

STATE EMPLOYMENT  
RELATIONS BOARD

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MASTER AGREEMENT

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BETWEEN THE

RAVENNA EDUCATION ASSOCIATION

AND THE

RAVENNA BOARD OF EDUCATION

September 1, 2016 - August 31, 2019

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ARTICLE 1. **RECOGNITION AND NEGOTIATIONS PROCEDURE**

The Ravenna Board of Education, hereinafter referred to as the "Board," recognizes the Ravenna Education Association (an affiliate of the Ohio Education Association and the National Education Association), hereinafter referred to as the "Association" or "REA," as the sole and exclusive bargaining agent for all certificated professional personnel in the Ravenna School District, hereinafter referred to as the "District," except casual substitutes, tutors, and administrative personnel. "Administrative Personnel" shall be defined as employees who have the authority to recommend for employment, discharge, adjust grievances, evaluate employees relative to the performance of their professional duties during the regular school day, or to make recommendations in such matters. Tutors and certified child care employees are not covered under this bargaining agreement, are not entitled to the provisions contained herein, and shall not be hired under a limited teacher contract.

The purpose of such recognition shall be to bargain collectively as defined in ORC 4117. Exclusive recognition means that the Board will not deal with any other organization, in a manner or for a purpose inconsistent with terms of this Agreement; provided, however, that no person or group of persons shall be denied their legal right(s) to address the Board on any subject of interest to that person or group.

If, during the term of this Contract, fifty percent (50%) or more of the bargaining unit petition to change the sole and exclusive right of the Association as the bargaining unit, and consistent with the provisions of ORC 4117, then an election shall be held under the provisions of ORC 4117.

Either the Association or the Board may initiate negotiations by letter of submission forwarded to the other party during the year of expiration of this Contract. The initial session shall be for the purpose of agreeing to ground rules for negotiations. At any negotiation session, either party may be represented by not more than five (5) representatives, unless mutually agreed to by both parties.

A. **AGREEMENT**

1. As tentative agreement is reached on each item, it shall be reduced to writing and initialed by a representative of both parties. When tentative agreement is reached on all items being negotiated, a final written copy shall be submitted first to the Association for ratification and then to the Board at its next regular or special meeting for adoption. Both teams shall recommend and urge approval of their respective groups.
2. Upon approval of both parties, the final agreement shall be signed by the President of the Board of Education, the Superintendent and Treasurer, the REA President and the REA Negotiating Team.
3. The Association shall be responsible for typing and printing the Negotiated Agreement in its final 8-1/2" X 11" form.

Both parties shall equally share the cost of any materials and labor.

4. Within thirty (30) days after this Master Agreement is signed, the Association shall receive two hundred fifty (250) copies and the Board shall receive two hundred (200) copies. Any

subsequent revisions or amendments also shall be printed and distributed to all members of the bargaining unit. The expense of such printing(s) shall be borne equally by the Board and the Association.

**B. DISAGREEMENT**

1. If, after sixty (60) calendar days from the first negotiations session, agreement has not been reached on all items under negotiations, either party may call for the services of the Federal Mediation and Conciliation Service to assist in negotiations.
2. If a party calls for said services, the other party shall join in a joint request.
3. This shall be the parties' mutually-agreed Dispute Resolution Procedure under Ohio Revised Code 4117.14 (C)(1)(f). At any time following the involvement of the mediator, either party may declare impasse, which declaration shall be deemed to have exhausted the Dispute Settlement Procedure.

**C. AMENDMENT OF AGREEMENT**

1. Should the possible need for an amendment to this Agreement become evident to either party, said party to the Agreement shall identify such need to the other party in writing and request a meeting of the respective negotiating teams for discussion thereof.
2. When any agreements on amendments to this Contract are made, they shall be reduced to writing and ratified by both parties as per Section A.2, above.

ARTICLE 2. **LEAVES OF ABSENCE**

**A. SICK LEAVE**

1. All bargaining unit members shall be entitled to one and one-fourth (1 1/4) Sick Leave days for each month of service, or up to fifteen (15) days for the school year, cumulative and without limit. Bargaining unit members shall be entitled to an advancement of five (5) days of sick leave each year to be charged against the sick leave he or she accumulates as per Sections 3319.08 and 3319.141 of the Ohio Revised Code.
2. Sick Leave days may be used for the following reasons:
  - a. Personal illness (including medical or dental appointments) in one-fourth (1/4) day increments.
  - b. Personal injury
  - c. Exposure to contagious disease which could be communicated to others.

- d. Pregnancy
  - e. Illness, injury or death of a person in the bargaining unit member's immediate family. (Immediate family includes any resident in the bargaining unit member's home, spouse, brother, sister, child, father, mother, father- or mother-in-law, grandparent, grandchild, foster parent, son- or daughter-in-law, brother- or sister-in-law, stepparent, and foster and stepchildren.)
3. Sick Leave accumulation shall be reflected on each bargaining unit member's pay stub.
  4. While on Sick Leave or advancements, the bargaining unit member is regarded as a regular bargaining unit member and insurances shall continue just like any other person on Sick Leave. However, when a bargaining unit member transfers from Sick Leave to unpaid leave, the right to continue any and/or all fringe benefits is as per Section O. of this Article.
  5. Each bargaining unit member may, on a voluntary basis, contribute one (1) day a year to a "Sick Leave Bank" administered by the Board. Each bargaining unit member wishing to do so shall notify the Board Treasurer by October 1st of any given year of his/her intent to make a contribution, and will authorize the Treasurer to reduce by one (1) day his/her accumulated unused Sick Leave total. The Board Treasurer shall then deduct that day from that bargaining unit member's total accumulation and credit that day to the "Sick Leave Bank." Following the October 1st date, the Board Treasurer shall notify the Association President of the number of days available in the "Sick Leave Bank." The Association President shall notify the Board Treasurer when days are to be credited to bargaining unit members in need of Sick Leave days. This notice will identify to whom the days are to be credited and the number of days to be so credited.

**B. PERSONAL LEAVE**

1. Each bargaining unit member will be granted, upon request, two (2) days of unrestricted Personal Leave, noncumulative with pay.

Said leave shall not be taken the day before or the day after:

- A vacation and/or holiday
- Conference comp day

Said leave shall not be taken on:

- Statewide testing days
- Conference days
- Records Day
- Convocation day
- Teacher preparation days

Any personal leave shall not be granted without a seventy-two (72) hour written request, except in the case of an emergency. The total number of unrestricted personal days approved by the district per work day shall be six (6), except in the case of an emergency as

defined in Paragraph 3 below. There shall be no unrestricted personal days used on Mondays and Fridays after May 15 for the remainder of the school year, except in special circumstances as approved by the Superintendent.

2. Each bargaining unit member may be granted an additional maximum of one (1) day Personal Leave, subject to the approval of the Superintendent, upon forty-eight (48) hours advance written request. The forty-eight (48) hour requirement may be waived in the case of an emergency.
3. Personal Leave for purposes granted upon the approval of the Superintendent only in Paragraph 2, above, is defined as: The death of a relative or close friend; graduation of bargaining unit member or member of immediate family; travel complications beyond control; marriage of bargaining unit member or member of immediate family; to see a family member or fiancée off for overseas military duty; closing on a real property transaction; and personal emergencies.
4. An employee whose religion observes holidays that occur when school is in session shall be given unpaid leave for such days upon written request. Said leave shall not be chargeable to any days in Section B.1, above.

C. **PERSONAL AND SICK LEAVE INCENTIVE**

In an attempt to assure a high level of classroom instruction and to recognize the dedication of bargaining unit members, the following Attendance Incentives shall be provided:

1. Personal Leave Incentive
  - a) Any bargaining unit member who doesn't use his or her two (2) unrestricted personal days, will receive an additional two hundred dollars (\$200.00) or convert these days to sick leave. Bargaining unit members will notify the treasurer by June 1 of their preference, payment or conversion. In the absence of notification the treasurer will issue payment.
  - b) Any bargaining unit member who uses a portion of his or her two (2) days but has time remaining at the end of the school year will receive an incentive bonus under the following schedule:

Unrestricted Personal Leave	Amount to be Paid
Balance	
2.00 days	\$200.00
1.75 days	\$ 87.50
1.50 days	\$ 75.00
1.25 days	\$ 62.50
1.00 day	\$ 50.00
.75 day	\$ 37.50
.50 day	\$ 25.00

.25 day

\$ 12.50

2. In addition to the above, each bargaining unit member (except those who are on leaves of absence for more than forty-five (45) days during a school year) shall be entitled to One Hundred Fifty Dollars (\$150.00) if the District target of ninety-six percent (96%) is reached for the school year, which includes both sick leave and personal leave.
3. Payments shall be made in June and unused days shall be credited to sick leave for each school year annually.

**D. COMPULSORY LEAVE**

Released time shall be granted for substantiated and required appearances in court, except for litigation initiated by the bargaining unit member. Witness fees and any other compensation received, if any, shall be forwarded to the Board within thirty (30) days of receipt by the bargaining unit member, in order to get regular pay for time released.

**E. LEAVE FOR JURY DUTY**

Bargaining unit members will be granted leave for jury duty upon request. Bargaining unit members shall not be required to remit jury duty pay to the Board.

**F. PHYSICAL ASSAULT LEAVE**

1. A bargaining unit member who wishes to use Assault Leave shall file for Workers' Compensation and file a police report in a timely fashion if directed to do so by the Superintendent.
2. Whenever a bargaining unit member is absent from school as a result of an injury or illness caused by an assault occurring during the bargaining unit member's scope of employment, the Board shall pay the bargaining unit member's salary for the period of absence, but the period of absence shall not exceed sixty (60) working days.
3. Should the need exceed sixty (60) working days, the bargaining unit member may apply for an extension or extensions as may be medically necessary. However, in the instance of such request for extension or extensions, the Board may request examination by a physician of its choosing, with such an examination at the Board's expense. Moreover, such extension or extensions cannot exceed a total of one hundred twenty (120) working days, totally or partially paid in combination with Workers' Compensation and the Board.
4. If Workers' Compensation is paid, the Board will pay the difference between this compensation and his/her current rate of pay.
5. The bargaining unit member shall complete all accident forms required by the Board, the nature, the participants, witnesses, and place of assault, and shall furnish a signed statement

on forms prepared by the Board to justify the use of the Physical Assault Leave. A copy of the police report shall be attached to the statement.

6. Bargaining unit members claiming Physical Assault Leave for more than three (3) consecutive workdays shall be required to file, with the Treasurer, a certificate from a licensed physician. Said certificate shall state the nature and duration of the disability. Falsification, by the bargaining unit member, of either a signed statement or a physician's certificate may be grounds for suspension or termination of employment under Section 3319.16 of the Ohio Revised Code.
7. Absence stemming from physical assault shall not be charged against Sick Leave.

**G. PROFESSIONAL LEAVE**

1. Paid Professional Leave may be granted in accordance with the goals of the District, upon the application to and the approval of the Superintendent or his/her designee. The requested leave must serve the following purposes:
  - a. Improvement of the quality of instruction.
  - b. Understanding of the learning process.
  - c. New ideas to enrich teaching.
  - d. A greater understanding of children.
  - e. Increased professional spirit.
2. Bargaining unit members shall have the option of requesting unpaid or partially-paid Professional Leave. Bargaining unit members shall provide forty-eight (48) hours advance written application for Professional Leave which is consistent with the approved building use.

**H. PROFESSIONAL STUDY/SABBATICAL LEAVE**

1. Any bargaining unit member who has completed three (3) consecutive years as a member of the professional staff of the Ravenna School District may be granted by the Superintendent a leave of absence with partial pay for professional improvement for up to one (1) full school year, subject to the following restrictions:
  - a. Application for such leave shall be made in writing to the Superintendent at least sixty (60) days in advance of the date of commencement of the leave.
  - b. The application must be supported by an outline of the program study or research to be pursued, or other area of professional improvement.

- c. The applicant must be notified by the Superintendent of the disposition of the request within thirty (30) days of its receipt. If such request is granted, the leave of absence must be used specifically for the purpose outlined with the application. Any deviation from the terms of the leave without written agreement from the Board or the Superintendent will terminate the leave of absence.
- d. "Partial Pay" shall be defined as the difference between the compensation of the replacement bargaining unit member and the regular bargaining unit member's expected compensation.
- e. Generally, the Administration will not consider a leave to any bargaining unit member more often than once every five (5) years, nor grant a second leave to the same individual when other members of the staff have a pending request for said leave.

## 2. Reinstatement

- a. Application for Reinstatement: Application for reinstatement must be made at least thirty (30) days prior to the expiration of a leave of absence for study, or professional improvement. The application must be accompanied by supporting evidence or statements showing that the plan for study, or professional growth was carried out.
- b. Reinstatement: The Board will guarantee the bargaining unit member the same or similar position held by the bargaining unit member prior to the leave.
- c. Retention: In order to be considered for a leave of absence for study, or professional improvement, the bargaining unit member must guarantee to the Board that, if said leave request is granted, upon completion of said leave, the bargaining unit member shall return to the Ravenna School District and perform professional services as a bargaining unit member for not less than one (1) year.

## I. PARENTAL LEAVE

### 1. Transfer to Child Care

When a bargaining unit member has exhausted Sick Leave and advancements thereof; or when a bargaining unit member becomes, in her doctor's opinion, able to work but chooses not to work for the purpose of child care; or when there is no need for the bargaining unit member to use Sick Leave for illness in the family, the bargaining unit member may transfer to Unpaid Child Care Leave.

### 2. Unpaid Child Care

Upon request, the bargaining unit member, after completion of the Leave of Absence Form which shall contain the term of the leave, shall be granted a leave of absence for a period not to exceed two (2) calendar years. The specific length of leave shall be stated by the bargaining unit member and may only be ended at the beginning of a grading period, except

in the case of pregnancy interruption or legal problems with adoption. The bargaining unit member shall be reinstated to the same building and general level/subject held prior to the unpaid leave if the leave is for one (1) year. There shall be no requirement to reinstate to the same building and general level/subject if the leave exceeds one (1) year. The bargaining unit member should give as much advance notice as possible to the Superintendent of his/her intended transfer from Sick Leave to unpaid leave.

The provisions of this paragraph shall apply to both male and female bargaining unit members.

3. Adoption Leave

An unpaid leave for the purpose of adopting a child shall be granted upon request to the Superintendent. Such leave shall be requested on the Leave of Absence Form, and shall request a beginning date no earlier than two (2) weeks prior to the anticipated date of custody and shall not exceed one (1) calendar year. Upon conclusion of such leave, the bargaining unit member shall be reinstated to the same building and general level/subject held prior to the unpaid leave.

4. Any commitment relative to returning a bargaining unit member after leave, as herein made, is contingent on his/her position on the teaching staff not being affected by a Reduction In Force.

J. UNPAID PERSONAL ILLNESS LEAVE

1. Eligibility

Any bargaining unit member who is unable to perform satisfactorily the duties of his/her position because of personal illness or of other disability, may be granted a leave of absence without pay for the remainder of the school year or for a full school year. Such leave of absence may be renewed for an additional school year.

2. Application for Leave

The application for such leave of absence or its renewal, must be accompanied by a statement from the attending physician, in consultation with the school physician if deemed necessary, recommending that the bargaining unit member be relieved of duties, unless such statement is waived by the Superintendent.

3. Application for Reinstatement

If the bargaining unit member on leave of absence desires to be reassigned to duty with the Board following the termination of a leave, application for reinstatement must be made in writing to the Superintendent at least thirty (30) days before the expiration of the leave.

4. Reinstatement

Reassignment of the bargaining unit member to duty following a leave of absence shall be made at the end of the next semester or full school year or sooner if feasible.

5. Unrequested Leave of Absence

If a bargaining unit member is unable to perform satisfactorily the duties of his/her position because of physical or other disability, or if the bargaining unit member has been absent on account of personal illness for a continuous period of ninety (90) days, the Superintendent may recommend, without the request of the bargaining unit member, that upon exhaustion of Sick Leave, a leave of absence be granted for a part of the school year, for the remainder of the school year or for a full school year, and renewals thereof, and the Board may grant such leave in accordance with the provisions of the law.

K. MILITARY LEAVE

1. Eligibility

Any bargaining unit member shall be granted a leave of absence to be inducted or otherwise enter military duty, in accordance with the provisions of the law.

2. Application for Leave

The application for leave for military duty shall be made as far in advance of that duty as is feasible but no later than the date upon which orders to report for military duty are received.

3. Application for Reinstatement

Application for reinstatement as a bargaining unit member shall be made within thirty (30) days after discharge from military service for which leave was granted.

4. Reinstatement

Upon evidence of honorable separation from military service and upon proper application for reinstatement to duty, a member of the professional staff shall be reemployed at the beginning of the next school year, subject to passing a physical examination, provided such application is made not less than thirty (30) days prior to the first day of the next school year.

5. For purposes of seniority and placement on the salary schedule, up to five (5) years of absence in the service of the Armed Forces of the United States or the auxiliaries thereof, shall be counted as though the bargaining unit member's service had been performed during such time.

L. **POLITICAL LEAVE**

1. A bargaining unit member has the right to become a candidate for public office and to serve in said elective office unless there is specific legal prohibition. Leave for this purpose shall be granted by the Board upon request by the bargaining unit member. Leave for this purpose shall be for the first term of elected office. The bargaining unit member shall notify the Board of his/her intent to return to employment in the School District no later than March 1st of the last year of the first term of office.
2. If a bargaining unit member is elected to an office of the Ohio Education Association or National Education Association which is a full-time office, said bargaining unit member shall be granted an unpaid leave of absence for the term of service. Upon return to service at the expiration of his/her leave of absence, he/she shall resume the contract status which he/she held prior to such leave.
3. A bargaining unit member who has been on Political Leave of Absence shall be returned to the same or similar assignment as held before taking leave. In the event that the position has been eliminated, the bargaining unit member shall be assigned a similar position. In the event that a similar position is not available (open), the bargaining unit member shall be assigned to any position for which he/she is certificated. Such leave shall not interrupt years of service for seniority and salary placement.

M. **OTHER LEAVES OF ABSENCE**

1. Upon recommendation of the Superintendent, the Board may authorize leaves of absence for bargaining unit members when it deems such leaves to be reasonable.
2. Leaves of absence shall be limited to a period not to exceed two (2) years, and shall be granted only after a written request and full study of each situation.

N. **GENERAL RULES AND REGULATIONS REGARDING LEAVES**

1. **Authorized Leave**

Leaves of absence may be authorized only by the Board upon recommendation of the Superintendent and only as provided by these rules and regulations and within the provisions of the ORC governing such leaves. Unauthorized absence from duty following the expiration of a leave of absence or a renewal thereof, or failure to comply with the provisions of the leave, may be considered by the Board as termination of contract by the bargaining unit member.

2. **Application for Leave of Absence**

The application for a leave of absence, or an extension or renewal thereof, must be made in writing to the Superintendent, stating the purpose of the leave, and the period of the leave and

must be accompanied by certain specified supporting statements concerning the need for or desirability of said leave.

3. The Superintendent must give a written answer to a request for a leave of absence within ten (10) days of the request.

**O. RIGHTS WHILE ON LEAVE OF ABSENCE**

1. Bargaining unit members on unpaid leaves of absence shall be entitled to full fringe benefits at their own expense. Responsibility for making these payments rests with the bargaining unit member, not the Board; all such expenses shall be paid by the bargaining unit member to the Treasurer at least one (1) month in advance. The premium for any and/or all insurances selected by the bargaining unit member shall be paid at the full amount, through the Board.
2. Upon written application to return from leave, a bargaining unit member on unpaid leave shall be reinstated to a similar class assignment as that held prior to the leave.

P. The Standard Leave Form is attached as Appendix A.

**Q. FAMILY MEDICAL LEAVE CLAUSE**

1. The Board and the REA recognize that unit members are entitled to leave rights provided by the Family Medical Leave Act (FMLA). It is agreed that FMLA entitlements shall be used concurrently with existing Sick Leave entitlements.
2. Eligible employees may elect to use FMLA Leave in place of Sick Leave at the employee's option.
3. For purposes of this Section, the "12 month period" shall be the contract period, September 1st-August 31st.

**ARTICLE 3. INTERNAL SUBSTITUTION**

- A. Every attempt will be made to provide a duly certificated substitute for each absent bargaining unit member to whom class responsibilities are assigned. In order to assure classroom coverage, the procedures set forth below shall be implemented:
1. At the beginning of each school year, a notice re: "Internal Substitution" shall be posted in the main office and staff rooms/lounges of each building to give bargaining unit members an opportunity to substitute during their planning/conference periods.
  2. Bargaining unit members willing to substitute during their planning/conference periods for absent bargaining unit members will be placed on a rotational Internal Substitution List.

3. Bargaining unit members who volunteer to substitute during their planning/conference period shall have the option of accepting or rejecting such a request. Rejection of a request to substitute during a planning/conference period shall not be held against that bargaining unit member.
  4. In the event a class remains uncovered after the above procedures have been followed, the Building Administrator/designee may assign a bargaining unit member to cover an internal substitution assignment.
  5. The rate for any bargaining unit member (or group of bargaining unit members if the class is split) who accepts a request or is assigned by the Administration to cover or split a class of an absent bargaining unit member shall be Twenty Dollars (\$20.00) for each per period or majority portion at the secondary level, and each sixty (60) minutes or quarter hour increments thereof at the elementary level, or Ten Dollars (\$10.00) for a split class. Payment shall also be made when students from an absent teacher's class are assigned to another teacher's class during instruction. When a bargaining unit member accepts a request or is assigned pursuant to this Section, the Principal of the building shall complete a copy of Appendix G of this Agreement by the end of the workday and submit it to the bargaining unit member for his/her signature.
  6. Payment shall be made at a regularly scheduled pay period within thirty (30) days.
  7. Bargaining unit members who have been assigned a student teacher shall not be asked to leave the student teacher with a class of students for the purpose of substituting.
- B. The building administrator shall maintain a roster of bargaining unit members by certification in inverse order of seniority, and a teacher required to perform an internal substitution assignment afterwards shall be moved to the bottom of the list of teachers in his/her certification group.
- C. In the event of a short-term absence of the Building Principal or other administrative personnel, the Superintendent or his/her designee may assign a bargaining unit member to temporarily handle the administrative duties of the absentee. A bargaining unit member's decision to accept or not to accept such temporary assignment shall be without prejudice. If he/she elects not to serve in this capacity, the bargaining unit member must inform the person making the temporary assignment request.

#### ARTICLE 4. BARGAINING UNIT MEMBER CONTRACTS

##### A. INDIVIDUAL/LIMITED CONTRACTS, REGULAR

1. All bargaining unit members will be issued contracts. The regular individual contract shall include:
  - a. Name of bargaining unit member;

- b. Name of School District and Board of Education;
- c. Type of contract and duration;
- d. Annual regular salary to be paid and the basis used to determine the amount;

This information also applies to the initial year on a continuing contract. Thereafter, the information will be included on the annual salary notification during the term of the contract.

- e. Signatures of the Board President, the Board Treasurer, and the bargaining unit member.

## 2. Limited Contracts

- a. Upon employment, a bargaining unit member who is ineligible for a continuing contract shall be issued a limited contract which is in effect for one (1) year. After four (4) one-year limited contracts, a bargaining unit member will be issued one (1) two-year limited contract(s) and, thereafter, three-year limited contracts will be issued until eligible for continuing contract. This Agreement shall not negatively affect current multi-year contracts.

## 3. Continuing Contracts

- a. Bargaining unit members who qualify for continuing contracts shall be considered for a continuing contract as prescribed by law except for the notice requirement in B, C and D below.
- b. Any bargaining unit member who receives the necessary certification to qualify him/her for a continuing contract during the term of a multi-year contract shall not be required to complete said contract before a continuing contract is requested. If the Board agrees to grant said bargaining unit member a continuing contract during a multi-year contract, the bargaining unit member shall be granted a continuing contract at the next April Board meeting which shall become effective for the following school year. If the Board chooses not to grant a continuing contract during the bargaining unit member's multi-year contract, that bargaining unit member will become eligible for consideration for continuing contract at the end of that multi-year contract.
- c. In a year in which a bargaining unit member is or may become eligible for a continuing contract that bargaining unit member must notify the building administrator in writing by September 30th and show either evidence of appropriate certification/licensure or intent to make application for appropriate certification/licensure. The building administrator will determine that the bargaining unit member is placed on the proper evaluation cycle.

- d. Bargaining unit members employed by the Board who previously held a continuing contract shall notify the building administrator by September 30th of their second year of employment of their eligibility for a continuing contract. The building administrator will determine that the bargaining unit member is placed on the proper evaluation cycle.

**B. INDIVIDUAL/LIMITED CONTRACTS, SUPPLEMENTAL**

1. Supplemental contracts issued to bargaining unit members shall include the following:
  - a. Name of bargaining unit member;
  - b. Name of School District;
  - c. Duration of contract;
  - d. Title of supplemental duty;
  - e. The amount of pay;
  - f. Signatures of the Board President, the Board Treasurer, and the bargaining unit member.
2. Supplemental contracts will be issued for assigned supplemental duties. All supplemental contracts (Form) shall be limited contracts and shall be issued prior to the start of the assignment and shall not exceed one (1) contract year. Notwithstanding Section 3319.11 of the Ohio Revised Code, each supplemental contract shall expire on the date stated therein without further notice to the bargaining unit member.
3. At the conclusion of their duties, all bargaining unit members holding supplemental contracts shall submit a form to the Treasurer certifying that the assignment has been completed. Payment shall be made according to Article 21(H).
4. Bargaining unit member contracts and Salary Notices will be sent out by May 31st of each year, except during a negotiations year when the notice will be sent out by July 1. In the event that the parties do not settle prior to July 1, the treasurer shall have thirty (30) days after the settlement date to distribute the modified salary notices.

**C. EXTENDED CONTRACTS**

Extended contract days will be paid at the individual's per diem rate, excluding any supplemental salaries.

**D. EMPLOYMENT OF RETIRED TEACHERS**

The parties agree to abide by the following terms and conditions relating to the employment or re-employment of teachers following such teachers' service retirement. Specifically, the parties agree that:

1. The Board is under no obligation to employ any retired teacher and, further, there is no expectation of continued employment or re-employment when a teacher retires from the Ravenna School District.
2. Teachers employed by the Board after retirement shall not be eligible for continuing contracts and are restricted to one-year contracts that will automatically expire at the end of each school year without notice of nonrenewal.
3. Salary placement shall be at Step 0. Salary placement for educational status shall be fully recognized.
4. Teachers employed by the Board after retirement shall not be eligible for a second severance payment, tuition reimbursement or any retirement incentive program.
5. Seniority for retired teachers will be at 0 years and will remain at 0 throughout the retired teachers' post retirement employment.
6. In the event the Board determines it necessary to enact a reduction in force pursuant to Article 14, teachers employed by the Board after retirement shall not be rehired. Further, teachers employed by the Board after retirement shall have no bumping rights nor any right to recall.
7. Retired teachers will be eligible for sick days; however, at the end of each year of employment, accumulated sick days will be deleted.
8. The evaluation of retired teachers shall be at the discretion of the Board.
9. All provisions of the negotiated agreement shall apply to teachers employed by the Board after retirement, if not inconsistent with this article.
10. The parties expressly agree and fully intend this provision to supersede and take precedent over the provisions of Ohio Revised Code Sections 3317.13, 3319.08, 3319.081, 3319.11, 3319.111, 3319.141 and any and all other inconsistent or contrary state or federal statutes, laws and/or regulations.

#### ARTICLE 5. VACANCY, TRANSFER AND ASSIGNMENT

- A. A "vacancy" shall be defined as an unfilled or unoccupied position in the bargaining unit.

Position vacancies shall include, but not be limited to, the following:

1. Death of a bargaining unit member.
2. Retirement of a bargaining unit member.

3. Resignation of a bargaining unit member.
  4. Extended leave of absence (for a full school year) of a bargaining unit member.
  5. Creation or restoration of a bargaining unit position.
  6. Nonrenewal of a bargaining unit member.
  7. Termination of a bargaining unit member.
- B. The Board shall make every effort to keep the staff informed of upcoming changes. Any bargaining unit member resigning, or retiring, is encouraged to notify the Board by April 1st. Bargaining unit members returning from a leave of absence must notify the district on or before April 1<sup>st</sup>.
- C. All vacancies which the Board intends to fill shall be posted in each Faculty Lounge and on the District's Website for five (5) school days except for the period June 1st-September 15<sup>th</sup>, when the Website shall be the exclusive means of posting and the five-day rule shall not apply.

During the summer, a bargaining unit member interested in a transfer must complete a summer transfer request by May 1st. All Pre-K-8 bargaining unit members who have returned their summer transfer request shall be given the opportunity to interview through one mass interview process for all potential positions for which she/he indicated an interest on the summer transfer request. Bargaining unit members at the secondary level shall be interviewed through a mass interview process or through an individual interview.

During the school year, a bargaining unit member interested in a transfer must submit a letter of interest by the deadline to apply as published on the posting. Those bargaining unit members shall be granted an interview.

- D. Any bargaining unit member who is transferred without his/her consent shall be entitled to use Professional Development Funds in order to become more effective in his/her assignment. The Board shall make available no less than Two Thousand Dollars (\$2,000) for this fund each year.
- E. Tentative grade level and/or subject area assignments for the succeeding year shall be provided on or before the last bargaining unit member day of the concluding year. However, these assignments may be changed due to circumstances, which will be provided, that are beyond the control of the Superintendent or Board. Any bargaining unit member being transferred less than two (2) weeks before the start of school shall be given any needed assistance. Bargaining unit members dissatisfied with their teaching assignment shall have the right to a conference with the Principal or Superintendent (or his/her designee), with an REA representative in attendance.
- F. When determining whether a bargaining unit member will be assigned a classroom or serve the district as a rotating (traveling) bargaining unit member, the primary criteria shall be seniority with the Ravenna School System. This article does not apply to Physical Education, Home Economics, Industrial Art/Technology, or other lab classrooms.

ARTICLE 6. UNIT MEMBER DAY

- A. The Unit Member Day shall not be longer than seven and one-half (7 1/2) hours.
- B. Unit members may be required by their Building Principal or the Superintendent to remain up to an extra eighteen (18) hours per year to attend District-wide meetings and other meetings related to the conduct of the educational program. However, no one (1) meeting or activity shall extend beyond sixty (60) minutes before or after the normal workday except in emergencies as determined by the Superintendent. When possible, bargaining unit members shall be given forty-eight (48) hour notice of such meeting or activity. Additionally, all bargaining unit members are required to attend Open House.
- C. Bargaining unit members at the high school will be required to attend one of the following events: homecoming, prom or graduation. Required supervision for homecoming will be six (6) bargaining unit members and ten (10) for prom. The remaining high school bargaining unit members will attend graduation, providing the graduation ceremony occurs within the school calendar. Sign-up sheets for homecoming, prom and graduation will be posted in the principal's office on the district staff day at the beginning of the school year. Assignments to homecoming, prom and graduation will be made on a first-come, first-served basis.
- D. The Unit Member Day shall include:
  - 1. An uninterrupted thirty (30) minute duty-free lunch period. Travel time for traveling teachers shall not be counted as part of the lunch time.
  - 2. A minimum of one (1) class period per day for bargaining unit members in the high school, middle school, and intermediate school for educational planning time. Bargaining unit members in elementary buildings, including preschool, shall receive no less than an equivalent of one (1) class period per day, with a minimum of thirty (30) minutes per day of such time being continuous.
  - 3. Hall duty, playground or recess duty, and similar essential services, are part of the elementary bargaining unit members' workday. Such duties shall be equitably assigned.
- E. At least sixty (60) days prior to changing the present school day schedule that would change working conditions beyond those in the current Agreement, the Board shall notify the Association in writing of its intent to do so. Within fifteen (15) days of receipt of this notification, the parties shall meet to bargain the effects of such change(s). Bargaining shall take place for a period of no more than forty-five (45) days. If agreement is not reached during that time, no change shall be made for the duration of this Agreement unless otherwise agreed to in writing by the parties.
- F. Special Education classroom teachers shall get three (3) days release time to write and process IEPs and/or to meet with parents as has been the practice of the district. In lieu of one (1) or more of those days, a bargaining unit member may elect to be paid One Hundred Dollars (\$100) per day. However, only whole days may be taken for pay. The speech and language pathologists, the hearing impaired teacher and the school psychologists shall be paid Three

Hundred Dollars (\$300) for processing IEPs and/or for meeting with parents. The members shall be paid according to Article 21(H).

#### ARTICLE 7. CLASS SIZE

- A. The ratio of teachers to students school district-wide shall be at least one full-time equivalent classroom teacher for each twenty-five students in the regular student population. However, in counting bargaining unit members for this calculation, only regular, full-time, non-categorical (Note: "Categorical" is defined as tutors and teachers of students with disabilities as defined by Federal law), non-administrative, actual in-class classroom bargaining unit members shall be counted.
- B. Reasonable efforts should be made to maintain an equalized enrollment per class throughout the Ravenna School System.
- C. At the high school, a master schedule committee consisting of administration and bargaining unit members shall have input into the design of the high school schedule.
- D. In order to promote effective co-teaching and maximize the instructional benefits for all students, students with identified disabilities, IEPs, 504s, and ELL students shall be "hand scheduled" with input and approval of the administration process.

#### ARTICLE 8. EVALUATION

##### SECTION I. EVALUATION OF OTES PERSONNEL

- A. The board of education through the powers derived from the Ohio revised code, is responsible for the employment and discharge of all personnel. To assist in the facilitation of this responsibility, a standards-based teacher evaluation program which conforms to the Ohio Teacher Evaluation System (OTES) framework for evaluation of teachers as approved by the state board of education shall be implemented as set forth herein.

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

1. Teachers working under a license issued under sections 3319.22, 3319.26, 3319.222 or 3319.226 of the Revised Code who spend at least fifty (50) percent of their time providing content-related student instruction.
2. Teachers working under a permanent certificate issued under section 3319.222 of the Revised Code as it existed prior to September 2003 who spend at least fifty (50) percent of their time providing content-related student instruction.

3. Teachers working under a permanent certificate issued under section 3319.222 of the Revised Code as it existed prior to September 2006 who spend at least fifty (50) percent of their time providing content-related student instruction.
4. Teachers working under a permit issued under 3319.301 of the Revised Code who spend at least fifty (50) percent of their time providing content-related student instruction.
5.
  - a. The OTES framework for evaluation of teachers does not apply to the teacher supplemental contracts, teachers employed as substitutes, or to any person employed under a teacher license/certificate that spends less than fifty percent (50%) of the unit member day providing student instruction.
  - b. Although teachers are evaluated under the OTES model which includes both teacher performance as well as student achievement, until three years of student growth data have been collected and three evaluations are completed, all decisions concerning the retention, removal, or non-renewal of any bargaining unit teacher shall be made based upon the teacher performance portion of the OTES model, including timelines.

If legislation governing OTES is repealed, evaluation contract language will revert back to the current contract language governing Article 8, Evaluation, in the Master Agreement between the Ravenna Education Association and the Ravenna Board of Education effective June 29, 2011 – August 31, 2013.

6. Any person employed under a teacher license/certificate that spends less than fifty percent (50%) of the unit member day providing student instruction will be evaluated as outlined in Article 8, Section II of this agreement.

B. The purpose of evaluation is:

1. Improvement of the quality of instruction.
2. Assistance to the bargaining unit member in achieving greater effectiveness in teaching.
3. To provide written records of a bargaining unit member's performance to be used:
  - a. As evidence of a bargaining unit member's performance;
  - b. To identify potential for advancement;
  - c. To document and justify the awarding of continued employment;
  - d. As reference material (for recommendations to other systems);
  - e. To provide an ongoing plan for improvement of instruction;

- f. To assist in identifying improvement or lack thereof;
  - g. Such other uses as may contribute to the quality of the educational program.
- C. All state issued eTPES forms will be used and applied in a consistent manner by all administrators and in all schools in the System beginning for the 2016-2017 school year. However, the Teacher Self-Assessment form shall not be entered into the eTPES system, and shall be kept separately by the teacher offline. The teacher shall have the option of sharing this form with the evaluator by another means, at his/her discretion.
- D. All bargaining unit members shall be thoroughly advised about the evaluation procedure; the form(s) that are going to be used; shall be provided copies of same; and shall have the opportunity to ask questions regarding the procedure or form(s). This shall be accomplished by September 30th of each new school year.
- E. All monitoring or observation of the work performance of a bargaining unit member shall be conducted openly and with the full knowledge of the bargaining unit member.
- F. The evaluation shall be signed by both the evaluator and the bargaining unit member. Signing the evaluation by the bargaining unit member does not necessarily indicate agreement with all or part of the contents thereof. In the event a member of the bargaining unit does not agree with the content of this evaluation, an addendum can be written and signed by the member of the bargaining unit and attached to the evaluation within ten (10) days of the report.
- G. Any evaluation conducted pursuant to this Section shall be conducted by the employee's immediate supervisor or an OTES-credentialed administrator employed full time by the district and holding licenses set forth in ORC 3319.01 and/or 3319.02. Except for the superintendent, an administrator conducting evaluations must have a credential aligned with the grade level and/or subject area of teachers they evaluate. Not later than September 30th of each year, or in the case of a new or reassigned teacher, within thirty (30) days of the first day worked in the new assignment, each teacher shall be notified in writing of the name and position of the evaluator, the evaluation procedure and forms to be used.
- H. Each teacher will be evaluated using multiple factors from the following categories (as weighted according to the framework):

Student growth measures will account for fifty percent (50%) of a teacher's final evaluation rating. Student academic growth will be measured through the inclusion of value added scores where value-added scores are available from the Ohio Department of Education (ODE). The sources for student growth measures will be as follows:

For the 2016-17 School Year only (unless the Legislature passes another "Safe Harbor" bill.)

Teacher Category	Value-Added %	SLO %
A1 (All Value-Added Courses)	NA	50% (2 SLO's)

A2 (Partially Value-Added Courses)	NA	50% (2 SLO's)
C (No Value-Added Courses)	NA	50% (2 SLO's)

For the 2017-18 and 2018-19 School Years (unless the Legislature passes another “Safe Harbor” bill.)

Teacher Category	Value-Added %	SLO %
A1 (All Value-Added Courses)	50%	NA
A2 (Partially Value-Added Courses)	Proportional to the teacher's Value-added day	Remainder from 1 SLO
C (No Value-Added Courses)	NA	50% (2 SLO's)

A Student Growth Measure Committee with four (4) elementary members and four (4) secondary members, at least one (1) member coming from either the high school or middle school appointed by the Association President and no more than four (4) members of the administration will approve the SLO's submitted by affected teachers. SLO's must be submitted following the OTES timeline, as set by the SLO committee. Members of the committee may be provided release time to review SLO's. Teacher members of the committee shall be paid \$20 per hour for Committee meeting time outside of the work day.

In calculating student academic growth for an evaluation, a student shall not be included if the student has excused or unexcused absences of more than 10% of the length of the student growth period. Teachers will receive Roster Verification Reports in a timely fashion to allow them to make any corrections necessary to comply with this Agreement. The Student Growth Measure portion of the evaluation will be calculated using the following scale:

**Scale for Determining Student Growth Measure Ratings – Original Framework**

• Most Effective (5)	250-300
• Above Average (4)	175-249
• Average (3)	125-174
• Approaching Avg (2)	50-124
• Least Effective (1)	0-49

- I. Teacher performance will account for fifty percent (50%) of the teacher's evaluation and will be based upon assessment of performance according to the teacher performance evaluation rubric.

Each evaluation will consist of a minimum of two (2) formal observations of the teacher at least thirty (30) minutes each in duration, but not more than fifty (50) minutes in duration. Any additional observations which are a part of an improvement plan shall be followed by a post-conference within ten (10) working days of the observation.

One pre-observation conference will be held prior to each scheduled observation using the pre-observation form in eTPES and Appendix B.

One post-observation conference will be held following each scheduled observation using the post-conference form in Appendix B and the teacher performance evaluation rubric. The conference shall be conducted within ten (10) working days of the observation, unless the administrator or teacher is absent or another time is mutually agreed to by the teacher and evaluator. The evaluator shall input the preliminary ratings for each evaluation area into the system not later than the morning of post-conference. The rubric should be evidence from each performance cycle. Teachers and evaluators shall have the opportunity to present additional evidence to support the meeting of a standard and/or improvement different from that initial rating. To be included in any given observation cycle, evidence must be presented no later than five (5) days before the close of that cycle.

- J. Each evaluation will include at least two (2) but not more than six (6) classroom walkthroughs. A teacher on an improvement plan may receive additional walkthroughs. A teacher may also request in writing to receive additional walkthroughs. Walkthroughs are informal observations of less than fifteen (15) minutes. An electronic summary of the informal observations using the walkthrough form in Appendix B will be provided to the teacher within three (3) days of the walkthrough. Walk-throughs for the purpose of evaluation shall be conducted by the assigned evaluator and shall not be conducted on the three (3) days preceding or following a multi-day holiday or recess recognized on the district calendar.
- K. Each teacher shall be evaluated once each school year. The evaluation will be completed by May 1<sup>st</sup>. Each teacher will be provided a written report of the results of the evaluation and a conference will be held by May 10<sup>th</sup>. A teacher shall be informed at this conference if a recommendation for non-renewal will be made
- L. In accordance with Ohio Revised Code section 3319.112(b)(1), the following levels of performance for teachers will be utilized in assigning ratings for evaluations: accomplished, skilled, developing, and ineffective. This rating will be based on the “point system” established by the ODE as shown below:

Student Growth		Performance		Final Summative Rating	
Exceeding (4)	300	Exceeding (4)	40	Exceeding	100-129
Average (3)	300	Developing (2)	30	Developing	100-129
Approaching Avg (2)	200	Unsatisfactory (1)	20	Unsatisfactory	0-99
Less Effective (1)	0				

- M. The staff evaluation program shall aim at the early identification of specific areas in which the individual professional staff member needs help so that appropriate assistance may be provided or arranged for. An evaluator offering suggestions for improvement to a professional staff member shall not release that professional staff member from the responsibility to improve. Such identification shall include collaborating with the staff member to create a Plan of Assistance, which includes specific areas for improvement, assistance provided by the administrator, the criteria needed for noting improvement, and a timeline for implementing the plan.
- N. Each teacher on a limited contract or extended limited contract who is under consideration for nonrenewal shall have at least three (3) formal observations.
- O. Each teacher who receives a Final Summative Rating of accomplished on the teacher's most recent evaluation shall be evaluated every three (3) school years. Each teacher who receives a Final Summative Rating of skilled on the teacher's most recent evaluation shall only be evaluated every other year. During years when such teacher(s) are not fully evaluated, he/she shall receive one (1) observation followed by a post-conference as described herein. These teachers must also provide a professional growth plan. Any teacher that is on the less frequent evaluation cycle must maintain a rating of average or higher to continue the less frequent cycle
- P. Professional growth plans help teachers focus on areas of professional development that will enable them to improve their practice. Teachers are accountable with their credentialed evaluator for the implementation and completion of the plan and may use the plan as a starting point for the school year. The professional growth plan is intended to be one academic year in duration and may support the goals of the Individual Professional Development Plan (IPDP).

The professional growth plan and process include feedback from the evaluator as well as the teacher's self-assessment, and the support needed to further the teacher's continuous growth and development. Professional development should be individualized to the needs of the teacher and students (based on available data), and specifically relate to the teacher's areas for growth as identified in the teacher's evaluation. The evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time, financial). The growth plan should be reflective of the data available and include:

- Identification of area(s) for future professional growth;

- Specific resources and opportunities to assist the teacher in enhancing skills, knowledge and practice;
- Outcomes that will enable the teacher to increase student learning and achievement.

Professional growth plans shall be developed as follows:

- a. Teachers with a student growth rating of “Most Effective” will develop a professional growth plan and may request their credentialed evaluator for their next evaluation. Requests shall not unreasonably be denied.
- b. Teachers with a Final Summative Evaluation Rating of skilled or developing will develop a professional growth plan collaboratively with their credentialed evaluator and will have input on their evaluator for their next evaluation.

A conference between the evaluator and the bargaining unit member will be held by September 30th to discuss the professional growth plan. The professional growth plan shall be submitted to the evaluator by the end of the first grading period. The professional growth plan will be completed using the self-assessment summary tool and the professional growth plan in Appendix B.

- Q. Improvement plans are developed for a teacher by the evaluator and the teacher in response to a summative rating of ineffective at the end of each performance cycle or the failure to successfully complete an evaluator/required plan of assistance. The improvement plan is intended to identify specific areas for improvement of performance and for identifying guidance and support needed to help the teacher improve. The improvement plan shall begin immediately following the performance cycle following an ineffective rating or the failure to successfully complete an evaluator/required plan of assistance. That improvement plan will run for the entire performance cycle or until a better summative rating has been determined. A plan of assistance may be initiated at any time during the evaluation cycle by the evaluator based on deficiencies in performance as documented by evidence collected by the evaluator or at the request of a teacher desiring additional assistance.

#### IMPROVEMENT PLAN

An Improvement Plan is an assistance program for a teacher, as defined above in section R. It shall include professional indicators documented as ineffective, rubric specific objectives, timelines and means of attaining assistance.

When an improvement plan is initiated, it is the responsibility of the administrator and the teacher to work collaboratively:

- identify, in writing, the specific area(s) for improvement to be addressed in relationship to the Ohio standards for the teaching profession;

- specify, in writing, the desired level of performance that is expected to improve and a reasonable period of time to correct the deficiencies (a minimum of six weeks is given for the teacher to meet the requirements of the plan);
- develop and implement a written plan for improvement that will be initiated immediately and includes resources and assistance available provided by the administration;
- determine additional education or professional development needed to improve in the identified area(s);
- gather rubric-based evidence of progress or lack of progress.

A reassessment of the educator's performance shall be completed in accordance with the written plan (multiple opportunities for observation of performance). Upon reassessment of the educator's performance, if improvement has been documented as indicated in the improvement plan, the regular evaluation cycle will resume. If the teacher's performance continues to remain at an ineffective level, the supervising administrator may reinstate the improvement plan with additional recommendations for improvement at the Summative meeting of the relevant performance cycle or following the conclusion of a plan of assistance.

It is understood that the presence of a Professional Growth Plan or an Improvement Plan does not inherently restrict the board's right to non-renew pursuant to the terms of this agreement.

All forms can be found in eTPES and in Appendix B.

## SECTION II. EVALUATION OF NON-OTES PERSONNEL

- A. The Principal of each school shall submit to the Superintendent not later than the last week of January:
1. New-to-building adjustment form (see Appendix B) on all bargaining unit members who are new to the building. A copy of this form will be given to the member.
  2. A written evaluation report on any bargaining unit member whose performance is not satisfactory. The bargaining unit member covered by such an evaluation report shall be given a copy of the report. The report shall include suggestions by the evaluator which will be helpful to the bargaining unit member.
- B. The purpose of evaluation is:
1. Improvement of the quality of instruction.
  2. Assistance to the bargaining unit member in achieving greater effectiveness in teaching.
  3. To provide written records of a bargaining unit member's performance to be used:

- a. As evidence of a bargaining unit member's performance;
  - b. To identify potential for advancement;
  - c. To document and justify the awarding of continued employment;
  - d. As reference material (for recommendations to other systems);
  - e. To provide an ongoing plan for improvement of instruction;
  - f. To assist in identifying improvement or lack thereof;
  - g. Such other uses as may contribute to the quality of the educational program.
- C. The same appraisal instruments will be used in all schools in the System.
- D. All bargaining unit members shall be thoroughly advised about the evaluation procedure; the form(s) that are going to be used; shall be provided copies of same; and shall have the opportunity to ask questions regarding the procedure or form(s). This shall be accomplished by September 30th of each new school year.
- E. Bargaining unit members shall be evaluated on the Prescribed Evaluation Cycle in the final year of any limited contract, at least once every three (3) years if the bargaining unit member is on a continuing contract, or in the first year of placement in a building. An Instructional Appraisal shall consist of at least two (2) Prescribed Evaluation Cycles for members in the final year of any limited contract. The first Prescribed Evaluation Cycle shall be completed by January 1<sup>st</sup>. For members on continuing contracts, an Instructional Appraisal will consist of at least one (1) Prescribed Evaluation Cycle to be completed by January 1st.

A Prescribed Evaluation Cycle shall consist of the following:

1. One (1) pre-observation conference in which two (2) lessons [one (1) form for each lesson] will be discussed; and
2. Two (2) classroom observations of at least thirty (30) minutes in length and one (1) post-observation conference consisting of two (2) post-observation forms [one (1) form for each lesson].
3. The principal shall have the option to hold separate pre and post observation conferences for the two lessons to lengthen the time between the two observations. However, in any case, a post conference must be held within five (5) working days of any observation, except as outlined in Section G.

The first Prescribed Evaluation Cycle must be completed by January 1st, and the second Prescribed Evaluation Cycle must be completed by March 1st.

An Instructional Appraisal Report, which is cumulative for the school year, will be written by the Administration and signed by both parties. This will be completed by March 15th for members of the bargaining unit in the final year of a limited contract. For all other members of the bargaining unit, this will be completed by May 15th. In the event a member of the bargaining unit does not agree with the content of this Instructional Appraisal Report, an addendum can be written and signed by the member of the bargaining unit and attached to the Instructional Appraisal Report by May 25th.

- F. All monitoring or observation of the work performance of a bargaining unit member shall be conducted openly and with the full knowledge of the bargaining unit member.
- G. All Prescribed Evaluation Cycle observations, which shall be a minimum of thirty (30) minutes in length, shall be followed within five (5) working days by a conference between the Principal (or his/her designee evaluator) and the bargaining unit member, in order for questions arising from the observation to be discussed. However, failure to hold this post-evaluation conference within the specified time shall in no way diminish or invalidate the evaluation if the failure is due to:
  - 1. Absence from school on the part of either the bargaining unit member or the evaluator, in which case the specified time shall be extended by three (3) working days after the return of the absent individual(s).
  - 2. Mutual agreement of the bargaining unit member and the evaluator to extend the time within which the conference must be held.
- H. Any observations outside the Prescribed Evaluation Cycle or the Professional Growth Cycle which lead to recommendations for improvement shall be followed by a post conference within five (5) working days of the observation.
- I. All bargaining unit members not included in Section E, above, will have the option to be placed on either the Professional Growth Cycle or the Prescribed Evaluation Cycle. The Professional Growth Cycle is designed to foster ongoing communication between the bargaining unit member and the Principal. The Professional Growth Cycle will be bargaining unit member initiated or a common group project designed to foster professional growth. Risk taking is encouraged.

A conference will be held between the member of the bargaining unit and the Principal prior to September 30th. The bargaining unit member will present his/her written goals on the Professional Growth Cycle Form, to the Principal by the conclusion of the first grading period. This proposal will be discussed by the bargaining unit member and the Principal in a conference. The bargaining unit member will submit at least one (1) written update of his/her proposal each grading period to the Principal. The Professional Growth Cycle Summation Form will be completed by May 5th. This report will be signed by both parties. In the event the Building Principal does not agree with the contents of the report, the Principal may attach a signed addendum to the initial report by May 15th. A copy shall be provided to the member.

- J. Except for first-year bargaining unit members as addressed in Section E, above, any bargaining unit member who is nonrenewed shall have at least two (2) Prescribed Evaluation Cycles

conducted during the school year in which the Board declares its intention not to reemploy the bargaining unit member. One Prescribed Evaluation Cycle shall be conducted and completed not later than the first (1st) day of January. The second Prescribed Evaluation Cycle shall be conducted and completed by the first (1st) day of March. The Instructional Appraisal Report shall be completed by March 15th.

- K. The Instructional Appraisal Report shall be signed by both the evaluator and the bargaining unit member. Signing the report by the bargaining unit member does not necessarily indicate agreement with all or part of the contents thereof.
- L. When requested by the Association or the Administration, an Evaluation Instructional Appraisal Program Review Committee shall be constituted. Such committee shall be made up of an equal number of Administrators and an equal number of bargaining unit members who shall be selected by the Association. Any recommendation of this Committee shall be forwarded to both the Association and the Administration and may be the basis for changes in either the evaluation procedure or the forms used therein. These changes may be incorporated in this Agreement through the "Amendment of Agreement" procedures described in Article 1, Section C. However, it is understood that the evaluation of bargaining unit members of the Board is the responsibility and right of the Board.
- M. Any evaluation conducted pursuant to this Section shall be conducted either by a person who is under contract with the Ravenna Board pursuant to Section 3319.01 or 3319.02 of the Revised Code and holds at least one (1) certificate named in Division (E), (F), (H), (J), or (L) of Section 3319.22 of the Revised Code.
- N. There shall be a written report of the results of the evaluation that includes specific recommendations regarding any improvements needed in the performance of the bargaining unit member being evaluated and regarding the means by which the bargaining unit member may obtain assistance in making such improvements.
- O. This Article does not apply to teachers subject to evaluation procedures under Sections 3319.01 and 3319.02 of the Revised Code, or to any teacher employed as a substitute for less than one hundred twenty (120) days during a school year pursuant to Section 3319.10 of the Revised Code.
- P. The forms used for the Prescribed Evaluation Cycle, Instructional Appraisal Report and the Professional Growth Cycle shall be found in Appendix B of this Document.
- Q. It is the intention of the parties that the provisions of this Article shall supersede all provisions of Ohio Revised Code 3319.111.

#### ARTICLE 9. PERSONNEL FILE

- A. The official personnel file, with an Inventory Sheet, for each certificated bargaining unit member shall be maintained in the Superintendent's Office. Said file shall contain at least the following:

1. Completed Application Form;
  2. Copy of current Contract(s), properly signed;
  3. Copy of current Salary Notice;
  4. Copy of current Teaching Certificates;
  5. Current Official Transcript(s);
  6. Record of accumulated Sick Leave days;
  7. Copies of written Evaluation Reports;
  8. Record of previous years of Teaching or Administrative Experience;
  9. Letters of Commendation and Professional Certificates of Award;
  10. Copy of Discharge from Military Service, where applicable;
  11. Signed Parental Complaints and/or compliments, if any.
- B. A bargaining unit member, after making a request to the Superintendent's Office, shall have the right to review the contents of his/her personnel file at any mutually convenient time during normal working hours in the presence of an authorized person. The bargaining unit member may have a representative accompany him/her in this review or, upon authorization in writing by the bargaining unit member, such representative may review the file on his/her behalf. The official personnel file is to be reviewed and stored in the Board/Administration Office.
- C. Each bargaining unit member and his/her designated representative has the right upon twenty-four (24) notice to view the materials in his/her personnel file, with the Superintendent or his/her designee present, exclusive of confidential letters of recommendation or reference. If an unfavorable statement or notation is placed in the file, the bargaining unit member shall be given an opportunity to place a statement of rebuttal or explanation in his/her file. Said statement of rebuttal or explanation shall be dated and filed within ten (10) days of review.
- D. Any non-school personnel complaint to be placed in the personnel file regarding a bargaining unit member shall be promptly called to the attention of the bargaining unit member, and the bargaining unit member shall be afforded the opportunity to answer or rebut such complaint.
- E. All documents included in a bargaining unit member's file shall be dated and identifiable as to source.
- F. A bargaining unit member may request and shall receive one (1) copy of all items in his/her file. Additional copies may be obtained at the bargaining unit member's expense.

- G. Other than bargaining unit member evaluation documents, any document in the personnel file that cannot be documented to the satisfaction of the bargaining unit member as to source, accuracy, relevance, completeness or timeliness shall be deleted from the file by the Superintendent acting for the Board, at the Superintendent's discretion, and no reference shall be made. If the Superintendent determines that the document should not be deleted, the bargaining unit member may file a grievance relative to the objectionable document(s) to determine whether there has been an abuse of discretion in the determination not to delete the document.

#### ARTICLE 10. NONDISCRIMINATION

The Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability, military status, ancestry, age, genetic information, or any other legally protected characteristic, in its programs and activities, including employment opportunities.

#### ARTICLE 11. GRIEVANCE PROCEDURE

##### A. DEFINITIONS

1. A "grievance" is a claim which alleges a violation, misapplication or misinterpretation of this Agreement.
2. An "aggrieved person" is a bargaining unit member or group of bargaining unit members or the Association having a grievance.
3. "Days" refer to calendar days, exclusive of Saturdays, Sundays and holidays.
4. "Working days" refers to the days included in the grievant bargaining unit member's school year work schedule.
5. A "bargaining unit member" for purposes of this Article shall be defined as those person(s) who are in the bargaining unit as defined herein.

##### 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 person from discussing his/her grievance informally with any member of the Administration.
3. No one shall be required to have representation at any level of this Procedure.

4. If the REA Executive Committee decides at any level of the Grievance Procedure that a grievance is without merit or that an equitable answer has been given to the grievant(s), it may withdraw its support. The grievant(s) may always seek, individually, further satisfaction of his/ her grievance through normal administrative channels.
5. Only authorized forms for filing grievances made available by the REA President shall be used by the grievant(s).
6. The Board agrees that the Association, as the sole and exclusive representative of the bargaining unit, shall be the only organized representative of said bargaining unit members in grievance proceedings.

C. **GENERAL PRACTICES**

1. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level are maximums and every effort should be made to adhere to those maximums, however, they may be extended by mutual agreement of the parties involved.
2. At any level a grievance may be withdrawn without prejudice.
3. Copies of all written decisions or communications should be made in triplicate and sent to the involved parties at the respective level.
4. Reprisals shall not be taken by or against any involved parties for reason of said participation.
5. Upon resolution of the grievance, all materials in possession of the Administration regarding the nature of the grievance shall be entrusted to a closed file. No grievance material shall be placed in a personnel file.
6. If the grievant and the Superintendent agree, Level One and/or Level Two of the Grievance Procedure may be by-passed and the grievance brought directly to the next step. Grievances involving more than one (1) Supervisor and grievances involving an administrator above the Immediate Supervisor level may be filed by the grievant at Level Two.
7. If the grievance is not filed at the informal level within ten (10) days of the time the grievant knew or should have known of the act or condition upon which the grievance is based, then this Article may not be used unless the time line is extended by mutual written agreement of the Association and the Superintendent.

D. **INFORMAL PROCEDURE**

1. The informal procedure shall consist of informal discussion between the grievant and that person(s) at the lowest possible level who has/have the authority to resolve the problem, as long as the two parties agree that they are having an informal discussion pursuant to the terms of this grievance procedure.

2. Either or both party(ies) may have a representative present at this discussion.
3. It is expected that this first step will resolve most problems and other action will be unnecessary.

E. **FORMAL PROCEDURE**

1. Level One

- a. If the grievant(s) is/are not satisfied with the results of the discussion above or if the problem is not resolved within five (5) days of the Informal Procedure, the grievant(s) may present a formal grievance on the attached form (Appendix C) to the Building Principal or Immediate Supervisor with a copy forwarded to the Association President.
- b. The Building Principal or Immediate Supervisor will conduct a conference within five (5) days at a mutually agreeable time and place.
- c. A written decision shall be rendered on Appendix C by the Principal within five (5) days after the conference to the grievant and the Association President.

2. Level Two

- a. Within ten (10) days after receiving the decision of the Principal and assuming no satisfaction, or if no decision is rendered within the time limits, a written notice to continue the process must be submitted to the Superintendent.
- b. The aggrieved, their representative, if requested by the aggrieved, and the Superintendent, or designee, shall meet within five (5) days after the grievance has been received by the Superintendent.
- c. A written decision shall be rendered by the Superintendent within five (5) days after the conference to the aggrieved and the Association President.

3. Level Three

- a. If the grievant(s) is/are not satisfied with the decision of the Superintendent within five (5) working days of the receipt of the Superintendent's written decision, the Association shall notify the Superintendent in writing to further pursuance of the grievance into arbitration. Within five (5) days of the Superintendent's receipt of said notice, the Association shall send for a list of arbitrators. Within five (5) days of receipt of said list, the arbitrator shall be selected by the alternate strike method from a list of seven (7) names submitted by the American Arbitration Association. The grievant(s) shall be the first to strike, followed by the Superintendent or his/her representative, and alternating in this respect until one (1) name remains on the list. Said person shall be designated as the arbitrator. All other procedures relative to the hearing shall be according to the rules and regulations of the American Arbitration Association.

- b. The arbitrator shall hold the necessary hearing promptly and issue the decision within such time as may be agreed upon. The decision shall be in writing and a copy sent to all parties present at the hearing. The decision of the arbitrator shall be binding.
- c. The arbitrator shall not have the authority to add to, subtract from, modify, change, or alter any of the provisions of the Collective Bargaining Agreement; nor add to, detract from, or modify the language therein in arriving at a determination of any issue presented that is proper within the limitation expressed herein. 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. The arbitrator shall not fashion any remedy which directly changes the intent and purpose of the Contract provision being grieved.
- d. The costs for arbitration shall be shared equally by the Board and the Association.

#### ARTICLE 12. SCHOOL CALENDAR

- A. The school year shall be one hundred eighty-four (184) days in length. The first day shall be a convocation, staff meeting and staff development day which is district driven. The second day shall be a preparation day in the district which is bargaining unit member driven. There also shall be a Records Day/Staff Development Day at the end of the first semester, and a Records Day immediately following the last official day for students, subject to modification as per B, below. The Staff Development portion of the Records Day/Staff Development Day shall be no longer than two (2) hours. NEOEA Day shall be a non-scheduled unpaid day. Any full calamity days in excess of 32.5 hours, or the equivalent hours in each school, will be made up with students.
- B. On an annual basis, the Superintendent shall develop two (2) or more "draft" school calendars for the ensuing school year to be circulated to the entire school staff. Such school calendars shall be voted on by all who wish to do same and the calendar receiving the majority vote of all school staff shall be recommended to the Board by the Superintendent.
- C. The final decision on the calendar shall be made by the Board with due regard to the Association's suggestions.
- D. Bargaining unit members shall receive a copy of the succeeding school year calendar, in the spring of the preceding school year.

#### ARTICLE 13. BOARD POLICY

- A. All Ravenna School District's Board policies and administrative guidelines can be found on the district's web site.

- B. Any changes, deletions or additions to Board policy or administrative guidelines will be forwarded to the Association President within two (2) weeks of adoption or completion.

ARTICLE 14. **REDUCTION IN FORCE**

A. **CAUSE(S)**

When, by reason of decreased enrollment of pupils, return to duty of regular bargaining unit members after leaves of absence, changing course offerings and selections, financial reasons, or by reason of territorial changes affecting the District, the Board may, at its discretion, decide it will be necessary to suspend contracts of limited and/or continuing contract bargaining unit members in accordance with Ohio Revised Code 3319.17.

B. **ATTRITION**

The number of persons affected by a Reduction In Force shall be minimized by not employing replacements for bargaining unit members who die, retire or resign. The Administration will consider any teacher who volunteers for reduction in force as a means to minimize the reduction.

C. **SUSPENSION OF CONTRACTS**

Reductions under this procedure will be effectuated at the beginning of the following school year and shall be accomplished through the suspension of a bargaining unit member's contract. Written notice shall be given to the bargaining unit member on or before May 15 with Board action no later than June 1.

D. **NOTIFICATION**

By May 1, the Board shall give written notice to the Association President of its intent to reduce the work force. Such notice shall contain the reason for the Reduction In Force and the probable positions affected in each building. Prior to official Board action and upon written request, the Association shall be given the opportunity to address the Board in Executive Session for the purpose of presenting its views on the proposed Reduction In Force.

E. **ORDER OF REDUCTION**

1. Limited contract bargaining unit members shall be reduced by using the following order:
  - a. Certification/License
  - b. For teachers with comparable evaluations, seniority in the district.
2. Continuing contract bargaining unit members shall be reduced after limited contract bargaining unit members of the same certification/license in accordance with the Ohio Revised Code by:

- a. Certification/License
- b. For teachers with comparable evaluations, seniority in the district.

F. **PROCEDURE**

1. On or before January 1st of each school year, the Superintendent shall post a Seniority List and provide the Association a Seniority List of all bargaining unit members in the System in all their areas of certification.
2. Seniority shall be determined by the length of total service in the District as a full-time, permanent, certificated employee. If two (2) or more bargaining unit members have the same length of total service, then seniority will be determined by:
  - a. The date of the Board meeting at which the bargaining unit member was hired; and then by
  - b. The date on which the bargaining unit member submitted a completed job application. Length of total service will not be interrupted or affected by authorized leaves of absence.
3. The Board shall notify every affected bargaining unit member and the President of the Association of those bargaining unit members being released and the recall order. As each person is reemployed, the Board shall notify the Association.
4. Each teacher affected by a RIF may elect to displace a less senior teacher who has a comparable or lesser evaluation rating as defined herein who holds a position for which the affected teacher is certified/license.
5. **Implementation of Reduction in Force**
  - a. Recommended reductions shall first be determined by not filling positions vacated by termination, non-renewal, voluntary resignation, retirement, or death.
  - b. If additional reductions are necessary, no preference for seniority shall be given except when making a decision between teachers who have comparable evaluations. Where comparable evaluations exist, teachers shall be laid off in reverse seniority order, i.e., least senior teacher is the first to be laid off in accordance with contract status within areas of certification, license, or entry-level requirements.
  - c. Limited contract teachers shall be reduced first utilizing the following order:
    1. Certification/Licensure within the affected teaching field
    2. Comparable evaluations as defined in this Agreement

3. When evaluations are comparable, seniority in the District shall prevail, with the contract of the least senior limited contract teacher in the affected teaching field being the first to be suspended.
- d. Should the necessary reduction of teaching positions exceed the number of limited contract teachers in the affected teaching field, only then continuing contract teachers shall be reduced utilizing the following order:
  1. Certification/Licensure within the affected teaching field
  2. Comparable evaluations as defined in this Agreement
  3. When evaluations are comparable, seniority in the District shall prevail, with the contract of the least senior limited contract teacher in the affected teaching field being the first to be suspended.
- e. Layoff shall occur by suspension of contract.

**6. Comparable Evaluations**

- a. Effective with the 2015-16 school year, comparable evaluations shall be defined as follows:
  1. All Accomplished Rated Teachers will be deemed comparable to each other.
  2. All Developing/Skilled Teachers will be deemed comparable to each other.
  3. All Ineffective Teachers will be deemed comparable to each other.

**7. Member Notification**

A teacher to be laid off for the following school year because of a RIF shall be notified by May 15 in writing. The Association shall be sent a copy of the said notification at the same time. The notice shall state the reason for RIF, the school year of contract suspension, and the date of the Board's action to implement the RIF. The Board must act on all RIFs by June 1.

**G. RECALL**

1. Any bargaining unit member whose contract is suspended as a result of staff reduction shall be recalled in reverse order of being released, provided the bargaining unit member is certificated.
2. While there are previous bargaining unit members of the District on the Reduction In Force List whose contracts have been suspended as a result of a Reduction In Force and who possess proper certification to fill any vacancy which may arise, no new bargaining unit member(s) shall be hired. Bargaining unit members whose continuing contracts are suspended shall have the right of restoration to continuing service status in reverse order of being reduced if and when teaching positions become vacant or are created for which any of such bargaining unit members are or become qualified. Bargaining unit members, whose

limited contracts are suspended, shall remain on the Reduction In Force List for a period of three (3) years from the date their contract was suspended.

3. The Board shall give written notice of recall by registered or certified letter to the bargaining unit member at the last known address. It shall be the responsibility of each bargaining unit member to notify the Treasurer of the Board of any change of address.
  4. Within ten (10) workdays of the returned certificate of receipt of offer to return to employment, the bargaining unit member shall accept the position by replying in writing, or by phone, or it shall be determined that he/she has declined the position. However, a teacher may decline a recall to a less than full-time position and shall remain on the recall list.
  5. A person on the Reduction In Force List shall, upon accepting an offer of reemployment, return to the System with the same seniority, accumulation of Sick Leave days and Salary Schedule placement as the bargaining unit member would have received in the year following contract suspension.
- H. A bargaining unit member whose contract was suspended because of staff reduction shall, if he/she desires, be placed on the Substitute List.
- I. Provisions for early retirement shall be made for the bargaining unit member who may wish to do so, consistent with established State retirement policies.
- J. If the Board contemplates a Reduction In Force for any reason, it can only conduct a Reduction In Force after the parties have met to discuss methods of avoiding such reductions.

#### ARTICLE 15. ASSOCIATION RIGHTS

- A. The President of the Association shall be provided with one (1) copy of the Board's meeting agenda, Board minutes, and financial reports prior to each regular Board meeting.

It shall be the practice of the Board or the Administration to distribute copies of the Board's agenda, including minutes, and addendum to the REA Building Representatives within twenty-four (24) hours of the Board meeting, whenever possible.

- B. The Association shall have the right to use the District mail services, reasonable access to the Public Address System, mailboxes, and designated bulletin boards, at least one (1) of which shall be provided for Association use in each building for the purpose of notices, communication and matters of Association concern.
- C. Any bargaining unit member shall have the right to representation in any meeting with the Administration or the Board involving discipline action(s), including reprimands.
- D. With the prior approval of the Superintendent, which approval shall not be unreasonably denied, the Association, or any committee thereof, shall have the right to use school buildings and facilities

without charge for professional meetings at times when a custodian is normally on duty and not previously in use by another group. Any request for use of special meeting facilities may invoke a reasonable charge for special custodian services if the Administration or Board determines such is necessary.

- E. The Superintendent shall authorize for the total bargaining unit members up to a maximum of eleven (11) workdays with pay to bargaining unit members selected by the Association President to represent their Association or chosen to serve on programs or in any official capacity at Association meetings or conferences. The REA president can conduct association business in lieu of his/her duty on an "as needed basis", with notice.
- F. The Association may have the right to use school-owned office equipment and audio-visual equipment, provided that notification has been given to the Building Principal and:
  - 1. Such use does not interfere with normal functions of the school.
  - 2. The use is strictly to serve the legitimate business of the Association, such as the production of records, notices, or correspondence.
  - 3. The purpose is for internal business use of the Association and not for public distribution.
  - 4. Cost of expendable supplies and repairs for damage caused by misuse of equipment will be charged to the Association.
- G. Leave with pay will be granted to a maximum of four (4) elected delegates/alternates of the Association to attend the OEA Representative Assembly, chargeable to Professional Leave.
- H. The Board agrees to provide the Association, at no charge, office space and meeting facilities in a building. The REA President shall have a key to the building and office space.
- I. At the New Teacher Orientation, the Association shall be given no less than one hour of continuous time on the agenda. More time may be given, upon request.

J. REA Officers

The Ravenna Education Association (REA) President, Vice President, Secretary, Treasurer and any other paid office holders have the option to be paid a stipend by the Board as identified by the REA. The REA shall prepay the Board for the cost of the stipends, Medicare, Workers Compensation and any applicable retirement costs payable to the Ohio STRS. There shall not be any cost to the Board. The stipend shall be paid in two (2) installments; the first by November 1 and the second by March 1.

ARTICLE 16. BOARD OF EDUCATION RIGHTS

- A. The Board of Education, except as otherwise agreed to in this Agreement, shall have the right to:

1. Determine matters of inherent managerial policy which include but are not limited to areas of discretion or policy such as the functions and programs of the public employer, standards of services, its overall budget, utilization of technology, and organizational structure.
  2. Direct, supervise, evaluate or hire employees.
  3. Maintain and improve the efficiency and effectiveness of governmental operations.
  4. Determine the overall methods, processes, means or personnel by which governmental operations are to be conducted.
  5. Suspend, discipline, demote or discharge for just cause; or lay off, transfer, assign, schedule, promote or retain employees.
  6. Determine the adequacy of the work force.
  7. Determine the overall mission of the employer as a unit of government.
  8. Effectively manage the work force.
  9. Take actions to carry out the mission of the public employer as a governmental unit.
- B. The Board is not required to bargain on subjects reserved to the management and direction of the schools except as they affect wages, hours, terms and conditions of employment; and the continuation, modification or deletion of an existing provision of this Agreement.

ARTICLE 17. **BARGAINING UNIT MEMBER RIGHTS**

A. **ACADEMIC FREEDOM**

A professional staff should seek to educate people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, and it is recognized that these democratic values can be best transmitted in an atmosphere which is free provided that the course of study and philosophy of the Board is followed.

B. **TEACHING RIGHTS**

1. A bargaining unit member is expected within the course of study to use Board adopted materials and equipment, but may supplement or complement said materials and equipment.
2. During the school year, the Board and/or Administration shall notify each bargaining unit member of the intent to use that bargaining unit member's classroom at times when school is not in session.

3. Consistent with provisions of State and Federal law, bargaining unit members may remove any disruptive student from their class for any time period, up to and including the entire school day, providing the office of the Principal is notified at the time and including the reason.
  4. Any committee assignment shall be voluntary. However, bargaining unit members are encouraged to participate in committees for the improvement of education.
  5. Bargaining unit members have the right to participate in professional and civic organizations for their personal benefit and interest.
  6. Bargaining unit members have the right to exercise their constitutional rights of political involvement or refusal to become involved without fear of reprisal or discipline in any form.
  7. A bargaining unit member may accept any other outside employment that would not interfere with any duty during his/her workday or supplemental contract duty.
  8. No teacher shall be required to serve as the teacher of record for a student seeking credit under the credit flexibility option. If a student requests that a specific teacher be assigned as the teacher of record, that request will be honored if the teacher agrees.
- C. Bargaining unit members will have input into issues relating to curriculum and instruction through Curriculum Council. Members of the Curriculum Council are responsible for sharing Information on such issues with their constituents, as well as soliciting input from them to report back to curriculum council. Findings are shared with the Superintendent prior to action being taken by the Board.
- D. **JOINT TECHNOLOGY COMMITTEE**

A standing Joint Technology Committee shall be created consisting of four (4) bargaining unit members designated by the Association and four (4) administrators chosen by the Superintendent, who shall be a part of the Committee. The REA members shall be representative of each of the following four (4) areas: pre-K-5, 6-8, 9-12, and Special Services.

The charge of the Committee will include the provision of appropriate training to affected staff, soliciting teacher input on current and possible future technology systems and hardware, programs, platforms, implementation issues, communication processes, and system-wide security issues. The Committee shall meet at least three (3) times per year, including a meeting in September, a meeting in May, and a mid-year meeting determined by the Committee. The Committee shall generally meet during the work day, except as mutually agreed. Teacher participants shall receive Professional Development credit for the meeting times, in accordance with Article 24.B.

ARTICLE 18. WORKING CONDITIONS

- A. The REA and the Administration of the Ravenna School District shall make every effort to deal with each other in a positive and professional manner.
- B. Reasonable attempts will be made to restrict announcements over the Public Address System to the beginning or end of the day, except in a clear emergency.
- C. If any bargaining unit member needs a lockable area in his/her classroom, it shall be provided within thirty (30) days of a request. If the bargaining unit member is a traveling bargaining unit member, said bargaining unit member shall be provided with a lockable cart.
- D. In each building, and for local use only, there shall be at least one (1) telephone extension which may be used by bargaining unit members for private conversations pertinent to teaching responsibilities and for infrequent personal calls. These extensions may not be used for any other business pursuits of the bargaining unit member.
- E. The Board will strive to provide and maintain a safe and healthy work environment. If a bargaining unit member believes that there is an unsafe or unhealthy working condition, that bargaining unit member shall notify the building principal, who will in turn notify the Director of Business Affairs, who will investigate the matter and communicate back to the bargaining unit member. If the bargaining unit member continues to have concerns about the identified conditions(s), that bargaining unit member should discuss this with his or her building representative and the matter will be discussed at the next Labor Management Committee meeting.
- F. Reasonable attempts will be made to provide adequate rooms for special services, i.e. Speech, Psychology, Counseling, Nurse, Instrumental Music, General Music, Art, and Physical Education.
- G. Expenses related to the site license and required by State law for child care providers will be paid by the Board through the health benefits account or through the building staff development accounts.
- H. If requested by either party, the REA and the administration shall establish a joint district-wide Student Conduct Committee (SCC) in order to facilitate a consistent application of the Student Code of Conduct in each building. The SCC shall be composed of bargaining unit members and administrators. The Committee shall promptly issue a report following each meeting.
- I. Except in emergency circumstances beyond the control of the administrator, Intervention Specialists shall not be pulled from their regular assignments to provide substitute coverage for absent teachers. Further, except when the building administrator is not on site, Intervention Specialists shall not be pulled from their regular assignment to provide disciplinary support for students in other classrooms.

ARTICLE 19. HOME TEACHERS

- A. Bargaining unit members are not to serve as paid private home teachers for pupils who are also members of their classes. No home teaching for which a bargaining unit member receives a fee will be carried on in the school building except with the Superintendent's permission.
- B. All home teaching for credit must be approved in advance by the Principal or Superintendent. A bargaining unit member providing home teaching for a pupil for credit must hold a valid teaching certificate in the subject or field being tutored.
- C. Bargaining unit members shall be paid at least Twenty-Five Dollars and Fifty Cents (\$25.50) per hour, and the Superintendent or his/her designee must have the bargaining unit member's agreement as to scheduling of hours and days. In subsequent contracts, this pay shall increase by the percentage increase in the base.

ARTICLE 20. GRADING OF STUDENTS

In the event that the grade recorded by a teacher is changed by an Administrator, the bargaining unit member shall be notified in writing and have the right to have a rebuttal attached to said notification for filing in the student's record file.

ARTICLE 21. PAYROLL

- A. Payment of salary shall be made over a twelve (12) month period. The total salary shall be paid in twenty-six (26) biweekly equal payments commencing September of each school year, except as equal payments may be affected for any individual bargaining unit member for payroll adjustments. The employee shall receive notification of any Board instituted changes.
- B. All bargaining unit members will be required to complete the forms requested by the Treasurer prior to receiving the initial pay at the beginning of each school year.
- C. Electronic distribution of pay shall be as follows, except as otherwise determined by the Schedule of Pay Dates (Appendix I).

Beginning with the 2017-2018 school year, payroll will be distributed over twenty-four (24) pays per year to be paid on the 5<sup>th</sup> and the 20<sup>th</sup> of each month. If the pay date falls over the weekend or a holiday the pay will fall on the business day immediately preceding. The due date for payroll exceptions (e.g. stipends, internal sub pay, tutoring etc.) will be ten (10) business days prior to the official pay date (5<sup>th</sup> or 20<sup>th</sup>). It is also understood that these changes are contingent upon the adoption of these related provisions by OAPSE 338 and OAPSE 562.

Direct deposit notifications shall be sent via e-mail to the employee's district e-mail account and up to one (1) other e-mail account provided to the payroll department by the employee.

D. Bargaining unit members whose supplemental contracts are for duties performed over the entire school year shall have the option to be paid at the end of each semester or at the end of the school year. Bargaining unit members whose supplemental contracts are for duties performed for less than the entire school year shall be paid at the conclusion of the duty.

E. **ADDITIONAL TRAINING**

1. Any bargaining unit member may move horizontally on the Salary Schedule at the beginning of the first or the second semester, provided:

a. Academic work is completed satisfactorily.

b. Academic work provides sufficient semester hours to qualify for the next column on the Salary Schedule.

c. Academic work is not in a program considered extraneous to his/her educational responsibilities.

d. Satisfactory evidence of application for an official transcript has been received at the Board office. Satisfactory evidence would be a letter from the Registrar or other appropriate college or university official. Such evidence must be received in the Treasurer's Office by September 15th for the first semester and by February 15th for the second semester.

F. All bargaining unit members shall receive their pay through direct deposit.

G. Each direct deposit notification shall indicate each individual deduction made and for what reason, and shall provide a cumulative calendar year total for earnings, taxes, Sick Leave, and Personal Leave.

H. Leave incentives, supplemental contracts, and special education pay elections shall be paid in the next regularly scheduled direct deposit after completion of report requirements and the Treasurer's office having the time required to process the payment.

ARTICLE 22. **PAYROLL DEDUCTIONS**

A. **REQUIRED DEDUCTIONS**

Deductions for taxes and retirement shall be equally distributed over all twelve (12) months.

B. **VOLUNTARY DEDUCTIONS**

1. All current deductions shall continue.

2. **Association Dues**

- a. The Association shall present to the Treasurer, prior to October 1st of each school year, signed Dues Deduction Authorization Cards or Forms from each of its members and the Treasurer will accordingly deduct from each paycheck as authorized, beginning two (2) weeks from the day the information is presented to the Treasurer, and ending with the last paycheck in May, unless withdrawn.
  - b. By October 1st of each year, the Association shall advise the Treasurer in writing of the amount of individual membership dues to be deducted for that current school year.
  - c. At any time other than the previous noted period, Association dues will be deducted beginning two (2) weeks from receipt of the Authorization Card or Form, together with the amount to be deducted equally prorated over the remaining paychecks, to the last paycheck in May, unless withdrawn.
  - d. The Board agrees to honor continuous dues deduction authorizations executed in accordance with this Article. Such authorization may be revoked only in writing, with such revocation received by the Office of the Treasurer and date stamped during the period of September 1st through October 1st of each year.
3. Open periods for adding voluntary deductions may be done in December for January, March for April, June for July and September for October. The amount of already authorized voluntary deductions may be changed upon two (2) weeks written request. Credit Union and annuity deductions will be withheld and forwarded twice per month.
  4. There will be no fee charged for political/educational deductions, such as FCPE.
  5. Bargaining unit members will have the option to participate in a (United States Savings Bond) Bond-a-Month Plan through payroll deductions.

C. **FAIR SHARE FEE**

1. Payroll Deduction of Fair Share Fee

The Board shall deduct from the pay of members of the bargaining unit who elect not to become or to remain members of the Association, a Fair Share Fee for the Association's representation of such nonmembers during the term of this Contract. No nonmember filing a timely demand shall be required to subsidize partisan political or ideological causes not germane to the Association's work in the realm of collective bargaining.

2. Notification of Fair Share Fee Amount

Notice of the amount of the annual Fair Share Fee shall be transmitted by the Association to the Treasurer of the Board on or about November 15th of the first year of this Contract and on or about October 15th of each successive year of this Contract for the purpose of

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

3. Schedule of Fair Share Fee Deduction

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

(1) Sixty (60) days employment in a bargaining unit position; or

(2) January 15th.

b. Termination of Membership During Membership Year: The Board Treasurer shall, upon written notification from the Association that a member has terminated membership, commence deduction of the Fair Share Fee with respect to the former member, and the amount of the fee yet to be deducted shall be the annual Fair Share Fee less the amount previously paid through payroll deduction. The deduction of said amount shall commence on the first pay date occurring on or after forty-five (45) days from the termination of membership.

4. Transmittal of Deductions

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

5. Procedure for Rebate

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

6. Entitlement to Rebate

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

7. Indemnification of Employer

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

- a. The Board shall give a ten (10) day written notice of any claim made or action filed against the employer by a nonmember for which indemnification may be claimed.
- b. The Board agrees to:
  - (1) Give full cooperation and assistance to the Association and its counsel at all levels of the processing;
  - (2) Permit the Association or its affiliates to intervene as a party if it so desires; and/or
  - (3) To not oppose the Association or its affiliates' application to file briefs amicus curiae in actions involving members of the Ravenna Education Association who desire to become nonmembers of same.
- c. The Board acted in good faith compliance with the Fair Share Fee provision of this Agreement.

ARTICLE 23. SERVICE CREDITS

The Board will recognize as full service credit on the Salary Schedule, the first ten (10) years of teaching service outside the District as a regular school bargaining unit member, or the first five (5) years of service in the Armed Forces of the United States, or a combination thereof not to exceed ten (10) years. No half-year credit will be recognized.

ARTICLE 24. PROFESSIONAL DEVELOPMENT

- A. The Board shall appropriate for each school year, a sum sufficient to provide supplemental pay to bargaining unit members for earned college credit, subject to the following conditions: for each year, this amount shall be Twenty-Six Thousand Dollars (\$26,000) except that any amount that is remaining in the account as of June 30th of any year shall be added to the amount for the next year. If a teacher uses up his/her credit amount allocated in the contract for professional development from the beginning of the school year to the end of the school year, and if there is money remaining in the professional development account, he/she may use summer course work, under the provisions of the Contract, for professional development once again on a first-come/first-serve basis.

1. The bargaining unit member shall have taught in the Ravenna School District for a minimum of two (2) years. No bargaining unit member may receive such supplemental payment for two (2) consecutive years before a bargaining unit member who did not receive payment during the previous year.
2. The college course must be taken in or related to education, certification/licensure and/or administration.
3. The sums provided for above shall be allocated for education reimbursement as follows: Fifty percent (50%) in the summer; twenty-five (25%) in the fall, and twenty-five (25%) in the spring.
4. Available monies shall be provided to pay supplemental pay to qualified bargaining unit members on a first-to-apply basis.
5. The bargaining unit member desiring such supplemental pay must complete and submit to the Superintendent, the appropriate form, which is attached hereto and made a part hereof as Appendix D, prior to enrolling in the college course.
6. The bargaining unit member shall submit written proof in the form of an official transcript of completed credit at an accredited university, with a passing grade. If reimbursement is being requested, proof of payment in the form of a receipt must accompany the transcript to the Superintendent at the conclusion of the quarter or semester in which the previously approved course was taken.
7. The supplemental pay of a bargaining unit member for the school year in which approval is granted shall be the amount covering the approved course(s) in accordance with the procedures established herein at the rate of up to Two Hundred Fifty Dollars (\$250.00) per semester hour, not to exceed the per credit cost of the course] successfully completed, not to exceed six (6) semester hours] annually, not to exceed a total of One Thousand Five Hundred Dollars (\$1,500.00). The limits for quarter hour classes shall be applied on a pro-rata basis.
8. The supplemental pay is to be payable as a single sum in a separate check following presentation of satisfactory evidence, as provided for in Paragraph 6, above, that the course work has been successfully completed.
9. Each bargaining unit member receiving supplemental pay under this Section, prior to his/her receipt of such pay, shall agree that he/she will continue to teach in this District for at least three (3) full school year following receipt of such supplemental pay. If such bargaining unit member fails to teach in the District for the required period, the amount of such supplemental pay received during the prior school year shall be deducted from said bargaining unit member's final pay as follows: (1) one hundred percent (100%) pay back for the supplemental pay received during the last twelve (12) months, (2) fifty percent (50%) payback for the 2<sup>nd</sup> previous year and (3) thirty percent (30%) payback for the 3<sup>rd</sup> previous year.

10. An accounting of these monies will be made available each year, if requested by the Association President, with two (2) weeks notice.
  11. If paid a district stipend for professional development, a bargaining unit member does not also qualify for the above professional development reimbursement for that same activity (e.g. Rigby, Technology Training).
- B. The following will be considered professional development for the purposes of granting contact hour credit: BLT meetings, DLT meetings, department and grade level meetings, committee work (all of which require an agenda and minutes), district-sponsored waiver days, Records Day, HSTW/MMGW meetings, and RPDC-approved professional development. Staff meetings shall also be considered professional development for such purpose where the purpose of the staff meeting is to provide opportunities applicable to professional practice and growth. If a portion of a staff meeting is devoted to said purpose, that portion of the staff meeting shall be so considered.

#### ARTICLE 25. INSERVICE EDUCATION

- A. Inservice education programs approved by the Superintendent or his/her designee and the Association shall be financially supported by the Board.
- B. Upon evidence of successful completion of an inservice program, credit shall be applicable to the existing Salary Schedule, up to, but not including the Master's level. The Superintendent or his/her designee and the Local Professional Development Committee will meet to determine how much credit will be given, if any.
- C. JOINT IN-SERVICE/PROFESSIONAL DEVELOPMENT COMMITTEE

A standing Joint In-service/Professional Development Committee shall be created consisting of four (4) bargaining unit members designated by the Association and four (4) administrators chosen by the Superintendent, who shall be a part of the Committee. The REA members shall be representative of each of the following four (4) areas: pre-K-5, 6-8, 9-12, and Special Services. Additional ad hoc members may be added from affected grade levels and/or departments on an as-needed basis.

The charge of the Committee will include developing the specific subject matter and the specific building/grade level areas of concern for all in-service/professional development sponsored by the district. It is expected that the committee will address the need for Professional Development around appropriately addressing disruptive students. The Committee shall meet at least two (2) times per year, including a planning meeting in the spring to plan for the following year and a meeting in the fall to debrief. Additional meetings may be held as determined by the Committee. The Committee shall generally meet during the work day, except as mutually agreed. Teacher participants shall receive Professional Development credit for the meeting times, in accordance with Article 24.B. Committee work outside the teacher work day will be paid at Twenty Dollars (\$20.00) per hour.

- D. In order to develop a consistent and equitable practice to keep track of contact hours for district-provided professional development, contact hours/CEUs will be tracked in PD Express. Administrators will front load all known events at the beginning of the year in PD Express. If an event is added after the beginning of the year, the event will be posted by the administrator ten (10) days prior to the event. All events will be closed five (5) school days after the event. Teachers must sign up in PD Express and attend the event for credit. The administrator then will approve the class hour(s) in a timely manner as soon as possible, but no later than thirty days (30) days after the event.

ARTICLE 26. SALARY

**Year One - \$34,609 + steps 1.0%**  
**Year Two - \$35,128 + steps 1.5%**  
**Year Three - \$35,831 + steps 2.0%**

- A. The base salary effective at the beginning of the 2016-17 school year shall be Thirty-Four Thousand Six Hundred Nine Dollars (\$34,609). The base salary effective at the beginning of the 2017-18 school year shall be Thirty-Five Thousand One Hundred Twenty-Eight Dollars (\$35,128). The base salary effective at the beginning of the 2018-19 school year shall be Thirty-Five Thousand Eight Hundred Thirty-One Dollars (\$35,831).

Following the passage of the 2018-2019 biennial budget the treasurer will update the May 2017 five year forecast by July 31, 2017 reflecting the funding formula for the next biennium. If line 1.04 in the updated five year forecast is equal to or greater than \$1,681,000, the base salary effective at the beginning of the 2017-18 school year shall be Thirty-Five Thousand Four Hundred Seventy Four Dollars (\$35,474) and the base salary effective at the beginning of the 2018-19 school year shall be Thirty-Six Thousand Three Hundred Sixty One Dollars (\$36,361).

Contingent Base Salaries

Year Two - \$35,474 + steps 2.5%  
Year Three - \$36,361 + steps 2.5%

- B. All hours beyond the Master's Degree column shall be graduate hours, unless approved otherwise by the Superintendent. (This Section shall be applied prospectively and all bargaining unit members shall be grandfathered at their present level.)
- C. Bargaining unit members who have earned a Master's Degree plus 30 hours shall receive an additional payment of Three Hundred Dollars (\$300) each year as part of their regular pay.

**D. SALARY INDEX/LONGEVITY SCHEDULE**

Years	Non D	BS	BS + 10	BS + 20	MAST	MA+10	MA+20
Step 0	0.8650	1.0000	1.0425	1.0468	1.0624	1.0643	1.0670
Step 1	0.9000	1.0408	1.0850	1.0936	1.1248	1.1286	1.1340
Step 2	0.9350	1.0816	1.1275	1.1404	1.1872	1.1929	1.2010
Step 3	0.9700	1.1224	1.1700	1.1872	1.2496	1.2572	1.2680
Step 4	1.0050	1.1632	1.2125	1.2340	1.3120	1.3215	1.3350
Step 5	1.0400	1.2040	1.2550	1.2808	1.3744	1.3850	1.4020
Step 6	1.0400	1.2498	1.3025	1.3326	1.4418	1.4551	1.4740
Step 7	1.0400	1.2956	1.3500	1.3844	1.5092	1.5244	1.5460
Step 8	1.0400	1.3414	1.3975	1.4362	1.5766	1.5937	1.6180
Step 9	1.0400	1.3872	1.4450	1.4880	1.6440	1.6630	1.6900
Step 10	1.0400	1.4330	1.4925	1.5398	1.7114	1.7323	1.7620
Step 11	1.0400	1.4838	1.5450	1.5966	1.7838	1.8066	1.8390
Step 12	1.0400	1.5346	1.5975	1.6534	1.8562	1.8809	1.9160
Step 13	1.0400	1.5854	1.6500	1.7102	1.9286	1.9552	1.9930
Step 14	1.0400	1.6362	1.7025	1.7670	2.0000	2.0295	2.0700
Step 20	1.0687	1.6649	1.7312	1.7958	2.0287	2.0582	2.0988
Step 26	1.0974	1.6936	1.7599	1.8244	2.0574	2.0869	2.1274

**SALARY EFFECTIVE FOR THE SCHOOL YEAR BEGINNING: 2016**  
**(1% increase on base)**

<b>YEARS NON D (1)</b>	<b>BS (2)</b>	<b>BS+10 (3)</b>	<b>BS+20 (4)</b>	<b>MAST (5)</b>	<b>MA+10(6)</b>	<b>MA+20 (7)</b>	<b>MA+30 (8)</b>
Step 0	29,937	34,609	36,080	36,229	36,769	36,834	36,928
Step 1	31,148	36,021	37,551	37,848	38,928	39,060	39,247
Step 2	32,359	37,433	39,022	39,468	41,088	41,285	41,565
Step 3	33,571	38,845	40,493	41,088	43,247	43,510	43,884
Step 4	34,782	40,257	41,963	42,708	45,407	45,736	46,203
Step 5	35,993	41,669	43,434	44,327	47,567	47,933	48,522
Step 6	35,993	43,254	45,078	46,120	49,899	50,360	51,014
Step 7	35,993	44,839	46,722	47,913	52,232	52,758	53,506
Step 8	35,993	46,425	48,366	49,705	54,565	55,156	55,997
Step 9	35,993	48,010	50,010	51,498	56,897	57,555	58,489
Step 10	35,993	49,595	51,654	53,291	59,230	59,953	60,981
Step 11	35,993	51,353	53,471	55,257	61,736	62,525	63,646
Step 12	35,993	53,111	55,288	57,223	64,241	65,096	66,311
Step 13	35,993	54,869	57,105	59,188	66,747	67,668	68,976
Step 14	35,993	56,627	58,922	61,154	69,218	70,239	71,641
Step 20	36,987	57,621	59,915	62,151	70,211	71,232	72,637
Step 26	37,980	58,614	60,908	63,141	71,205	72,226	73,927

**SALARY EFFECTIVE FOR THE SCHOOL YEAR BEGINNING: 2017**  
**(1.5% Increase on base)**

<b>YEARS</b>	<b>NON D (1)</b>	<b>BS (2)</b>	<b>BS+10 (3)</b>	<b>BS+20 (4)</b>	<b>MAST (5)</b>	<b>MA+10(6)</b>	<b>MA+20 (7)</b>	<b>MA+30 (8)</b>
<b>Step 0</b>	30,386	35,128	36,621	36,772	37,320	37,387	37,482	37,782
<b>Step 1</b>	31,615	36,561	38,114	38,416	39,512	39,645	39,835	40,135
<b>Step 2</b>	32,845	37,994	39,607	40,060	41,704	41,904	42,189	42,489
<b>Step 3</b>	34,074	39,428	41,100	41,704	43,896	44,163	44,542	44,842
<b>Step 4</b>	35,304	40,861	42,593	43,348	46,088	46,422	46,896	47,196
<b>Step 5</b>	36,533	42,294	44,086	44,992	48,280	48,652	49,249	49,549
<b>Step 6</b>	36,533	43,903	45,754	46,812	50,648	51,115	51,779	52,079
<b>Step 7</b>	36,533	45,512	47,423	48,631	53,015	53,549	54,308	54,608
<b>Step 8</b>	36,533	47,121	49,091	50,451	55,383	55,983	56,837	57,137
<b>Step 9</b>	36,533	48,730	50,760	52,270	57,750	58,418	59,366	59,666
<b>Step 10</b>	36,533	50,338	52,429	54,090	60,118	60,852	61,896	62,196
<b>Step 11</b>	36,533	52,123	54,273	56,085	62,661	63,462	64,600	64,900
<b>Step 12</b>	36,533	53,907	56,117	58,081	65,205	66,072	67,305	67,605
<b>Step 13</b>	36,533	55,692	57,961	60,076	67,748	68,682	70,010	70,310
<b>Step 14</b>	36,533	57,476	59,805	62,071	70,256	71,292	72,715	73,015
<b>Step 20</b>	37,541	58,485	60,814	63,083	71,264	72,300	73,727	74,027
<b>Step 26</b>	38,549	59,493	61,822	64,088	72,272	73,309	74,731	75,031

**SALARY EFFECTIVE FOR THE SCHOOL YEAR BEGINNING: 2018**

(2.0% Increase on base)

<b>YEARS NON D (1)</b>	<b>BS (2)</b>	<b>BS+10 (3)</b>	<b>BS+20 (4)</b>	<b>MAST (5)</b>	<b>MA+10(6)</b>	<b>MA+20 (7)</b>	<b>MA+30 (8)</b>
Step 0	30,994	35,831	37,354	37,508	38,067	38,135	38,532
Step 1	32,248	37,293	38,877	39,185	40,303	40,439	40,932
Step 2	33,502	38,755	40,399	40,862	42,539	42,743	43,333
Step 3	34,756	40,217	41,922	42,539	44,774	45,047	45,734
Step 4	36,010	41,679	43,445	44,215	47,010	47,351	48,134
Step 5	37,264	43,141	44,968	45,892	49,246	49,626	50,535
Step 6	37,264	44,782	46,670	47,748	51,661	52,138	53,115
Step 7	37,264	46,423	48,372	49,604	54,076	54,621	55,695
Step 8	37,264	48,064	50,074	51,460	56,491	57,104	58,275
Step 9	37,264	49,705	51,776	53,317	58,906	59,587	60,854
Step 10	37,264	51,346	53,478	55,173	61,321	62,070	63,434
Step 11	37,264	53,166	55,359	57,208	63,915	64,732	65,893
Step 12	37,264	54,986	57,240	59,243	66,510	67,395	68,952
Step 13	37,264	56,806	59,121	61,278	69,104	70,057	71,711
Step 14	37,264	58,627	61,002	63,313	71,662	72,719	74,470
Step 20	38,293	59,655	62,031	64,345	72,690	73,747	75,502
Step 26	39,321	60,683	63,059	65,370	73,719	74,776	76,527

E. **TEACHER RECRUITING INCENTIVE**

1. The Board may offer a recruiting incentive credit on the Salary Schedule in those subject areas or for those personnel needs for which the Board has difficulty in recruiting to fill bargaining unit positions.
2. If the Board chooses to offer this recruiting incentive credit, the new bargaining unit member will be placed on the Salary Schedule up to and including Step 3. The bargaining unit member will remain on that Salary Schedule level until such time as that bargaining unit member would be regularly scheduled to move beyond that step.
3. If the bargaining unit member leaves the District before the end of the third year, he or she shall be required to reimburse the District for the incentive monies previously paid. The Board shall have the right to withhold that balance from remaining paychecks due that bargaining unit member.

ARTICLE 27. **SUPPLEMENTAL SALARIES**

- A. The wage for any new supplemental position created by the Board will be negotiated with the Association pursuant to Article 1, Section C, "Amendment of Agreement".
- B. Bargaining unit members shall be paid the following additional percentages on the supplemental positions listed in Item D, below. Years of service credit will only apply to years of service in Ravenna School District.

- One percent (1%) after three (3) years of service.
- One percent (1%) after five (5) years of service.
- One percent (1%) after seven (7) years of service.
- One percent (1%) after nine (9) years of service.
- One percent (1%) after eleven (11) years of service.

Service must be in same general supplemental position. In case of athletics, service must be in same sport.

An employee new to the District may be hired, at the discretion of the Superintendent, with credit for past service as set forth above; or, by adding up to five percent (5%) to the percentage as set forth in Section D below for the following positions only:

- Varsity Head Football
- Varsity Head Wrestling
- Varsity Head Basketball (Boys)
- Varsity Head Basketball (Girls)

- C. The Board shall have the right to fill or not to fill any of these supplementals with the exception of Department Chairs.

D. The supplemental contract positions and percentages are as follows:

<u>Assignment</u>	<u>School</u>	<u>% of BA</u>
Game/Site Manager	High School – Fall	4.0
	– Winter	4.0
M.S. Athletic Coordinator	Brown	12.0
<u>Band/Music</u>		
Coordinator of Music	K-12	7.0
Marching (Head)	High School	9.0
Wind Ensemble	High School	8.0
Concert Band	High School	5.0
Assistant Band Director	High School	7.0
Assistant Marching	High School	5.0
Jazz Band	High School	5.0
Instrumental	Brown Middle	4.0
Vocal Music	High School	6.0
Vocal Music	Brown Middle	4.0
Elementary Vocal/Instrumental Music (includes K and Preschool w/Dis		3.0
(This implies that for shared bldgs, a max of 3% will be paid for all performances.)		
Academic Challenge Advisor	High School	3.0
Builders Club	Brown Middle	4.0
<u>Cheerleader Advisor</u> - Varsity	High School	9.0
Assistant	High School	6.0
7 <sup>th</sup> -8 <sup>th</sup> Advisor	Middle School	3.0
Chess Team	District	3.0
<u>Class Advisor</u> - Senior Class	High School	6.0
Junior Class	High School	6.0
Sophomore Class	High School	5.0
Freshman Class	High School	4.0
Coordinator of Art	K-12	7.0
Coordinator of Library/Media Services	K-12	10.0
Department Heads	High School	8.0
Drama Coach	High School	7.0
All City Musical Director	Brown Middle	5.0
After School Detention Monitor (6-12)		\$20.00/Hour
Art Presentations supplemental a stipend of \$50 per event for Art presentations, but no fewer than the current number of Art presentations (15-16 school year) and no more than five (5) per year.		
Key Club Advisor	High School	6.0
Leadership Advisor	High School	2.0
LPDC Chairperson		7.0
LPDC Member	K - 12	3.0
National Honor Society Advisor	High School	5.0
Newspaper Advisor	High School	8.0
	Brown Middle	5.0

Business Club Advisor	High School	8.0
Pre-K Coordinator	Pre-School	7.0
<u>Assignment</u>	<u>School</u>	<u>% of BA</u>
Panda Advisor	Brown Middle	3.0
Physical Education Coordinator	K - 12	7.0
Saturday School Monitor	High School	\$20.00/Hour
Science Fair (Grades 5-8)	(1)	2.0
Science Olympiad (9-12)	(1)	2.0
Ski Club Advisor	Middle (1) \$50/Trip; Max10 Trips High School (1)	
Special Ed Representative including serving on Curriculum Counsel		3.0
Student Council Advisor	High School	6.0
	Brown Middle	6.0
Students Against Drunk Driving (SADD) Advisor	High School	3.0
Grade Level Chairs	Brown Middle	5.0
	Elementary School	5.0
Industrial Tech Maintenance	High School	5.0
TV Production	High School	5.0
Title I Reading/Math Nights: Flat rate of \$20.00/hour, not to exceed three (3) hours/event, up to two (2) events/year determined and approved by Administration.		
Yearbook Advisor	High School	10.0
	Brown Middle	5.0
<u>Baseball</u> - Head Coach	High School	14.0
Assistant Coach	High School	9.0
Freshman	High School	8.0
<u>Basketball</u> (Boys') - Head Coach	High School	20.0
Assistant Coach	High School	13.0
9th Grade Coach	High School	11.0
8th Grade Coach	Brown Middle	10.0
7th Grade Coach	Brown Middle	9.0
<u>Basketball</u> (Girls') - Head Coach	High School	20.0
Assistant Coach	High School	13.0
9th Grade Coach	High School	11.0
8th Grade Coach	Brown Middle	10.0
7th Grade Coach	Brown Middle	9.0
Bowling (Boys') - Head Coach	High School	10.0
Bowling (Girls') - Head Coach	High School	10.0
Cross Country (Boys') - Head Coach	High School	10.0
Combined Boys/Girls		
Cross Country Head Coach	High School	14.0
Assistant Coach	High School	5.0
7th-8th Grade Coach	Brown Middle	7.0
Combined Boys/Girls		

7 <sup>th</sup> -8 <sup>th</sup> Grade Coach	Brown Middle	11.0
<u>Cross Country (Girls')</u> - Head Coach	High School	10.0
Assistant Coach	High School	5.0
7 <sup>th</sup> -8 <sup>th</sup> Grade Coach	Brown Middle	7.0
<u>Assignment</u>	<u>School</u>	<u>% of BA</u>
<u>Football</u> - Head Coach	High School	22.0
Assistant Coach	High School	13.0
Head 9 <sup>th</sup> Grade Coach	High School	11.0
Assistant 9 <sup>th</sup> Grade Coach	High School	9.0
Head Coach	Brown Middle	10.0
Assistant Coach	Brown Middle	9.0
<u>Golf</u> - Head Coach	High School	10.0
Assistant Coach	High School	6.0
<u>Soccer Coach (Boys')</u> - Head Coach	High School	15.0
Assistant Coach	High School	10.0
Head Coach	Brown Middle	8.0
<u>Soccer Coach (Girls')</u> - Head Coach	High School	15.0
Assistant Coach	High School	10.0
Head Coach	Brown Middle	8.0
<u>Softball</u> - Head Coach	High School	14.0
Assistant Coach	High School	8.0
<u>Strength/Conditioning Coach</u>	High School – Fall	4.0
	– Winter	4.0
	– Spring	4.0
	– Summer	6.0
<u>Tennis (Boys')</u> - Head Coach	High School	10.0
Assistant Coach	High School	6.0
<u>Tennis (Girls')</u> - Head Coach	High School	10.0
Assistant Coach	High School	6.0
<u>Track (Boys')</u> - Head Coach	High School	14.0
Assistant Coach	High School	9.0
7 <sup>th</sup> -8 <sup>th</sup> Grade Coach	Brown Middle	8.0
Combined Boys/Girls		
7 <sup>th</sup> -8 <sup>th</sup> Grade Coach	Brown Middle	11.0
<u>Track (Girls')</u> - Head Coach	High School	14.0
Assistant Coach	High School	9.0
7 <sup>th</sup> -8 <sup>th</sup> Grade Coach	Brown Middle	8.0
<u>Volleyball</u> - Head Coach	High School	15.0
Assistant Coach	High School	11.0
Head Coach	Brown Middle	9.0
Assistant Coach	Brown Middle	7.0
<u>Wrestling</u> - Head Coach	High School	20.0
Assistant Coach	High School	13.0
Freshman Coach	High School	11.0
Head Coach	Brown Middle	10.0
Assistant Coach	Brown Middle	8.0

- E. Modification or addition to written supplemental job descriptions during the term of this Contract shall be cooperatively developed. The Labor/Management Relations Supplemental Job Description Committee, consisting of four (4) bargaining unit members designated by the Association and four (4) administrators chosen by the Superintendent, is to look at all supplemental contracts and update job duties to reflect the needs of the Ravenna School District, before the beginning of the 2016-2017 School Year. Once the job descriptions are completed and the parties are both aware of what responsibilities are included in each supplemental, the parties agree that the bargaining unit member will receive the supplemental pay for performing such duties as are required by the administration.
- F. Bargaining unit members who participate in the overnight portion of the Sixth Grade Outdoor Education Program shall be paid a stipend of One Hundred Twenty-Five Dollars (\$125.00) per night.
- G. In subsequent contracts, supplementals paid per hour or per night shall be increased by the percentage increase in the base.

ARTICLE 28. **DEPARTMENT CHAIRPERSONS**

- A. Department Chairpersons for the following departments are established by the Board:

High School

**CORE DEPARTMENTS**

Mathematics  
English  
Social Studies  
Science

**NON-CORE DEPARTMENTS**

General Studies  
Foreign Language/Fine Arts/Business  
Pupil Services

- B. All Department Chairpersons, except for Pupil Services, will be scheduled for a reduced work load – one period per day, all year.

## ARTICLE 29. INSURANCES

In order to be eligible for insurance, an employee must be contracted for at least 30 hours per week. An employee who participates in the COG as of June 30, 2016, who has less than 30 hours may continue to participate.

Coverage: See Plan Booklet for COG adopted coverage information.

### MEDICAL

- A. The Board will pay 85% of the premium and the bargaining unit member will pay 15% for full-time employees. Beginning with the 2012-13 school year, the Board will pay 85% of the premium and the bargaining unit member will pay 15% for full-time employees for, Medical Insurance coverage.

If both spouses are bargaining unit members of the Ravenna School District, the Board shall pay the entire premium for the family plan for that family. The selection of the individual or family plan shall be the option of each bargaining unit member.

### B. STARK COUNTY SCHOOLS COUNCIL

The Board of Education may fully meet its obligations to provide health care benefits and services under this collective bargaining agreement by participating in the health benefits program of the Stark County Schools Council (COG). The Board shall provide health, dental and life insurance through the COG. The coverage shall be the standardized COG specifications, as shown in Appendix I, which contains the schedule of benefits in effect as of July 1, 2016. Such specifications are subject to change per the agreement with the COG. The coverage shall be the standardized COG specifications

### C. PREFERRED PROVIDER - DOCTORS/HOSPITALS

1. The parties agree that one or more Preferred Provider Organization (PPO) programs for hospital and physicians' services shall be provided through the Stark County Council of Governments (COG) Health Insurance Program. Anyone, as of August 1, 2009, who has the traditional Mutual Health Program instead of the PPO, may continue such participation.
2. The selection of the PPO(s), the types of benefits/programs, or any changes therein, shall be mutually determined by the representative of the COG and the Stark County OEA office representative.

### D. PREFERRED PROVIDER - PRESCRIPTION DRUGS

The Board shall provide, through the Stark County Council of Governments, a preferred provider drug program that, if the employee chooses to utilize, will include the following:

1. The program will be available to employees and their dependents who have "primary" coverage under the District's insurance.
2. The employee will pay the 20% co-payment to the provider and the remaining 80% will be direct billed to the insurance company. If the yearly maximum has been reached, provisions will be made to refund the employee's 20% co-payment.
3. The deductible will be waived.
4. The list of covered expenses shall be agreed upon by the COG and the Stark County OEA office representative.
5. Mail order prescription: Mail order must be used for maintenance drugs in order for the insurance provisions to apply.

Generic: Generic drugs must be substituted where applicable in order for the insurance provisions to apply.

#### Life Insurance

The Board shall provide term life and accidental death and dismemberment coverage in the amount of \$40,000 for each teacher.

Bargaining unit members may purchase additional term life insurance at the group rate, in \$5,000 increments, up to a maximum of \$60,000 coverage in addition to Board paid coverage. Modifications to this provision may be necessary to comply with requirements of the insurance carrier. The value of the life insurance reduces by 50% at age 65. The specific terms of the policy are contained in the life insurance contract.

#### Dental Insurance

The Board shall provide dental coverage. The Board will pay 93% of the premium and the bargaining unit member will pay 7% for full-time employees.

#### Section 125-Tax Shelter

Tax sheltering of the individual's contribution for health costs, unreimbursed medical expenses and dependent coverage will be provided, under IRS Section 125.

All COG employers must offer the IRS Section 125 tax shelter provided through the COG. If an employee elects to utilize any of the IRS 125 benefits, the administrative cost shall be shared equally between the employee and the employer.

**PREMIUM HOLIDAYS:** If the employer receives a premium holiday(s), the employees shall not be required to pay their portion of the premium(s) for the holiday month(s).

**SPOUSAL COVERAGE:** Any new Participants in the COG, after June 30, 2015, with working spouses who have the ability to be covered under an insurance plan through his/her place of employment, will be required to take his/her plan as their primary plan. This provision does not apply to a participant who had insurance with one COG employer and immediately thereafter, moved to another COG employer. If the required spouse is required to pay forty (40%) percent or more of the premium with his/her employer, the requirements of this section shall not apply.

**SAME SEX MARRIAGE:** The COG plan specifications will be modified to include those individuals.

**E. EMPLOYEE ASSISTANCE PROGRAM**

During the length of this Contract, the Board will provide an Employee Assistance Program (EAP) designed to address bargaining unit member wellness related issues, including a Smoking Cessation Program and counseling. The current Program shall be evaluated annually by the Labor/Management Committee for effectiveness. The decision to continue or discontinue the EAP shall be made by the Committee no later than May 1st of each school year. If the Committee elects to discontinue this Program, the Committee shall decide how the monies allocated for the EAP shall be used.

**ARTICLE 30. MILEAGE**

- A. The mileage rate shall be at the IRS-approved rate as agreed upon by the parties.
- B. Any mileage due a bargaining unit member shall be paid no less often than once per semester.
- C. Mileage shall be paid for any mileage incurred when traveling is required by the Administration. Mileage will also be paid to bargaining unit members who are required to travel between buildings for more than one (1) assignment or whenever directed by the Administration.
- D. Documentation for mileage payments will be provided on a form supplied by the Board and attached herein as Appendix F.

**ARTICLE 31. SEVERANCE PAY**

- A. A bargaining unit member with ten (10) or more years of service in the Ravenna School District will be paid for twenty-five percent (25%) of his/her accrued but unused sick leave. Such payment shall be based on the bargaining unit member's daily rate of pay on the last day worked prior to retirement. Payment for a bargaining unit member with less than ten (10) years of service with the District will be prorated based on his/her number of years of service to the District (i.e., nine (9) years of service will equal nine-tenths (9/10) of the calculated payment).
- B. "Retirement" shall be defined to mean actual retirement from teaching and eligibility for retirement benefits under the State Teachers' Retirement System.

- C. Retiring employees may participate in a non-qualified, deferred compensation plan (457 Plan). More information on this plan can be received from the Treasurer's Office.

ARTICLE 32. STRS SALARY REDUCTION "PICK-UP"

- A. The Treasurer of the Ravenna Board of Education shall contribute to the State Teachers Retirement System (STRS), in addition to the Board's required employer contribution, in lieu of payment to such bargaining unit member. The amount contributed by the Board on behalf of the bargaining unit member shall be treated as a mandatory reduction from the contract salary otherwise payable to such certificated bargaining unit members.
- B. The total annual salary for each bargaining unit member shall be the salary otherwise payable under his/her contracts. The total annual salary shall be payable by the Board in two parts: (1) deferred salary, and (2) cash salary. A bargaining unit member's deferred salary shall be equal to that percentage of said bargaining unit member's total annual salary which is required by STRS to be paid as a bargaining unit member contribution by said bargaining unit member and shall be paid by the Board to STRS on behalf of said bargaining unit member as "pick-up" of the STRS bargaining unit member contribution otherwise payable by the bargaining unit member. A bargaining unit member's cash salary shall be equal to said bargaining unit member's total annual salary less the amount of the "pick-up" for said bargaining unit member, and shall be payable, subject to applicable payroll deductions, to said bargaining unit member.
- C. The Board's total combined expenditures for a bargaining unit member's total annual salaries otherwise payable under his/her contracts (including "pick-up" amount) and its employer contributions to STRS shall not be greater than the amounts it would have paid for those items had this provision not been in effect.
- D. The Board shall compute and remit its employer contributions to STRS based upon the total annual salary including the "pick-up." The Board shall report for Federal and Ohio income tax purposes, as a bargaining unit member's gross income, said bargaining unit member's total annual salary less the amount of "pick-up." The Board shall report for Municipal income tax purposes, as a bargaining unit member's gross income, said bargaining unit member's total annual salary, including the amount of the "pick-up." The Board shall compute income tax withholding based upon gross income as reported to the respective tax authorities.
- E. The "pick-up" shall be included in the bargaining unit member's total annual salary for the purposes of computing daily rate of pay, for determining salary adjustments to be made due to absence, for compliance with the State Minimum Salary Schedule, or for any other similar purpose.
- F. The "pick-up" shall be a uniform percent for all certified bargaining unit members and it shall apply to all payroll payments made after the effective date of this provision; and shall not be at the individual bargaining unit member's option.

- G. This provision shall be effective and the "pick-up" shall apply to all payroll payments made after July 1, 1984.
- H. The current taxation or deferred taxation of the "pick-up" is determined solely by the Internal Revenue Service (IRS) and compliance with this Section does not guarantee that the tax on the "pick-up" will be deferred. If the IRS or other governmental entity declares the "pick-up" not to be tax deferred, this section shall be null and void and the STRS contribution procedure in place prior to the effective date of this provision shall be in effect.

ARTICLE 33.    **RESIDENT EDUCATOR LANGUAGE**

A.    PURPOSE

The Resident Educator Program for beginning teachers will provide Ohio's newest educators with coaching, mentoring, and guidance that are critical to improving their skills and knowledge and student achievement. The program will be administered and funded by the Ravenna School District.

B.    DEFINITIONS

- 1. Resident Educator Program - The four-year program created by statute designed to provide newly licensed Ohio educators quality mentoring and guidance. Successful completion of the residency program is required to advance to a five-year professional educator license.
- 2. Mentor - A mentor is a teacher trained and assigned to provide professional support to a resident educator following the guidelines and protocols of the Resident Educator Program.
- 3. Resident Educator - A resident educator is a teacher employed under a resident educator license.
- 4. Formative Assessment - Formative assessment is diagnostic and designed to yield information that will help teachers identify specific areas for skill enhancement. Formative assessment consists of collaboration among professionals to provide adequate feedback and assistance to support the growth of individual professional achievement.

C.    MENTORS

- 1. Qualifications
  - a. The mentor teacher must be trained to act as a mentor through the Ohio Department of Education Instructional Mentoring Program.
  - b. The mentor teacher must hold a valid teaching certificate/license, be a bargaining unit member for at least one year, and may be assigned to resident educators with the same area of certification/license.
  - c. The mentor must have demonstrated the ability to work cooperatively and effectively with the professional staff members and have extensive knowledge of a variety of classroom management and instructional techniques.

2. Selections

A mentor teacher shall be assigned to a resident educator with certification/licensure in the same grade level or subject area. Should no mentor be available in the area of certification/licensure, a mentor may be assigned from the grade level or subject area most closely related to that of the resident educator. Mentors will be assigned not later than September 1 or within twenty (20) days of hire, whichever comes later.

3. Mentor teachers shall be provided with the following:

- a. An orientation to mentoring responsibilities;
- b. State required mentor training, including the training for Year 2 mentoring responsibilities, to be provided not later than October 1 of each school year;
- c. Opportunities to consult with and otherwise assist the assigned resident educator teacher on a regular basis, with adequate time within the instructional day allocated for such consultation and assistance.
- d. The REA officers, upon request, shall be provided with the opportunity to receive the training at the district's cost.
- e. A group training in the district at the beginning of the year, but not later than September 15, which is required for all mentors, to provide a thorough overview of the entire program to maximize the assistance that mentors can provide to the resident educators to whom they are assigned. An unexcused absence from this meeting may result in a reduction of the stipend equal to the number of hours of the meeting multiplied by the standard hourly rate. The meeting shall be announced at least two (2) weeks prior to the meeting date.

4. Responsibilities

- a. The mentor teacher shall carry out the Resident Educator Program in conjunction with the resident educator as developed by ODE.
- b. Consult with and otherwise assist the assigned resident educator teacher on a regular basis within the instructional day.
- c. The mentor will use the Resident Educator Program formative assessment tools (collaborative log, Ohio Standards for the Teaching Profession reflection tool, goal-setting agreement), and protocols to support the resident educator.
- d. The mentor does not have a formal evaluative role. The mentor's role is to support the growth of the resident educator as an instructional mentor through formative assessment tools.
- e. The mentor, resident educator, and program coordinator will meet near the end of the school year to verify completion of requirements and provide evaluation input for the Resident Educator Program.

5. Release Time

- a. Each mentor teacher shall be granted release time for direct mentoring activities. Release time shall be separate from any other release time covered under this agreement and shall be coordinated by the superintendent or designee.
- b. Each mentor teacher shall be granted release time to attend required training.

D. RESTRICTIONS

Any or all materials jointly developed by resident educator/mentor shall not be developed or utilized as a remediation program.

E. COMPENSATION

1. Release time shall be provided to the mentor teacher and/or resident educator as mutually agreed upon with the building principal. The preferred number of resident educators a mentor teacher may have is one per year, but not more than two (2) resident educators in any single school year.
2. In addition to the mutually agreed upon released time, mentors shall be compensated with a stipend at a percent of the base as follows: Year 1 and Year 2 at 3% of the base. The facilitator(s) for Year 3 resident educators shall receive a stipend of 4% for providing logistical support, coaching and guidance to all Year 3 resident educators. A facilitator will be assigned no more than ten (10) Year 3 resident educators. If there are more than ten (10) Year 3 individuals, the assignment will be split equally among the facilitators. A mentor will be assigned to work with up to ten (10) Year 4 resident educators who have passed all portions of RESA, for assistance and mentoring with district-assigned leadership tasks, and will be compensated at 2% of the base. The stipend is to be paid in June of that school year. Any Year 4 resident educator who has not yet successfully passed all portions of RESA shall work with the facilitator assigned to work with Year 3 resident educators.
3. The resident educator shall be reimbursed for the cost of the state-required licensing assessment, as long as the resident educator completes the assessment successfully. This reimbursement is limited to assessments submitted for scoring during the resident educator's employment.
4. The district will pay all training fees required for mentors to receive the mandatory ODE state mentor training.
5. The mentor teacher will complete the stipend release form found as Appendix K. This form will be turned in to the Treasurer's office by the teachers' last working day for the contract year that the bargaining unit member was assigned the position of mentor teacher.

F. RESIDENT EDUCATOR

1. Each resident educator shall be given an initial orientation on the following matters.
  - a. The pupils and community to be served;
  - b. School policies, procedures, and routines;
  - c. Courses of study, competency-based education programs, and responsibilities for lesson plans;
  - d. The layout of the facilities of the assigned school building(s);
  - e. The nature of the Resident Educator Program which will be provided;
  - and
  - f. Additional information a resident educator may need to be adequately prepared for a specific assignment.
2. Each resident educator shall be provided with the following:

- a. Assistance in acquiring knowledge of the school curriculum, responsibilities for implementing that curriculum, and the instructional resources available for such implementation;
  - b. Assistance with the management tasks identified as especially difficult for beginning teachers; and
  - c. Assistance in the improvement of instructional skills and classroom management; and
3. The resident educator shall be provided release time for the purpose of observing classes (both within and outside of the district), attending recommended workshops, assessment preparation, etc. The days may be used in quarter (1/4) day increments and shall be coordinated with the mentor and building principal.
  4. An effort will be made by the administration to assign an equitable workload/schedule to a resident educator.

G. PROTECTIONS

1. Other than a notation to the effect that a teacher served as a Mentor teacher, the teacher's activities as a Mentor teacher shall not be part of that resident educator's evaluation.
2. No resident educator shall be required to remain in a Resident Educator Program after advancing to a professional educator license.
3. No mentor teacher shall be requested or directed to divulge information from the written documentation, or confidential mentor/resident educator discussions.
4. By September 30<sup>th</sup>, either the mentor teacher or the resident educator may exercise the option to have a new mentor assigned. The mentor and the resident educator must operate in a trusting and comfortable relationship; therefore, no specifics shall be given as to the exercise of the option and no prejudice or evaluation is to be given such change. If the resident educator is hired after September 30, either the mentor teacher or the resident educator may exercise the option to have a new mentor assigned not later than thirty (30) work days following the initial assignment.
5. All mentor teachers and resident educators shall keep confidential all discussions, actions, materials, and other information to the extent permitted by law.
6. Mentor teachers shall communicate directly with the resident educators and shall not discuss/report the performance and progress of the resident educator with any administrator, assessor, or other teacher.
7. No mentor teacher shall participate in any informal or formal evaluation of a resident educator, nor make, nor be requested or directed to make any recommendation regarding the continued employment of a resident educator.
8. The regular evaluation of the mentor teacher shall not be negatively affected in any aspect by the Resident Educator Program or its demands.
9. The Association President shall be provided a list noting each resident educator, which year of the Program the resident educator is in, and the mentor or facilitator assigned. Such list shall be provided by October 15 each year, and updates shall be provided as needed when additional teachers are hired into the program after that date.

H. PROGRAM REVIEW/REVISIONS

1. Mentor teachers and resident educators may meet as a group with the Resident Educator Coordinator prior to the end of each school year to assess and evaluate the program.

Recommendations may be submitted in the form of a written report to the association and the superintendent not later than June 30<sup>th</sup>.

2. Association/Board - Association and board representatives may meet to discuss the recommendations prior to the next school year.
3. Mentor teachers - In addition to meeting for the program evaluation purposes, mentor teachers may meet on a periodic basis for coordination purposes.

I. SUPPORT FOR NON-R.E. TEACHERS NEW TO THE DISTRICT

1. Teachers who are new to the district, but who are not resident educators, shall be provided with guidance and assistance from the building principal related to district policies and procedures, as well as other support deemed appropriate to help the teacher adjust to the assignment.
2. The Novice Teacher meetings shall be made available to such teachers to provide additional support.

ARTICLE 34. MAINTENANCE OF CERTIFICATION/LICENSURE

Bargaining unit members hired for the 2003-2004 school year and after must maintain their certificate/license in the area(s) in which they are hired for a minimum of five years.

ARTICLE 35. LABOR/MANAGEMENT RELATIONS COMMITTEE

There shall be a Labor/Management Relations Committee which meets at least once per month during the school year. The purpose of the Labor/Management Relations Committee shall be to promote a positive working relationship between the parties and to address matters of mutual concern. The Labor/Management Relations Committee shall be comprised of no more than seven (7) members of management (appointed by the Superintendent) and seven (7) members of the REA (appointed by the President). If possible, agenda items shall be submitted to the other party in advance. The discussions of this Labor/Management Relations Committee shall not result in modifications or additions to this Agreement.

ARTICLE 36. SMOKE-FREE ENVIRONMENT

The program, including buildings, grounds, and vehicles, shall be totally smoke-free.

ARTICLE 37. TUITION-FREE SCHOOL FOR TEACHERS' DEPENDENTS

All children of bargaining unit members may attend the Ravenna School District tuition-free with the following restrictions:

- A. A written request for admission or readmission must be made to the Superintendent at least thirty (30) days prior to the beginning of each school year. Students will only be admitted or readmitted at the beginning of a new school year.
- B. Acceptance or reacceptance will be based upon space available considerations. Space available will be determined by the Superintendent in consultation with the Building Administrator.
- C. Excess costs that are generated to educate said students shall be the responsibility of the Home District. No special needs student shall be admitted, readmitted or retained unless the Ravenna School District has program and space available, and until the Home District has agreed in writing to reimburse the Ravenna School District for present and future excess costs.
- D. The District of Residence shall be the residence of the custodial parent.

**ARTICLE 38. LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE**

- A. There shall be developed a Local Professional Development Committee (LPDC) established under Ohio Revised Code 3319.22.
- B. The LPDC shall be a District Level Committee, unless the Board and the Association agree to also have building level committees.
- C. The LPDC shall consist of three (3) classroom teachers employed by the District, one (1) Principal employed by the District, and one (1) other employee of the District approved by the Superintendent.
- D. The teacher members shall be selected by the REA President.
- E. The term of office of each member of the LPDC shall be determined by the LPDC.
- F. Vacancies of teachers shall be filled by the Association. Appointment of nonteacher vacancies shall be filled by the Board. All vacancies shall be filled for the remainder of the term.
- G. The initial meeting of the LPDC shall be called by a member designated by the Superintendent. At the initial meeting, the Committee shall select a chairperson and such other officers the Committee deems necessary and shall adopt rules for the conduct of its meetings. Thereafter, the Committee shall meet at the call of the chairperson or upon the filing of a petition with the Superintendent signed by a majority of the Committee members calling for the Committee to meet.
- H. The Committee shall establish rules consistent with Ohio Revised Code 3319.22. A teacher may appeal the decision of the LPDC, consistent with the Ohio State Department of Education regulations/ guidelines.
- I. The Committee members shall be paid three percent (3%) of the base salary as supplemental pay per year for serving on the Committee.

ARTICLE 39. **JOB SHARING**

A. **FORMATION OF TEAMS**

1. A Job Sharing Team shall be composed of two (2) full-time employees sharing one (1) full-time position. Bargaining unit members who are seeking to form a possible Job Sharing Team for the following school year must notify the Director of Personnel prior to February 1st.
2. All members making application for Job Sharing positions shall receive notification of acceptance or rejection no later than April 30th.
3. A Job Sharing Team making a proposal to split a full-time position shall agree that if one team member chooses not to start the beginning of the school year, the other member will be obliged to take the full-time position; unless the Administration and the remaining member agree to another alternative consistent with this Master Agreement.

B. **ASSIGNMENT**

The Job Sharing Team shall present a proposed teaching schedule, including all building responsibilities, to the Building Principal for his/her approval. Schedules shall include such responsibilities as inservice meetings, Parent-Teacher Conferences, attendance at Open House, etc. Staff meetings will be attended by one (1) member of the Team depending on when they are held (a.m. or p.m.), and that member shall inform the other member of the Team of the meeting content.

C. **REINSTATEMENT TO FULL-TIME**

1. Once a Job Sharing Team is established, it shall remain in effect until such time as
  - a. A full-time position becomes available; and
  - b. One or both of the Team members wishes to revert to full-time status; and
  - c. The Administration agrees to offer a full-time position to a Team member.
2. If one (1) Team member applies for said full-time position and the Team member is accepted to that position, the remaining Team member shall have the option of remaining half-time or being reinstated to full-time status in that position.
3. If both Team members apply for reinstatement to full-time status and both are accepted to fill the positions available, the most senior Team member shall be entitled to his/her choice of position.

D. **COMPENSATION AND FRINGE BENEFITS**

It is the intent of the parties that Job Sharing shall be cost-neutral. Members assigned to part-time positions under this Section shall be scheduled to work one-half (1/2) day each day of the school year, or equivalent. Compensation shall be at one-half (1/2) the level which the member would receive under a full-time contract. If a member elects to take fringe benefits, costs for Hospitalization, Term Life Insurance, and Dental coverage shall be shared equally by the member and the Board. Sick Leave shall accrue at the rate of seven and one-half (7.5) days per year.

E. **SUBSTITUTING**

1. In the event that one (1) member of the Job Sharing Team suffers an extended illness [twenty (20) days or more] or takes a leave of absence, the other member of the Job Sharing Team may assume the full-time status if he/she chooses at full pay and benefits. If a member chooses to assume the full-time status for the partner who is on leave or extended illness, such member shall be awarded full pay and benefits from the first day he/she assumes the full-time responsibility.
2. Members of a Job Sharing Team may substitute for each other on a casual basis for substitute pay.

F. **SENIORITY AND SALARY SCHEDULE ADVANCEMENT**

Members of a Job Sharing Team shall be granted one-half (1/2) year of continuous service for System seniority. Service credit for STRS shall be calculated according to STRS guidelines. Each member of a Job Sharing Team shall earn a full step increment on the Salary Schedule.

ARTICLE 40. **DURATION AND INTENT OF AGREEMENT**

- A. If, during the term of this Contract, there is a change in any applicable State or Federal law, or rule or regulation adopted by the State Department of Education which requires the Board of Education to develop policies that change term(s) or condition(s) of employment, the parties will meet to negotiate the affected term or condition within ten (10) days. If agreement is not reached within ten (10) days of the initial bargaining session, the dispute shall be submitted to mediation.
- B. The Board shall change its personnel policies and practices as may be necessary in order to give full force and effect to this Master Contract Agreement. Should there be a conflict between this Master Contract and any such policy or practice, then the terms of this Master Contract shall prevail.
- C. This Agreement shall prevail over conflicting provisions of State law except for those provisions so delineated in Ohio Revised Code 4117.
- D. This Agreement shall be effective September 1, 2016 and shall continue in full force and effect until August 31, 2019.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed on the day and year first mentioned above.

SIGNATURES

RAVENNA BOARD OF EDUCATION

Dennis M. H... ..  
Superintendent

Deborah Dawson  
Board President

Ralph E. Herington  
Board Attorney

[Signature]  
Negotiations Team Member

[Signature]  
Negotiations Team Member

Beth Coleman  
Negotiations Team Member

RAVENNA EDUCATION ASSOCIATION

Rebecca Randolph  
REA President

[Signature]  
OEA/NEA Labor Relations Consultant

[Signature]  
Negotiations Team Member

[Signature]  
Negotiations Team Member

[Signature]  
Negotiations Team Member

[Signature]  
Negotiations Team Member

This Agreement and appendices were accepted by the Ravenna Board of Education at the meeting of May 16, 2016.

Treasurer [Signature] Date 8.1.16



# RAVENNA SCHOOL DISTRICT

## Standard Leave Form

### 2-Part

**APPENDIX A**

<input type="checkbox"/> Mark if Substitute NOT Needed:
<input type="checkbox"/> Change of Previous Action

Name \_\_\_\_\_ Date(s) used/to be used \_\_\_\_\_

Building \_\_\_\_\_ Number of workdays to be absent \_\_\_\_\_  AM  
 PM

#### SICK LEAVE

- |  |   |
|--|---|
| <input type="checkbox"/> Personal Illness<br><input type="checkbox"/> Personal Injury<br><input type="checkbox"/> Exposure to Contagious Disease<br><input type="checkbox"/> Pregnancy | <input type="checkbox"/> Illness in Immediate Family<br>Relationship _____<br><input type="checkbox"/> Death in Immediate Family ( <i>Please refer to contract for language</i> )<br>Relationship _____ |
|--|---|

#### PERSONAL LEAVE

- |  |  |
|--|--|
| <input type="checkbox"/> <b>Unrestricted Leave</b> | <b>REA: 72-hour advanced notice required</b><br><b>OAPSE 338 &amp; 562: 48-hour advanced notice required</b> |
|--|--|

#### Restricted Leave (Not applicable to OAPSE 338 & 662)

- |   |  |
|---|--|
| <input type="checkbox"/> Death of a Relative or Close Friend<br><input type="checkbox"/> Graduation: You or Member of the Immediate Family<br><input type="checkbox"/> Travel Complications Beyond Control<br><input type="checkbox"/> Marriage of Employee or Member of the Immediate Family | <input type="checkbox"/> Closing on a Real Property Transaction<br><input type="checkbox"/> Overseas Military Send off ( <i>Please refer to contract for language</i> )<br><input type="checkbox"/> Personal Emergency |
|---|--|

Certification of Personal Leave by Immediate Supervisor \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Authorization of Assistant Superintendent \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

#### OTHER LEAVES

- |  |  |
|--|--|
| <input type="checkbox"/> Compulsory Leave ( <i>School Related</i> )<br><input type="checkbox"/> Jury Duty<br><input type="checkbox"/> Physical Assault Leave<br><input type="checkbox"/> Professional Study<br><input type="checkbox"/> Vacation - Number of Days: _____ | <input type="checkbox"/> Parental Leave ( <i>Attach Documentation</i> )<br><input type="checkbox"/> Association Leave ( <i>REA Pres. Signature</i> )<br><input type="checkbox"/> Military Leave ( <i>Attach Copy of Orders</i> )<br><input type="checkbox"/> Political ( <i>Explain w/Attachment</i> )<br><input type="checkbox"/> Other _____ |
|--|--|

#### PROFESSIONAL LEAVE – Explanation Required

- |  |  |
|--|--|
| <input type="checkbox"/> Professional Meeting<br><input type="checkbox"/> Administrative Assignment<br><input type="checkbox"/> Curriculum Meeting | Explanation of all professional leave with attached documentation:<br>_____<br>_____ |
|--|--|

Position \_\_\_\_\_ Location \_\_\_\_\_

Date(s) \_\_\_\_\_ Time \_\_\_\_\_ Other staff members attending?  Yes  No

Signature of Employee _____	Date _____	<div style="background-color: black; color: white; padding: 2px; display: inline-block;">Central Office Use Only</div>  <input type="checkbox"/> Approved <input type="checkbox"/> Denied
Signature of Immediate Supervisor _____	Date _____	
Signature of Assistant Superintendent _____	Date _____	

Substitute's Signature \_\_\_\_\_  Mark here if Internal Sub is Used \_\_\_\_\_ Date \_\_\_\_\_

**CONVERSION UNRESTRICTED PERSONAL LEAVE NOTICE**  
*Must be received by Treasurer no later than June 1.*

In accordance with Article 2.C.1.a. of the Master Agreement, I \_\_\_\_\_ (Name),  
hereby notify the Ravenna City Schools Treasurer that I wish to receive my Personal Leave Incentive in the  
Form of \_\_\_\_\_ Payment / \_\_\_\_\_ Conversion to Sick Leave.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

*It is understood that if this form is not received by the Ravenna City Schools Treasurer by June 1, the employee will be issued payment, in accordance with the Master Agreement.*

**INSTRUCTIONAL APPRAISAL PROGRAM (Non-OTES)**

The Ravenna Instructional Appraisal Program's primary focus is upon instructional improvement. The basis for the appraisal process rests upon several basic beliefs:

1. The appraisal process should be a cooperative venture.
2. All staff desire to improve their instructional performance.
3. There are a variety of measures of performance.
4. The instruction of our children is a shared responsibility between the appraiser and the appraisee.

While numerous factors may affect the instructional program offered to any child, the Instructional **Appraisal Program** will tend to consider instructional growth as measured by compliance with:

1. The **Job Description "Teacher,"** as well as other pertinent job descriptions relating to the position.
2. Those factors identified in the **Teacher Effectiveness Criteria.**

**CLINICAL SUPERVISION:** The model used for the **Clinical Supervision of the Instructional Appraisal Program** is modeled after a plan developed by **Dr. Jerry Bellon.** The plan **provides for a systematic approach for the administrator to conduct an analysis of the lesson and plan for instructional improvement.** The procedures followed in the Bellon process are based upon some **important assumptions.** Six (6) of these receive particular emphasis:

1. People want to improve their performance.
2. Objective feedback helps to improve performance.
3. Pervasive patterns of teaching can be identified.
4. When selected patterns of teaching are changed, instruction can be improved.
5. Feedback to improve performance will be most effective when there is mutual trust.
6. The primary goal of the supervision process is to improve instruction.

**STAFF DEVELOPMENT AND INSTRUCTIONAL LEADERSHIP:** The **supervisory process** calls for the administrative leadership that will focus upon classroom observations/frequently observed patterns. These identified need areas should lead to particular staff development activities. Many teachers

and Administrators have indicated that going through the observation process is, in itself, a staff development activity since the process emphasizes teaching and instructional improvement.

There are **various methods and techniques** that may be used in the appraisal process to determine **teacher effectiveness**. These may include the use of the **PRESCRIBED APPRAISAL CYCLE**.

**TEACHER EFFECTIVENESS CRITERIA:** The following six (6) areas define techniques which enhance the opportunity for student learning: **PLANNING, CLASSROOM CLIMATE, THE TEACHING ACT, CLASSROOM MANAGEMENT, INTERPERSONAL RELATIONS, and MEMBER OF THE PROFESSION.**

**PLANNING:** Teacher effectiveness research indicates that planning is an **essential** element related to **student achievement**. Proper teacher **planning** can **assist in maximizing student academic learning time** which relates directly to academic achievement.

**Proper planning is demonstrated** when teachers exhibit:

1. **Lesson Plans** which are **clear** and **detailed** to the degree that other teachers or substitutes could utilize them with ease. All pupil contact time is planned.
2. **Objectives** of instructional plans that relate directly to the **objectives of Ravenna School District's Graded Courses of Study** and the **Curriculum Guides**.

**Adherence** to the **seven (7)** steps of the teaching act, as identified by Dr. Madaline Hunter, which are: **THE ANTICIPATORY SET, OBJECTIVE AND PURPOSE, INSTRUCTIONAL INPUT, MODELING, CHECKING FOR UNDERSTANDING, GUIDED PRACTICE, and INDEPENDENT PRACTICE.**

- a. **THE ANTICIPATORY SET** -- The **Anticipatory Set** consists of those activities which prepare the student for learning by: (1) **Focusing** the student's attention; (2) **Providing** varied practice on previously achieved and related learning; (3) **Developing** a readiness for the instruction that will follow.
- b. **OBJECTIVE AND PURPOSE** -- The **Objective** of a lesson is a statement informing the student of what he or she will be able to do by the end of the instruction.

The **Purpose** of a lesson is an explanation informing the student why the objective is important, useful, and relevant.

- c. **INSTRUCTIONAL INPUT** -- **Instructional Input** is the dissemination of new information and activities necessary to achieve the stated **objective**.
- d. **MODELING** -- **Modeling** is demonstration and/or example of the acceptable finished product or process.

- e. **CHECKING FOR UNDERSTANDING** -- **Checking for Understanding** consists of those activities which examine student's possession of central and essential information to achieve the stated objective.
- f. **GUIDED PRACTICE** -- **Guided Practice** is the **close monitoring/direction** of the student by the Instructor as the student practices the **whole task** for the first time **independently** from others.
- g. **INDEPENDENT PRACTICE** -- **Independent Practice** is continued practice of the **whole task** by the student **without** the Instructor's **monitoring and guidance**.

**CLASSROOM CLIMATE**: The **Climate** in the classroom sets the stage for **effective instruction**. Research indicates that the most effective classroom is a **teacher-centered, structured setting**. The proper **Classroom Climate** will be established when teachers:

1. **Provide a Classroom Environment** conducive to learning by:
  - a. **Reducing** the threats of criticism, sarcasm and ridicule.
  - b. **Creating** opportunities for right answers.
  - c. **Developing** questions which facilitate correct responses.
  - d. **Providing** adequate time for appropriate responses.
  - e. **Responding** to incorrect answers by using supporting techniques, e.g. asking another question, rephrasing the original question, etc.
2. **Provide a Classroom Environment** where all students feel free to be part of the class by:
  - a. **Encouraging** students to volunteer.
  - b. **Varying** questions so that all students have a chance to give a successful response.
  - c. **Accepting** and **using** students' responses.
  - d. **Increasing** the number of correct responses in daily work.
  - e. **Probing** incorrect responses until the correct response is achieved.
  - f. **Allowing** students to participate in appropriate discussion.

**TEACHING ACT:** The act of teaching is the most critical element related to increasing student academic achievement. The **Teaching Act directly** influences student learning. An emphasis is placed on **increasing active student engaged time**.

1. **Two (2)** instructional approaches (**mastery learning** and **direct instruction**) have been found to be associated with high levels of engaged time. The **key elements** of the approaches are listed below and **should be reflected in effective teaching**:
  - a. **Clearly defined** instructional objectives are utilized and communicated directly to students.
  - b. **Sufficient** time is allocated for learning units.
  - c. **Highly valid, relatively short tests** are utilized to assess student learning pertinent to the objectives (**formative tests**).
  - d. **Pre-set levels** or standards of test performance are established which, when attained, indicate that students have acquired (**mastered**) the skills/concepts of the objectives.
  - e. **Control** of instructional goals, materials, and the pace of learning is directed by the teacher.
  - f. **Corrective** - Supplementary learning activities and materials are provided by the teacher for those students failing to attain performance standards.
  - g. **Questions presented** to students are at varying levels in order to **increase** the number of correct responses within the classroom setting.
  - h. **Student performance** is closely monitored by the teacher.
  - i. **Immediate** and **academically-oriented feedback** is provided to students.
2. When involved in the **seven (7)** steps of the **teaching act**, teachers should **demonstrate** the following **behaviors** which have a strong correlation to **cognitive achievement**:
  - a. **Enthusiasm**: Teacher uses vigor, power, involvement, interest in lesson presentation.
  - b. **Task-Oriented Behavior**: Teacher is task-oriented, achievement-oriented, businesslike.
  - c. **Variability**: The teacher uses variety in lesson presentation.
  - d. **Clarity**: The teacher's lesson presentation is cognitively clear.

**CLASSROOM MANAGEMENT:** Effective **Classroom Management** requires that teachers act in a manner which: **produces** high degrees of student involvement in classroom activities; **reduces** student behaviors that interfere with learning activities; and **produces** efficient use of the total instructional time.

Effective **Classroom Management** skills will be demonstrated when teachers:

1. **Demonstrate** active involvement and visible leadership in the classroom by being responsive and involved, verbally and nonverbally.
2. **Plan** to maximize student on-task time. Bell-to-bell planning should be adhered to; activities should fill all time available.
3. **Establish** the limits of student behavior by:
  - a. **Clearly defining** behavior expectations and communicating these expectations to students.
  - b. **Consistently** monitoring to assure that expectations are being met.
  - c. **Recognizing** and **reinforcing** appropriate student behavior.
4. **Demonstrates** businesslike or task-oriented behavior.
5. **Arrange** the classroom to facilitate learning while minimizing student disruption.
6. **Closely monitor** the entire classroom while working with small groups.
7. **Use** other positive forms of classroom management which enhance learning opportunities.

**INTERPERSONAL RELATIONS:** The **effectiveness** of teaching is influenced by how the certified staff **interacts** with other school personnel, students and parents. **Teacher effectiveness** is increased when **Interpersonal Relationships** are conducted in an active, constructive manner. The following are areas where **teaching effectiveness** is enhanced when the listed criteria exist:

1. The **Teacher** reflects respect for students as individuals.
2. The **Troubled Student** is recognized, the home contacted, and appropriate special services are utilized.
3. The **Teacher's Attitude** is positive, and relationships with others are ones which demonstrate mutual respect and positive reinforcement.
4. The **Teacher** is accessible and reports pupil progress to students and parents in an effective manner.



**REPORTS TO:** The Building Principal.

**SUPERVISES:** Classroom activities and students.

**JOB GOAL:** The primary function of the classroom teacher is to develop in the student, skills, knowledge, concepts, generalizations, principles, appreciations and attitudes that will promote the fullest possible development, and assist him/her in valuing the dignity and worth of himself/herself and others. He/she provides, within the classroom, an educational program for the students and assists in other school programs as required by District policy.

### **PERFORMANCE RESPONSIBILITIES**

1. **Meets and instructs** assigned classes in their locations and at the times designated.
2. Plans a program of instruction that, as much as possible, **recognizes and** meets the individual needs, interests, and abilities of the students.
3. Creates a classroom environment that is consistently conducive to learning and appropriate to the maturity and interest of the student **while encouraging open thinking by generating new ideas and challenging rigid thinking.**
4. **Possesses** a sound background in the subject area and prepares for classes assigned, shows written evidence of preparation, upon the request of the Principal.
5. **Regarding the course of study,** guides the learning process toward the achievement of curriculum goals **through such methods as joint problem solving** and establishes clear objectives for all lessons, units and projects, and communicates these objectives to the students.
6. **Employs** a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or students involved.
7. **Strives** to implement, by instruction and action, the District's philosophy of education and instructional goals and objectives.
8. **Assesses** the accomplishments of students on a regular basis and offers feedback (returning papers) to students, and provides progress reports as required.
9. **Recognizes and differentiates** the methods of instruction on a regular basis, seeking the assistance of District specialists as required and needed.

10. **Takes** reasonable precautions to protect students, equipment, materials, and facilities.
11. **Maintains** accurate, complete, and correct records as required by Law, District Policy, and Administrative Regulations.
12. **Develops** reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
13. **Makes** provision for being available to students, parents, and Administration for education-related purposes before/after the instructional day, when required or requested to do so.
14. **Is open to change and strives** to acquire new skills and improve professional competence (i.e. Workshops, Inservice, Professional Leaves, Course Work **and self-evaluation**).
15. **Attends** staff meetings; serves voluntarily on staff committees.
16. **Listens to** and communicates skillfully with students, parents, administrators, other staff members, and the community.
17. **Supports** the purposes of the school through/with other staff members and maintains a high expectation of students, oneself, and other professionals.
18. **Acts** in accordance with the School Rules and Policies to control the behavior and conduct of students.
19. **Encourages** and **supports** learning by displaying a reinforcing personality including empathy, humor, consistency, and self-confidence.
20. **Promotes** cooperation and team effort through shared successes.

**TERMS OF EMPLOYMENT:** Salary and work year as established by the Board of Education.

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on Evaluation of Professional Growth.

**APPROVED:** June 25, 1984

**CROSS REF:** APPRAISAL

PRE-CONFERENCE FORM

**R**avenna  
**S**chool  
**D**istrict

**Student-based Activity**

Lesson  I  II \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Observer \_\_\_\_\_

1. Goals/Objectives for this specific lesson
  
2. Learning Context (Relationship to unit or area of study or program goals)
  
3. Learner Characteristics (What students are like. Students with special needs or characteristics)
  
4. Description of planned lesson (i.e. procedures, materials, assessment)
  
5. Assessment:
  - Pre-Assessment (Student Readiness)
  
  - Post-Assessment (Evaluation of Student Learning)
  
6. Instructional Strategies and Materials (Resources, Methods Techniques of Teaching)
  
7. Observer Focus

PRE-CONFERENCE FORM

**R**avenna  
**S**chool  
**D**istrict

**Non-student Activity**

Lesson  I  II \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Observer \_\_\_\_\_

1. Describe the activity to be observed; include the purpose and the intended outcome of the activity.
2. List goals/objectives of this activity
3. List characteristics of the situation or individuals involved that may have an impact on this activity/observation
4. Area(s) of focus for this observation

**INSTRUCTIONAL APPRAISAL**

**Classroom**

**Ravenna  
School  
District**

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

Classroom Observation Dates \_\_\_\_\_

Conference Dates \_\_\_\_\_

**INSTRUCTIONS:**

This report includes an assessment of classroom performance and effectiveness as determined by the various job descriptions and may include appraisal of any or all of the following areas of Teacher Effectiveness Criteria.

Copies of this report will go to the appraisee, the appraiser, and a third copy to the Board Office to be placed in the appraisee's file.

PLANNING

CLASSROOM CLIMATE

TEACHING ACT

CLASSROOM MANAGEMENT

INTERPERSONAL RELATIONS

MEMBER OF THE PROFESSION

**APPRAISEE'S COMMENTS:**

Additional information or reactions may be made to this report if the teacher desires.

**ATTACHMENTS:**

Supporting statements and documentation may be attached to this cover document.

**SIGNATURES**

Appraisee \_\_\_\_\_ Date \_\_\_\_\_

Appraiser \_\_\_\_\_ Date \_\_\_\_\_



**PROFESSIONAL GROWTH CYCLE**

**Classroom**

**Ravenna  
School  
District**

SUMMATION

Goals for School Year 20\_\_

\_\_\_\_\_  
Teacher's Name

\_\_\_\_\_  
Building

\_\_\_\_\_  
Date

Summation of Goal 1:

Summation of Goal 2:

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

**PROFESSIONAL GROWTH CYCLE**

**Classroom**

**Ravenna  
School  
District**

**PROPOSAL UPDATE**

Teacher \_\_\_\_\_ Building \_\_\_\_\_

Grading Period: Two \_\_\_\_\_ Three \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date Received \_\_\_\_\_

Principal's Signature \_\_\_\_\_

POST-CONFERENCE FORM

**R**avenna  
**S**chool  
**D**istrict

\_\_\_\_\_ Student-based Activity  
\_\_\_\_\_ Non-student activity

Lesson  I  II \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_

Grade/Subject \_\_\_\_\_

\_\_\_\_\_ Pre-Conference Date

\_\_\_\_\_ Observation Date(s)

1. Were the goals and objectives of the lesson achieved?

2. Observation Analysis

3. Recommendations/Comments

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

\_\_\_\_\_  
Principal's Signature Date



**PROFESSIONAL APPRAISAL REPORT**

**Non-Classroom**

**Ravenna  
School  
District**

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

Data Collection Dates \_\_\_\_\_

Conference Dates \_\_\_\_\_

**INSTRUCTIONS:**

This report includes an assessment of professional performance and effectiveness as determined by the various job descriptions and may include appraisal of any or all of the areas below. Copies of the report will go to the appraisee, the appraiser, and a third copy to the Board Office to be placed in the appraisee's file.

ORGANIZATIONAL SKILLS (time management, deadlines, schedules, etc.)

OFFICE CLIMATE

TECHNICAL SKILLS

RELATIONSHIPS

Interpersonal (staff)

Students and/or Parents

PROFESSIONALISM

**APPRAISEE'S COMMENTS:**

Additional information or reactions may be made to this Report if the appraisee desires.

**ATTACHMENTS:**

Supporting statements and documentation may be attached to this document.

**SIGNATURES**

Appraisee \_\_\_\_\_ Date \_\_\_\_\_

Appraiser \_\_\_\_\_ Date \_\_\_\_\_

### Self-Assessment Summary Tool

Name \_\_\_\_\_

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

Date \_\_\_\_\_

	Standard	Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students	<ul style="list-style-type: none"> <li>• Knowledge of how students learn and of student development</li> <li>• Understanding of what students know and are able to do</li> <li>• High expectations for all students</li> <li>• Respect for all students</li> <li>• Identification, instruction and intervention for special populations</li> </ul>			
Standard 2: Content	<ul style="list-style-type: none"> <li>• Knowledge of content</li> <li>• Use of content- specific instructional strategies to teach concepts and skills</li> <li>• Knowledge of school and district curriculum priorities and Ohio academic content standards</li> <li>• Relationship of knowledge within the discipline to other content areas</li> <li>• Connection of content to life experiences and career opportunities</li> </ul>			
Standard 3: Assessment	<ul style="list-style-type: none"> <li>• Knowledge of assessment types</li> <li>• Use of varied diagnostic, formative and summative assessments</li> <li>• Analysis of data to monitor student progress and to plan, differentiate, and modify instruction</li> <li>• Communication of results</li> <li>• Inclusion of student self-assessment and goal-setting</li> </ul>			
Standard 4: Instruction	<ul style="list-style-type: none"> <li>• Alignment to school and district priorities and Ohio academic content standards</li> <li>• Use of student information to plan and deliver instruction</li> <li>• Communication of clear learning goals</li> <li>• Application of knowledge of how students learn to instructional design and delivery</li> <li>• Differentiation of instruction to support learning needs of all students</li> <li>• Use of activities to promote independence and problem-solving</li> <li>• Use of varied resources to support learner needs</li> </ul>			
Standard 5: Learning Environment	<ul style="list-style-type: none"> <li>• Fair and equitable treatment of all students</li> <li>• Creation of a safe learning environment</li> <li>• Use of strategies to motivate students to work productively and assume responsibility for learning</li> <li>• Creation of learning situations for independent and collaborative work</li> <li>• Maintenance an environment that is conducive to learning for all students</li> </ul>			
Standard 6: Collaboration & Communication	<ul style="list-style-type: none"> <li>• Clear and effective communication</li> <li>• Shared responsibility with parents/caregivers to support student learning</li> <li>• Collaboration with other teachers, administrators, school and district staff</li> <li>• Collaboration with local community agencies</li> </ul>			
Standard 7: Professional Responsibility and Growth	<ul style="list-style-type: none"> <li>• Understanding of and adherence to professional ethics, policies and legal codes</li> <li>• Engagement in continuous, purposeful professional development</li> <li>• Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement</li> </ul>			

**Professional Growth Plan**

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

Self-Directed

Collaborative

Teacher

Evaluator

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

Evaluator Signature

Date

Teacher Signature

Date

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

### Teacher Performance Evaluation Rubric

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

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

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

	<p><b>RESOURCES</b> <b>(Standard 2: Content;</b> <b>Standard 4: Instruction)</b></p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.</p>	<p>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.</p>	<p>Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.</p>	<p>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.</p>
<p><b>Evidence</b></p>					

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

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

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

**Final Summative Rating of Teacher Effectiveness**

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

Check here if Improvement Plan has been recommended.

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

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



## Teacher Pre-Conference

LEA:  
Building(s):  
Evaluator:  
Status:

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### 1. Instructional Planning

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#### **FOCUS (Standard 4: Instruction)**

What is the focus for the lesson?  
What content will students know/understand? What skills will they demonstrate?  
What standards are addressed in the planned instruction?  
Why is this learning important?

1.1 Teacher Responses:

1.2 Evaluator Comments:

#### **ASSESSMENT DATA (Standard 3: Assessment)**

What assessment data was examined to inform this lesson planning?  
What does pre-assessment data indicate about student learning needs?

1.3 Teacher Responses:

1.4 Evaluator Comments:

#### **PRIOR CONTENT KNOWLEDGE/SEQUENCE/CONNECTIONS (Standard 1: Students, Standard 2: Content and Standard 4: Instruction)**

What prior knowledge do students need?  
What are the connections to previous and future learning?  
How does this lesson connect to students' real-life experiences and/or possible careers?  
How does it connect to other disciplines?

1.5 Teacher Responses:

1.6 Evaluator Comments:

#### **KNOWLEDGE OF STUDENTS (Standard 1: Students)**

What should the evaluator know about the student population?  
How is this a developmentally appropriate learning activity?

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## Teacher Pre-Conference

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**1.7 Teacher Responses:**

**1.8 Evaluator Comments:**

## 2. Instruction and Assessment

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### **LESSON DELIVERY (Standard 2: Content and Standard 4: Instruction)**

How will the goals for learning be communicated to students?

What instructional strategies and methods will be used to engage students and promote independent learning and problem solving?

What strategies will be used to make sure all students achieve lesson goals?

How will content-specific concepts, assumptions, and skills be taught?

**2.1 Teacher Responses:**

**2.2 Evaluator Comments:**

### **DIFFERENTIATION (Standard 1: Students and Standard 4: Instruction)**

How will the instructional strategies address all students' learning needs?

How will the lesson engage and challenge students of all levels?

How will developmental gaps be addressed?

**2.3 Teacher Responses:**

**2.4 Evaluator Comments:**

### **RESOURCES (Standard 2: Content and Standard 4: Instruction)**

What resources/materials will be used in instruction?

How will technology be integrated into lesson delivery?

**2.5 Teacher Responses:**

**2.6 Evaluator Comments:**

### **CLASSROOM ENVIRONMENT (Standard 1: Students and Standard 5: Learning Environment)**

How will the environment support all students?

How will different grouping strategies be used?

How will safety in the classroom be ensured?

How will respect for all be modeled and taught?



## Teacher Pre-Conference

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**2.7 Teacher Responses:**

**2.8 Evaluator Comments:**

**ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)**

How will you check for understanding during the lesson?

What specific products or demonstrations will assess student learning/achievement of goals for instruction?

How will you ensure that students understand how they are doing and support students' self-assessment?

How will you use assessment data to inform your next steps?

**2.9 Teacher Responses:**

**2.10 Evaluator Comments:**

## 3. Professional Responsibilities

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**COLLABORATION AND COMMUNICATION (Standard 6)**

How do you cooperate with colleagues?

How do you work with others when there is a problem?

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

In what ways do you seek the perspectives of others? Give an example.

**3.1 Teacher Responses:**

**3.2 Evaluator Comments:**

**PROFESSIONAL RESPONSIBILITY AND GROWTH (Standard 7)**

How do you apply knowledge gained from other experiences into your teaching?

Discuss ways you reflect and analyze your teaching.

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

**3.3 Teacher Responses:**

**3.4 Evaluator Comments:**



## Teacher Post-Conference Planning

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**LEA:** Ravenna City (044685)  
**Building(s):**  
**Evaluator:**  
**Status:**

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### 1. Reflective Questions for Reinforcement

Record three reflective questions you would ask the teacher aligned to the area of reinforcement.

1.1

1.2

1.3

1.4 Statement of Reinforcement

### 2. Reflective Questions for Refinement

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

2.1

2.2

2.3

2.4 Statement of Refinement



# Teacher Informal Observation

LEA: Ravenna City (044685)

Building(s):

Evaluator:

Status:

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## 1. Observation Information

1.1 Date of walkthrough:

1.2 Beginning time:

1.3 Ending time:

1.4 Subject

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## 2. Evaluator Observations

Check all items that apply or enter observation notes.

**FOCUS ON LEARNING** (Standard 4: Instruction)

**ASSESSMENT DATA** (Standard 3: Assessment)

**PRIOR CONTENT KNOWLEDGE/SEQUENCE/CONNECTIONS** (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)

**KNOWLEDGE OF STUDENTS** (Standard 1: Students)

**LESSON DELIVERY** (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)

**DIFFERENTIATION** (Standard 1: Students; Standard 4: Instruction)

**RESOURCES** (Standard 2: Content; Standard 4: Instruction)

**CLASSROOM ENVIRONMENT** (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration/Communication)



## Teacher Informal Observation

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### ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)

Observation Notes:

### 3. Evaluator Summary Comments

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Comments:

### 4. Recommendations for Focus of Informal Observations

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Recommendations:

### 5. Teacher Comments (Optional)

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Teacher Comments:

**Improvement Plan (continued)**

**Section 3: Specific Plan of Action**

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

Actions to be Taken	Sources of Evidence that Will Be Examined

**Section 4: Assistance and Professional Development**

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

Date for this Improvement Plan to Be Evaluated:

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

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

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

Improvement Plan: Evaluation of Plan

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

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

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

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

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

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

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

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

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

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

GRIEVANCE FORM (LEVEL \_\_\_\_\_)

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

Alleged violations, misinterpretations or misapplications of Contract (state Section) \_\_\_\_\_

\_\_\_\_\_

Statement of Grievance (include the pertinent provisions of Contract, and be concise)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Remedy Requested \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of Aggrieved \_\_\_\_\_ Date \_\_\_\_\_

Disposition Rendered \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of Person Rendering Disposition \_\_\_\_\_ Date \_\_\_\_\_

(Attach additional pages if needed for completion of any Section.)

RAVENNA SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT SUPPLEMENTAL PAY REQUEST FORM

NAME \_\_\_\_\_ BUILDING \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_  
\_\_\_\_\_

DATE OF REQUEST \_\_\_\_\_ NAME OF COURSE \_\_\_\_\_

TUITION COST \_\_\_\_\_ UNIVERSITY \_\_\_\_\_

HOURS TO BE TAKEN (SEMESTER) \_\_\_\_\_ (QUARTER) \_\_\_\_\_

DATE TO BE TAKEN \_\_\_\_\_

PROFESSIONAL STAFF MEMBER SIGNATURE \_\_\_\_\_

.....

SUPERINTENDENT'S APPROVAL \_\_\_\_\_

P.O. TYPED \_\_\_\_\_ AMOUNT \$ \_\_\_\_\_

.....

**OFFICE OF THE TREASURER**

COURSE COMPLETED \_\_\_\_\_

TRANSCRIPT RECEIVED \_\_\_\_\_

RECEIPT RECEIVED \_\_\_\_\_

\$ AMOUNT DUE \_\_\_\_\_

DATE PAID \_\_\_\_\_

<b>O.K. TO PAY</b>
<b>TRANSCRIPTS RECEIVED</b>
_____
<b>DATE</b>
_____
<b>RECEIPT RECEIVED</b>
_____
<b>DATE</b>
_____
<b>SIGNATURE</b>
_____



**APPENDIX E**

**Board of Education Office  
507 E. Main Street  
Ravenna, OH 44266**

**Office (330) 296-9679  
FAX (330) 297-4158**

**TO: All Certificated Staff**  
**FROM: B. Florida, Director Curriculum and Instruction**  
**SUBJECT: Summer Job Vacancy/Notification of Interest**  
**DATE: April 9, 2008**

If you are interested in being considered for a teaching position(s) which may become vacant over the summer months and you are a current member of the bargaining unit, would you please complete the form below and return it to Chris Retherford at the Board Office **NO LATER THAN THURSDAY, MAY 1ST?**

As you are aware, per the Negotiated Agreement, teaching positions which become vacant between June 1<sup>st</sup> and September 15<sup>th</sup> are not "posted" as they are during the school year. Therefore, the purpose for this notification process is to give teachers the opportunity to communicate your desire to be considered for positions which may become vacant over this designated period time.

Please feel free to contact me if you have questions.

<b>RAVENNA SCHOOL DISTRICT TEACHER VACANCY AND TRANSFER REQUEST FORM</b>	
<p>As per the Negotiated Agreement (Article 5, Letter C) a teacher contemplating a transfer will so indicate on the designated form. This procedure will be used for <u>all</u> vacancies between June 1<sup>st</sup> and September 15<sup>th</sup>.</p>	
Name _____	Summer Phone Number _____
<b>From:</b>	
Building _____	Grade/Subject _____
<b>To:</b>	
Building _____	Grade/Subject _____
Signature _____	Date _____
<p>Please return to the Board Office by May 1<sup>st</sup></p>	





**AUTHORIZATION FOR SUPPLEMENTAL PAY**

I certify that I have completed the necessary requirements of my supplemental contract, and I hereby request payment for my supplemental position of \_\_\_\_\_ as follows:

- \$ \_\_\_\_\_ payment of the 1<sup>st</sup> half of my contract (end of the 1<sup>st</sup> semester)
- \$ \_\_\_\_\_ payment of the 2<sup>nd</sup> half of my contract (end of the 2<sup>nd</sup> semester)
- \$ \_\_\_\_\_ payment in full of my contract (end of the school year)
- \$ \_\_\_\_\_ Coaching Contract (payment in full at the end of the season)
- \$ \_\_\_\_\_ Outdoor education (Nights attended \_\_\_\_\_)
- \$ \_\_\_\_\_ Processing IEP's \_\_\_\_\_ days paid (attach pink time slip)

\_\_\_\_\_  
Name Signature

\_\_\_\_\_  
Date

The above staff member has completed his/her assigned supplemental duties, and pay for these duties may be released.

\_\_\_\_\_  
Supervisor's Signature Date

\*\*\*\*\*

**FOR CENTRAL OFFICE USE ONLY**

Amount Due \$ \_\_\_\_\_

\_\_\_\_\_  
Treasurer's Signature Date

**FOR TREASURER'S OFFICE ONLY**

Account Number \_\_\_\_\_

Date to be Paid \_\_\_\_\_

## STARK COUNTY SCHOOLS COUNCIL OF GOVERNMENTS

### HEALTH CARE CONSORTIUM

### SCHEDULE OF BENEFITS

MEDICAL BENEFITS	NETWORK PROVIDER	NON-NETWORK PROVIDER	MEDICAL BENEFITS	NETWORK PROVIDER	NON-NETWORK PROVIDER
<b>PLAN PROVISIONS</b>			<b>PRESCRIPTION DRUG PROGRAM</b> (see benefit booklet)	Patient pays 20% Mandatory maintenance mail order Mandatory generic	
Lifetime Maximum	Unlimited	Unlimited	<b>PREVENTIVE CARE</b>	Eligible preventive services have been determined by recommendations and comprehensive guidelines of governmental scientific committees and organizations. For further details, refer to your benefit book or Summary Benefit Plan (SPD), or call your plan at the phone number shown on your ID card.	
Annual Deductible	\$250/person* \$500/family	\$500/person** \$1,000/family	Routine Physical Exam (one per calendar year)	100%	80%**
Coinsurance Out-of-Pocket Limit (Excluding Deductible)	\$750/person \$1,500/family	\$1,500/person \$3,000/family	Prostate Screening (one per calendar year)	100%	80%**
Maximum Out-of-Pocket Limit (Sum of Deductible and Coinsurance)	\$1,000/person \$2,000/family	\$2,000/person \$4,000/family	Adult Immunization	100%	80%**
<b>CARE-IN-HOSPITAL</b>			Routine GYN Exam (two per calendar year)	100%	80%**
Semi-Private Room	90%*	80%**	Routine Mammography (one per calendar year)	100%	80%**
Surgery	90%*	80%**	Pap Test (one per calendar year)	100%	80%**
Anesthesia	90%*	80%**	Well Child Care (including immunizations- up to 21 years of age)	100%	80%**
In-hospital (medical)	90%*	80%**	Colon Cancer Screening (beginning at 50 years of age)	100%	80%**
X-Ray and Radioactive Therapy	90%*	80%**	<b>PHYSICIAN'S OFFICE</b>		
Respiratory Therapy	90%*	80%**	Allergy Testing/Injections	90%*	80%**
Acute Kidney Dialysis	90%*	80%**	Visits for Illness	90%*	80%**
Diagnostic Lab/X-Ray	90%*	80%**	Emergency Care	90%*	80%**
Emergency Care of accident/acute life threatening illness (Emergency Room Facility)	90%*	90%**	Minor Surgery	90%*	80%**
Non-Emergency Care (Emergency Room Facility)	90%*	80%**	Diagnostic Testing	90%*	80%**
Surgical Assistance	90%*	80%**	Speech/Occupational Therapy (illness/injury related)	90%*	80%**
Pre-Admission Testing	90%*	80%**	Physical/Rehabilitative Therapy (illness/injury related)	90%*	80%**
<b>AS AN OUTPATIENT</b>			Respiratory Therapy	90%*	80%**
Lab/X-Ray/Diagnostic Services	90%*	80%**	<b>AFFILIATES</b>		
Same Day Surgery	90%*	80%**	Chiropractors	90%*	80%**
Speech/Occupational Therapy (illness/injury related)	90%*	80%**	Podiatrists	90%*	80%**
Physical/Rehabilitative Therapy (illness/injury related)	90%*	80%**	<b>PRE-CERTIFICATION IS REQUIRED FOR ALL INPATIENT ADMISSIONS.</b>		
Respiratory Therapy	90%*	80%**	* An annual deductible of \$250 per person/\$500 per family is applied first before any benefits are paid to Network Providers. Coinsurance is subject to an annual maximum of \$750 per person/\$1,500 per family. Once you have satisfied the deductible and coinsurance out-of-pocket limit, the Plan begins to pay covered medical services at 100% except for penalties, which are not included in the 100% reimbursement provision.		
<b>MATERNITY CARE</b>	90%*	80%**	** An annual deductible of \$500 per person/\$1,000 per family is applied first before any benefits are paid to Non-Network Providers. Benefit payments for Non-Network Provider services are based on an Allowed Amount. Coinsurance is subject to an annual maximum of \$1,500 per person/\$3,000 per family. Once you have satisfied the deductible and coinsurance out-of-pocket limit, the Plan begins to pay covered medical services at 100% of the Allowed Amount, except for penalties, which are not included in the 100% reimbursement provision.		
<b>MENTAL HEALTH/ALCOHOL/SUBSTANCE ABUSE</b>			The age limit for an eligible dependent child is the end of month which the child attains age 23 or age 25 providing the child has applied and met all eligibility requirements. Dental and Vision plans have different dependent eligibility requirements. See Dental and Vision plan summaries for details.		
Inpatient Care Based on corresponding medical benefits	90%*	80%**			
Outpatient Care Based on corresponding medical benefits	90%*	80%**			
<b>OTHER SERVICES</b>					
Home Health Care (Plan Approval Required)	90%*	80%**			
Hospice Care (Plan Approval Required)	90%*	80%**			
Skilled Nursing (Plan Approval Required)	90%*	80%**			
Durable Medical	80%*	80%**			
Ambulance	80%* (after network deductible)				
Allergy Extracts	80%* (after network deductible)				

# Preventive Care Benefits and Services

Preventive care is one of the most important steps you can take to manage your health. Routine preventive care can identify and address risk factors before they lead to illness. When you prevent illness, it helps reduce your healthcare costs. You should work with your doctors to help you follow these guidelines and address your specific health concerns.

## Newborn Care (Birth to Age 1)

- Newborn screenings, including sickle cell anemia
- Screening for heritable diseases
- Gonorrhea prophylaxis

## Child Preventive Care (Birth to Age 21)

- Well Child Exam (including lab services)
- Vision screening
- Hearing screening
- Dental caries prevention
- Developmental and behavioral assessments
- Lead exposure screening
- Iron deficiency anemia screening
- Tuberculosis screening
- Cervical dysplasia screening
- Cholesterol and lipid level screening
- Depression screening
- Screening and counseling for obesity
- Behavioral counseling to promote healthy diet
- Screening and counseling for sexually transmitted infections

## Child Immunizations

- Hepatitis A and B
- Diphtheria, Tetanus, Pertussis (DtaP)
- Varicella (chicken pox)
- Influenza (flu shot)
- Pneumococcal vaccine (pneumonia)
- Human Papilloma Virus (HPV)
- Haemophilus influenza type B (HIB)
- Polio
- Measles, Mumps Rubella (MMR)
- Meningococcal vaccine
- Rotavirus

## Adult Preventive Care (Age 21 and older)

- Routine Physical Exam
- Cholesterol and lipid level screening
- Depression screening
- Diabetes screening
- Sexually transmitted diseases screening
- HIV screening
- Colorectal cancer screening including fecal occult blood test, flexible sigmoidoscopy or colonoscopy (beginning at 50 years of age)
- High blood pressure screening

## Counseling and Education Interventions

- Screening and counseling for obesity
- Behavioral counseling to promote a healthy diet
- Counseling related to aspirin use for the prevention of cardiovascular disease
- Screening and behavioral counseling related to tobacco abuse
- Screening and behavioral counseling related to alcohol abuse

## Adult Immunizations

- Hepatitis A and B
- Tetanus, Diphtheria, Pertussis (td, Tdap)
- Influenza (flu shot)
- Pneumococcal vaccine (pneumonia)
- Human Papilloma Virus (HPV)
- Measles, Mumps, Rubella (MMR)
- Meningococcal vaccine
- Herpes Zoster (shingles)

## Women's Services

- Well women visits
- HPV DNA Testing
- Cervical cancer screening (Pap test)
- Breast cancer screening (Mammography)
- Discussion of chemoprevention with women at high risk for breast cancer
- Bone density test to screen for osteoporosis in females
- Pregnancy screenings (including hepatitis, asymptomatic bacteriuria, Rh incompatibility, syphilis, gonorrhea, Chlamydia, iron deficiency anemia, alcohol misuse, tobacco use, HIV)
- Breast and ovarian cancer susceptibility screening
- Primary care intervention to promote breastfeeding
- Breastfeeding counseling and breast pumps
- Up to 20 visits for lactation classes
- FDA-approved contraception methods for women, including sterilization
- Screening and counseling for interpersonal and domestic violence

These recommendations are for your information only. They are not intended to be, and should not substitute for, professional medical advice, diagnosis or treatment from your treating medical professional. Decisions about care need to be individualized and should be made in concert with treating medical professionals. The information provided does not establish or imply coverage for any particular treatment or service. Any recommended treatment or service may not be covered. Eligibility and coverage depend on the specific terms and conditions of your benefit plan.

<b>RAVENNA SCHOOL DISTRICT</b>	
<b>SCHEDULE OF PAY DATES</b>	
<b>SEMI-MONTHLY</b>	
<b>2017-2018</b>	<b>2018-2019</b>
9/5/2017	9/5/2018
9/20/2017	9/20/2018
10/5/2017	10/5/2018
10/20/2017	10/19/2018
11/3/2017	11/5/2018
11/20/2017	11/20/2018
12/5/2017	12/5/2018
12/20/2017	12/20/2018
1/5/2018	1/4/2019
1/19/2018	1/18/2019
2/5/2018	2/5/2019
2/20/2018	2/20/2019
3/5/2018	3/5/2019
3/20/2018	3/20/2019
4/5/2018	4/5/2019
4/20/2018	4/19/2019
5/4/2018	5/3/2019
5/18/2018	5/20/2019
6/5/2018	6/5/2019
6/20/2018	6/20/2019
7/5/2018	7/5/2019
7/20/2018	7/19/2019
8/3/2018	8/2/2019
8/20/2018	8/16/2019

Please note this schedule will be used when the district moves to a semi-monthly (24 pay) pay schedule in 2017-2018.

<b>RAVENNA SCHOOL DISTRICT</b>		
<b>SCHEDULE OF PAY DATES</b>		
<b>BI-WEEKLY</b>		
<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
9/2/2016	9/1/2017	9/7/2018 skip 1 week
9/16/2016	9/15/2017	9/21/2018
9/30/2016	9/29/2017	10/5/2018
10/14/2016	10/13/2017	10/19/2018
10/28/2016	10/27/2017	11/2/2018
11/10/2016	11/10/2017	11/16/2018
11/25/2016	11/24/2017	11/30/2018
12/9/2016	12/8/2017	12/14/2018
12/23/2016	12/22/2017	12/28/2018
1/6/2017	1/5/2018	1/11/2019
1/20/2017	1/19/2018	1/25/2019
2/3/2017	2/2/2018	2/8/2019
2/17/2017	2/16/2018	2/22/2019
3/3/2017	3/2/2018	3/8/2019
3/17/2017	3/16/2018	3/22/2019
3/31/2017	3/30/2018	4/5/2019
4/14/2017	4/13/2018	4/19/2019
4/28/2017	4/27/2018	5/3/2019
5/12/2017	5/11/2018	5/17/2019
5/26/2017	5/25/2018	5/31/2019
6/9/2017	6/8/2018	6/14/2019
6/23/2017	6/22/2018	6/28/2019
7/7/2017	7/6/2018	7/5/2019
7/21/2017	7/20/2018	7/19/2019
8/4/2017	8/3/2018	8/2/2019
8/18/2017	8/17/2018	8/16/2019

\*\* Please note that these dates are tentative since we will need to adjust the pay dates due to payroll creep in September 2018.

\*\*Please note this schedule is only needed if the district does not move to 24 pays. Please see article 21 C.

Settlement A.7

SIDE LETTER

The parties agree that the Joint In-service/Professional Development Committee (Article 25.C) will be asked to explore the options on offering in-district professional development on child abuse, which would allow staff to receive credit for same for the purposes of certificate/license renewal.

FOR THE BOARD:

FOR THE ASSOCIATION:

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**AGREEMENT BETWEEN THE  
RAVENNA EDUCATION ASSOCIATION  
AND THE  
RAVENNA BOARD OF EDUCATION  
April 16, 2016**

The parties have agreed to the following language in Article 27 Supplemental Salaries for a successor agreement. The parties agree that this language is in effect immediately and they will work together to establish the committee and schedule a meeting as soon as is practical.

- E. Modification or addition to written supplemental job descriptions during the term of this Contract shall be cooperatively developed. The Labor/Management Relations Supplemental Job Description Committee, consisting of four (4) bargaining unit members designated by the Association and four (4) administrators chosen by the Superintendent, is to look at all supplemental contracts and update job duties to reflect the needs of the Ravenna School District, before the beginning of the 2016-2017 School Year. Once the job descriptions are completed and the parties are both aware of what responsibilities are included in each supplemental, the parties agree that the bargaining unit member will receive the supplemental pay for performing such duties as are required by the administration.

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For the Board

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For the Association