

Grade Level/Subject Area: _____

Years of experience in this area: _____

Reason (s) for requesting to be considered for a position as a transition coach:

CONTRACT ADDENDUM AND WAIVER FOR STRS RETIREES

In consideration of the decision of the GROVEPORT MADISON LOCAL SCHOOL DISTRICT to employ me following my service retirement, and in consideration of the benefits which will otherwise accrue to me as a result of such retirement, I understand and agree that the terms of my employment and compensation will differ from that of other bargaining unit members and acknowledge that I have been provided information describing the terms of my employment and compensation as a STRS retiree at GROVEPORT MADISON LOCAL SCHOOL DISTRICT.

I understand that the terms of my employment and compensation as a STRS retiree at GROVEPORT MADISON LOCAL SCHOOL DISTRICT may involve the relinquishment of rights and benefits to which I might otherwise be entitled pursuant to Sections 124.39, 3317.12, 3317.14, 3319.07, 3319.08, 3319.081, 3319.083, 3319.084, 3319.11, 3319.111, 3319.12, 3319.13, 3319.131, 3319.141, 3319.16, 3319.17 of the Ohio Revised Code and other applicable provisions of law.

I hereby voluntarily **WAIVE AND RELEASE** any claims concerning the above-described rights and benefits which I might have against the GROVEPORT MADISON LOCAL SCHOOL DISTRICT, the Groveport Madison Education Association, or the officers, employers, or agents of either, past or present, including but not limited to any claims for age discrimination arising under the Ohio age discrimination laws, the federal age discrimination law (the Age Discrimination in Employment Act or "ADEA"), or a municipal ordinance.

I understand that the Groveport Madison Local School District recommends that I consult with an attorney before signing this Addendum. I understand that I may revoke this Addendum within 7 calendar days after signing it, and that in order of this revocation to be effective, written notice must be received by the Board no later than the close of business on the seventh day after I have signed this Addendum.

I also understand that by law, I am allowed 21 calendar days to review this Addendum before signing it. However, I am hereby voluntarily **RELEASING AND WAIVING** my right to this 21-day review period. I am **NOT**, however, waiving my right to revoke this Addendum 7 days after signing it, as described above.

EMPLOYEE

Groveport Madison Local School District
BOARD OF EDUCATION

By _____
President

Date above signed: _____

And by _____
Treasurer

Date above signed: _____

FAMILY MEDICAL LEAVE ACT

GENERAL OVERVIEW

INTRODUCTION

The Family Medical Leave Act is a federal law under which covered employers must grant an eligible employee up to a total of 12 workweeks of *unpaid* leave during any 12-month period for one or more of the following reasons:

- for the birth and care of the newborn child of the employee;
- for placement with the employee of a son or daughter for adoption or foster care;
- to care for an immediate family member as defined in Article 5, Section, A. Sick Leave in the Master Agreement between the parties) with a serious health condition; **or**
- to take medical leave when the employee is unable to work because of a serious health condition.

Employees on FMLA leave shall continue to receive insurance benefits on the same basis as when they were actively working. Following FMLA leave, employees are entitled to be reinstated to their former positions or an equivalent position.

The Groveport Madison Local School District is a covered employer under the FMLA and must grant eligible employees up to a total of 12 workweeks of unpaid leave during any 12-month period; provided that, the employee has a qualifying absence.

DEFINITIONS

Eligible employee

To be eligible for FMLA leave, you must have worked for GMLSD for:

- *at least 12 months*; and,
- *at least 1,250 hours* in the 12 months immediately preceding the first day of leave.

** Full-time teachers are deemed to meet the *1,250 hour* requirement unless the employer can clearly demonstrate that the employee did not work at least 1,250 hours during the preceding 12-month period.

Serious health condition

An illness, injury, impairment, or physical or mental condition that involves:

- 1) overnight/inpatient care and any period of incapacity or subsequent treatment in connection with such inpatient care; or
- 2) continuing treatment by a health care provider which means:
 - a) incapacity/inability to work involving more than 3 consecutive calendar days with either:
 - 2 or more treatments by or under the order/referral of a health care provider, or
 - 1 treatment followed by a regimen of continuing treatment.
 - b) any period of incapacity or subsequent treatment relating to conditions treated in a)
 - c) any period of incapacity due to pregnancy or for prenatal care

- d) any period of incapacity or treatment for a chronic health condition which must include: periodic visits for treatment, which continue over an extended period and which may also be episodic
- e) a period of incapacity which is permanent or long term incapacity for which treatment may be ineffective and which requires the supervision of a health care provider,
- f) any period of absence for multiple treatments following restorative surgery or a condition that is likely to result in incapacity for more than 3 consecutive calendar days without medical intervention and any period of recovery relating to such treatments.

FREQUENTLY ASKED QUESTIONS

Q: How much leave am I entitled to under FMLA?

If you are an "eligible" employee, you are entitled to 12 weeks of leave for certain family and medical reasons during a 12-month period.

Q: How is the 12-month period calculated under FMLA?

The "12-month period" is the 12 months immediately preceding the use of FMLA leave.

Q: Does the law guarantee paid time off?

No. The FMLA only requires unpaid leave.

However, the law permits an employee to elect, or the employer to require the employee, to use accrued paid leave, such as vacation or sick leave, for some or all of the FMLA leave period; provided that, the employee qualifies for the paid leave. When paid leave is substituted for unpaid FMLA leave, it may be counted against the 12-week FMLA leave entitlement if the employee is properly notified of the designation when the leave begins.

Q: Who is considered an immediate "family member" for purposes of taking FMLA leave?

Immediate family includes those people so identified in Article 5, Section A. Sick Leave of the Master Agreement between the parties. The terms son or daughter do not include individuals age 18 or over unless they are "incapable of self-care" because of mental or physical disability that limits one or more of the "major life activities."

There is additional information available on the U.S. Department of Labor website at: <http://www.dol.gov/esa/whd/fmla/>.

If you have questions about FMLA eligibility or coverage, please contact the Director Personnel at the offices of the Groveport Madison Local School District.

GROVEPORT MADISON LOCAL SCHOOL DISTRICT

Indexed Salary Schedule - July 1, 2015 through June 30, 2016

STEP	GROUP I	GROUP II	GROUP III	GROUP IV	GROUP V	GROUP VI
0	\$34,901	\$36,472	\$38,042	\$40,136	\$41,882	\$43,627
1	\$36,751	\$38,322	\$39,892	\$42,161	\$43,976	\$45,825
2	\$38,601	\$40,171	\$41,742	\$44,185	\$46,070	\$48,024
3	\$40,451	\$42,021	\$43,592	\$46,209	\$48,164	\$50,223
4	\$42,300	\$43,871	\$45,441	\$48,234	\$50,258	\$52,422
5	\$44,150	\$45,721	\$47,291	\$50,258	\$52,352	\$54,620
6	\$46,000	\$47,570	\$49,141	\$52,282	\$54,446	\$56,819
7	\$47,850	\$49,420	\$50,991	\$54,306	\$56,540	\$59,018
8	\$49,699	\$51,270	\$52,840	\$56,331	\$58,634	\$61,217
9	\$51,549	\$53,120	\$54,690	\$58,355	\$60,728	\$63,416
10	\$53,399	\$54,969	\$56,540	\$60,379	\$62,822	\$65,614
11	\$55,249	\$56,819	\$58,390	\$62,403	\$64,916	\$67,813
12	\$57,098	\$58,669	\$60,240	\$64,428	\$67,010	\$70,012
13	\$58,948	\$60,519	\$62,089	\$66,452	\$69,104	\$72,211
14	\$58,948	\$60,519	\$63,939	\$68,476	\$71,199	\$74,409
15	\$60,798	\$62,369	\$65,789	\$72,525	\$75,387	\$78,807
19	\$62,648	\$64,218	\$67,639	\$74,549	\$77,481	\$81,006
23	\$66,347	\$67,918	\$71,338	\$78,598	\$81,669	\$85,403

GROVEPORT MADISON LOCAL SCHOOL DISTRICT**Indexed Salary Schedule - July 1, 2016 through June 30, 2017**

STEP	GROUP I	GROUP II	GROUP III	GROUP IV	GROUP V	GROUP VI
0	\$35,774	\$37,384	\$38,994	\$41,140	\$42,929	\$44,718
1	\$37,670	\$39,280	\$40,890	\$43,215	\$45,075	\$46,971
2	\$39,566	\$41,176	\$42,786	\$45,290	\$47,222	\$49,225
3	\$41,462	\$43,072	\$44,682	\$47,365	\$49,368	\$51,479
4	\$43,358	\$44,968	\$46,578	\$49,440	\$51,515	\$53,733
5	\$45,254	\$46,864	\$48,474	\$51,515	\$53,661	\$55,986
6	\$47,150	\$48,760	\$50,370	\$53,589	\$55,807	\$58,240
7	\$49,046	\$50,656	\$52,266	\$55,664	\$57,954	\$60,494
8	\$50,942	\$52,552	\$54,162	\$57,739	\$60,100	\$62,748
9	\$52,838	\$54,448	\$56,058	\$59,814	\$62,247	\$65,001
10	\$54,734	\$56,344	\$57,954	\$61,889	\$64,393	\$67,255
11	\$56,630	\$58,240	\$59,850	\$63,964	\$66,540	\$69,509
12	\$58,526	\$60,136	\$61,746	\$66,039	\$68,686	\$71,763
13	\$60,422	\$62,032	\$63,642	\$68,114	\$70,833	\$74,016
14	\$60,422	\$62,032	\$65,538	\$70,189	\$72,979	\$76,270
15	\$62,318	\$63,928	\$67,434	\$74,338	\$77,272	\$80,778
19	\$64,214	\$65,824	\$69,330	\$76,413	\$79,418	\$83,031
23	\$68,006	\$69,616	\$73,122	\$80,563	\$83,711	\$87,539

GROVEPORT MADISON LOCAL SCHOOL DISTRICT

Indexed Salary Schedule - July 1, 2017 through June 30, 2018

STEP	GROUP I	GROUP II	GROUP III	GROUP IV	GROUP V	GROUP VI
0	\$36,489	\$38,131	\$39,773	\$41,963	\$43,787	\$45,612
1	\$38,423	\$40,065	\$41,707	\$44,079	\$45,976	\$47,910
2	\$40,357	\$41,999	\$43,641	\$46,195	\$48,166	\$50,209
3	\$42,291	\$43,933	\$45,575	\$48,312	\$50,355	\$52,508
4	\$44,225	\$45,867	\$47,509	\$50,428	\$52,545	\$54,807
5	\$46,159	\$47,801	\$49,443	\$52,545	\$54,734	\$57,106
6	\$48,093	\$49,735	\$51,377	\$54,661	\$56,923	\$59,405
7	\$50,027	\$51,669	\$53,311	\$56,777	\$59,113	\$61,703
8	\$51,961	\$53,603	\$55,245	\$58,894	\$61,302	\$64,002
9	\$53,895	\$55,537	\$57,179	\$61,010	\$63,491	\$66,301
10	\$55,829	\$57,471	\$59,113	\$63,126	\$65,681	\$68,600
11	\$57,762	\$59,405	\$61,047	\$65,243	\$67,870	\$70,899
12	\$59,696	\$61,338	\$62,980	\$67,359	\$70,059	\$73,197
13	\$61,630	\$63,272	\$64,914	\$69,476	\$72,249	\$75,496
14	\$61,630	\$63,272	\$66,848	\$71,592	\$74,438	\$77,795
15	\$63,564	\$65,206	\$68,782	\$75,825	\$78,817	\$82,393
19	\$65,498	\$67,140	\$70,716	\$77,941	\$81,006	\$84,692
23	\$69,366	\$71,008	\$74,584	\$82,174	\$85,385	\$89,289

GROVEPORT MADISON LOCAL SCHOOL DISTRICT**Indexed Salary Schedule - July 1, 2018 through June 30, 2019**

STEP	GROUP I	GROUP II	GROUP III	GROUP IV	GROUP V	GROUP VI
0	\$37,401	\$39,085	\$40,768	\$43,012	\$44,882	\$46,752
1	\$39,384	\$41,067	\$42,750	\$45,181	\$47,126	\$49,108
2	\$41,366	\$43,049	\$44,732	\$47,350	\$49,370	\$51,464
3	\$43,348	\$45,031	\$46,714	\$49,520	\$51,614	\$53,821
4	\$45,331	\$47,014	\$48,697	\$51,689	\$53,858	\$56,177
5	\$47,313	\$48,996	\$50,679	\$53,858	\$56,102	\$58,533
6	\$49,295	\$50,978	\$52,661	\$56,027	\$58,346	\$60,890
7	\$51,277	\$52,961	\$54,644	\$58,197	\$60,590	\$63,246
8	\$53,260	\$54,943	\$56,626	\$60,366	\$62,835	\$65,602
9	\$55,242	\$56,925	\$58,608	\$62,535	\$65,079	\$67,959
10	\$57,224	\$58,907	\$60,590	\$64,705	\$67,323	\$70,315
11	\$59,207	\$60,890	\$62,573	\$66,874	\$69,567	\$72,671
12	\$61,189	\$62,872	\$64,555	\$69,043	\$71,811	\$75,027
13	\$63,171	\$64,854	\$66,537	\$71,212	\$74,055	\$77,384
14	\$63,171	\$64,854	\$68,520	\$73,382	\$76,299	\$79,740
15	\$65,153	\$66,836	\$70,502	\$77,720	\$80,787	\$84,453
19	\$67,136	\$68,819	\$72,484	\$79,890	\$83,031	\$86,809
23	\$71,100	\$72,783	\$76,449	\$84,228	\$87,519	\$91,521