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HURON EDUCATION ASSOCIATION

AND THE

HURON CITY BOARD OF EDUCATION

AGREEMENT

AUGUST 1, 2016

TO

JULY 31, 2019

TABLE OF CONTENTS

ARTICLE		PAGE
I	**RECOGNITION**	1
	1.01 Recognition	1
	1.02 Management Rights	1
	1.03 Equal Rights Clause	1
II	**NEGOTIATIONS**	1-3
	2.01 Notice	1
	2.02 Procedure	2
	2.03 Agreement	2
	2.04 Distribution and Cost of the Agreement	3
	2.05 Subjects of Bargaining	3
III	**LABOR/MANAGEMENT COMMITTEE**	3
	3.01 Labor Management Committee	3
	3.02 Building Level Meetings	3
IV	**GRIEVANCE PROCEDURE**	4-7
	4.01 Purpose	4
	4.02 Definitions	4
	4.03 Submission of Grievances	4
	4.04 Grievance Procedure	5
	4.05 Selection of the Arbitrator	6
	4.06 Authority of the Arbitrator	6
	4.07 Costs of Arbitration	6
	4.08 Miscellaneous	7
V	**ASSOCIATION RIGHTS**	7-11
	5.01 Exclusive Association Rights	7
	5.02 Fair Share Fee	9
VI	**TEACHING CONTRACTS**	11-12
	6.01 Teacher Contracts	11
	6.02 Limited Contracts and Annual Salary Notices	11
	6.03 Supplemental Contracts	12
	6.04 Subcontracted Duties	12
VII	**EMPLOYMENT CONDITIONS**	12-22
	7.01 Work Day/Work Year	12
	7.02 Preparation/Conference Periods	13
	7.03 Extended Time	14
	7.04 Nonteaching Duties	14
	7.05 School Calendar	14
	7.06 Part-Time Teachers	15

ARTICLE **PAGE**

7.07 Traveling Teachers....17
7.08 Job Sharing....17
7.09 Professional Behavior....18
7.10 Complaints Against Bargaining Unit Members....18
7.11 Academic Freedom....19
7.12 Drug-Free Workplace....20
7.13 Personnel Files....21
7.14 Technology Committee....22
7.15 Freshman Orientation....22

VIII **NON-RENEWAL AND TERMINATION**....22
8.01 Limited Contract Non-Renewal....22
8.02 Termination of Contract....22

IX **ASSIGNMENT, TRANSFER AND VACANCY**....23-27
9.01 Definitions....23
9.02 Assignment....23
9.03 Voluntary Transfer....23
9.04 Involuntary Transfer....23
9.05 Vacancy Postings....25
9.06 Filling Supplemental Positions....26
9.07 Supplementals....27

X **SENIORITY**....27-29
10.01 Definition....27
10.02 Procedure for Calculating Seniority....27
10.03 Equal Seniority....28
10.04 Loss of Seniority....28
10.05 Posting of Seniority List....28

XI **REDUCTION IN FORCE**....29-31
11.01 Reasons for Reduction in Force....29
11.02 Procedure for Reduction in Force....29
11.03 Recall Rights....30

XII **SALARY AND COMPENSATION**....31-35
12.01 Teaching Salary Schedule....31
12.02 Salary Adjustment....32
12.03 Placement on Salary Schedule....32
12.04 Pay....33
12.05 Payroll Deductions....33
12.06 Salary Credit for Part-Time Teachers....34
12.07 Severance Pay....34
12.08 Retirement Pick-Up and Sheltering....35
12.09 Tuition for Children of Bargaining Unit Members....35

ARTICLE **PAGE**

XIII **INSURANCE** 36-40
13.01 Hospitalization and Medical Insurance 36
13.02 Term Life Insurance 37
13.03 Prescription Drug 37
13.04 Insurance Opt-out Incentive 38
13.05 Vision Insurance 38
13.06 Dental Insurance 39
13.07 Spousal Requirement 39
13.08 Spouses Employed by Another HESE Member District 40

XIV **LEAVES** 41-51
14.01 Sick Leave 41
14.02 Personal Leave 44
14.03 Unpaid Leave of Absence 45
14.04 Family Medical Leave Act 46
14.05 Jury Duty/Court Leave 47
14.06 Emergency Leave 48
14.07 Maternity Leave 48
14.08 Assault Leave 50
14.09 Professional Leave 50
14.10 Employer Initiated Leave 51
14.11 Association Leave 51

XV **CLASS SIZE** 51-54
15.01 Definitions 51
15.02 Limitations and Remedies 52

XVI **EDUCATIONAL DEVELOPMENT** 54-56
16.01 Educational Stipend 54
16.02 Curriculum Committee 54
16.03 Local Professional Development Committee 55
16.04 Mentors for Teachers New to the District 56

XVII **EVALUATION AND JOB DESCRIPTIONS** 56-66
17.01 Teacher Evaluation 56
17.02 OTES Teacher Evaluation Plan 58
17.03 Evaluation Procedures for Supplemental Contracts 65

XVIII **COLLEGE CREDIT PLUS** 66

XIX **EMPLOYMENT OF RETIRED TEACHERS** 67
19.01 Terms and Conditions 67

XX **ACADEMIC DISTRESS COMMISSION** 68

XXI **DURATION OF CONTRACT** 69
21.01 Duration 69
21.02 Severability 69
21.03 Signatures 69

APPENDICES **PAGE**

A OHIO TEACHER EVALUATION SYSTEM 70-86

B JOB DESCRIPTIONS 87-100

C PROFESSIONAL EVALUATIONS 101-128

D SALARY AND SUPPLEMENTAL SCHEDULES 129-135

E SUPPLEMENTAL CONTRACT EVALUATION FORM 136

F EXAMPLE ASSIGNMENT NOTICE 137

G GRIEVANCE FORM 138

H INSURANCE PLAN 139-146

I RESIDENT EDUCATOR PROGRAM 147-153

ARTICLE I – RECOGNITION

SECTION 1.01 RECOGNITION

The Huron City School District Board of Education, hereinafter referred to as the "Board," recognizes the Huron Education Association, an OEA/NEA/NEOEA affiliate, hereinafter referred to as the "Association," as the sole and exclusive bargaining representative of all certificated/licensed teaching personnel employed by the Huron City Schools, including certificated/licensed L.D. tutors, exclusive of the Superintendent, Assistant Superintendent, Principals, Assistant Principals, Coordinator of Special Education Services, Curriculum and Technology. Unless otherwise specified, "teacher" shall mean any certificated/licensed member of the bargaining unit, regardless of what his/her assignment shall be.

SECTION 1.02 MANAGEMENT RIGHTS

The Board hereby retains and reserves unto itself without limitation, all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the laws and the Constitution of the State of Ohio and the United States, including, but without limiting the generality of the foregoing, the right to the executive management and administrative control of the school system and its properties and facilities, the right to develop and adopt policies, rules, and regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, except as expressly limited by the terms of this contract and Chapter 4117 of the Ohio Revised Code. Board members shall be notified of all meetings of committees established by this agreement and a board member(s) may attend.

SECTION 1.03 EQUAL RIGHTS CLAUSE

The parties to this Agreement jointly pledge that provisions of this Agreement shall apply uniformly to all members of the bargaining unit without regard to race, religion, color, sex, sexual preference/orientation, gender identity, marital status, national origin, disability, military status, genetic information, ancestry or age.

ARTICLE II – NEGOTIATIONS

SECTION 2.01 NOTICE

Either the Association or the Board may initiate negotiations by a letter of submission forwarded to the other party on or after March 1 prior to the expiration date of this agreement outlining their intent to bargain. Letter of submissions by the Board shall be forwarded to the Huron Education Association President as well as the current Labor Relations Consultant at the Ohio Education Association office.

SECTION 2.02 PROCEDURE

A. Within twenty (20) calendar days of transmittal of said submission letter, the parties shall hold their first negotiations session unless it is otherwise agreed, in writing, to postpone or delay negotiations for a stated period of time. At any negotiation session, either party may be represented by no more than five (5) representatives. Each team may also have one (1) observer at each negotiations meeting. Observers may be switched with team members at any time during the course of negotiations.

B. All issues for negotiations by the Association and the Board shall be submitted in writing at the first meeting. No additional issues shall be submitted by either party, unless agreed to by both parties.

C. If, after forty-five (45) calendar days from the first negotiation session, agreement has not been reached on all items under negotiation, either party may call for the services of the Federal Mediation and Conciliation Service to assist in negotiations. If a party calls for mediation involvement, the other party shall join in a joint request. Meetings shall be held at the discretion of the mediator.

D. The Board and the Association agree that the aforementioned Federal Mediation shall supersede all other dispute settlement procedures contained in Section 4117.14(B) and (C) of the Ohio Revised Code. The Board further recognizes that the members of the bargaining unit have the right to strike provided that, (1) the employee organization representing the employees has given a ten-day prior written notice of an intent to strike to the public employer and to the Board signifying the date and time of day the job action is to commence, pursuant to Section 4117.14(D) of the Ohio Revised Code; and (2) the contract has expired; and (3) the impasse resolution procedure has been followed. The Association agrees that no strike shall be conducted during the term of this agreement.

E. Either party may call a caucus at any time. Caucus time shall be limited to thirty (30) minutes unless further time is requested.

F. During the course of negotiations, agreements shall be reduced to writing, dated, and initialed by representatives of each negotiations team.

G. Prior to mediation the parties agree that all negotiation sessions shall be treated as "executive sessions" with no news releases unless by mutual agreement or joint authorship.

SECTION 2.03 AGREEMENT

When the negotiations teams reach tentative agreement on a successor contract, said contract shall be submitted to the Association for ratification within thirty (30) calendar days following tentative agreement. Upon ratification by the Association, the agreement shall be submitted to the Board for ratification within thirty (30) calendar days thereafter. When so ratified and

adopted, the agreement shall become a binding contract between the parties for the period stated therein.

SECTION 2.04 DISTRIBUTION AND COST OF THE AGREEMENT

It will be determined at the conclusion of the bargaining process whether the Association or Board shall prepare for review by the parties an electronic draft copy of the master contract. After review/correction by the parties, the preparer of the draft copy will provide an electronic copy of the final agreement to the representatives of both parties. The Administration shall provide sufficient copies of the final contract to all members of the bargaining unit. The Board and the Association will share equally the cost of supplies for printing these copies.

SECTION 2.05 SUBJECTS OF BARGAINING

According to the ORC 4117.08, all matters pertaining to wages, hours, or terms and other conditions of employment and the continuation, modification, or deletion of an existing provision of a collective bargaining agreement are subject to collective bargaining between the public employer and the exclusive representative.

ARTICLE III – LABOR/MANAGEMENT COMMITTEE

SECTION 3.01 LABOR MANAGEMENT COMMITTEE

A Labor Management Committee shall be established consisting of the HEA President, one (1) teacher representative from each school building, and four (4) administrators, including the Superintendent. The purpose of the committee shall be to encourage labor-management cooperation and provide a forum for communication and joint problem solving in resolving workplace issues. The committee shall be scheduled to meet monthly unless the HEA President and Superintendent mutually agree to cancel. An agenda of items shall be submitted no later than one (1) week prior to each meeting to the Superintendent and HEA President. A schedule of monthly meetings for the entire school year will be established at the beginning of each school year.

SECTION 3.02 BUILDING-LEVEL MEETINGS

Building principals shall schedule a meeting at least once per month before or after school hours with all bargaining unit members. Attendance by bargaining unit members is optional. The purposes of these meetings are to foster the free flow of information on teacher concerns, improvement of student performance and other matters which may not be covered in the monthly meetings held under section 7.01 of the Agreement.

ARTICLE IV – GRIEVANCE PROCEDURE

SECTION 4.01 PURPOSE

It is the policy of the Board and the Association that alleged grievances be resolved informally or at the earliest possible stage of this grievance procedure. However, both parties recognize that the procedure must be available without any fear of recrimination because of its use. Settlements at any stage shall bind the immediate parties to the settlement.

SECTION 4.02 DEFINITIONS

A. A "grievance" is an alleged violation, misapplication, or misinterpretation of the current negotiated agreement or memorandum of understanding.

B. A "teacher" means any member of the bargaining unit.

C. "Grievant" shall be defined as:

1. an individual teacher
2. a group of teachers
3. the Association

D. "Days" shall mean actual work days during the school year and Monday through Friday, excluding holidays, during the summer.

E. "Appropriate Administrator" shall be defined as the lowest level administrator able to resolve the grievances.

SECTION 4.03 SUBMISSION OF GRIEVANCES

A. Each grievance shall be submitted, in writing, on a form approved by the Board and Association (Appendix G) and shall identify the aggrieved party, the provision of this agreement alleged to have been violated, misapplied and/or misinterpreted, the date of the alleged events or conditions constituting the grievance, and, if known, the identity of the person(s) responsible for causing such events or conditions, and a specific statement of the events giving rise to the grievance and redress sought by the aggrieved party.

B. A teacher or group of teachers may submit grievances which affect them personally and shall submit such grievances to the appropriate administrator.

C. All time limits referred to in the grievance procedure shall be construed as maximum unless otherwise agreed to by the parties. In the event the grievant fails to act within the maximum time limits stipulated, the grievance shall be deemed dropped. If the Administration fails to act in a timely fashion as stipulated by the time limits, the grievance shall advance to the next step of the grievance procedure.

D. The grievant has the right to Association representation at all meetings and hearings involving the grievance.

E. The Association has the exclusive right to file grievances and to be present at Steps Two through Five.

F. Grievance forms shall be exhibited in the appendix of this Contract and it shall be the exclusive right of the Association to issue forms to grievants.

G. The Association shall have the exclusive right to determine whether to proceed to the arbitration step of the procedure.

H. The Association shall receive copies of all responses to the grievances.

I. The Association shall be informed by the Administration of any adjustment of any grievance at any step of this procedure.

SECTION 4.04 <u>GRIEVANCE PROCEDURE</u>

A. Step One

The aggrieved party must attempt to resolve the grievance informally with the Appropriate Administrator, within twenty (20) days after the occurrence of the event, or occurrence of conditions on which it is based, or after becoming knowledgeable of the event, before submission of a written grievance.

If the grievance is not resolved during Step One, the Association may within five (5) days after the grievant has received an answer from the Appropriate Administrator, or after the Step One meeting, file a written grievance with the Appropriate Administrator.

B. Step Two

The Appropriate Administrator shall arrange and hold a meeting within five (5) days of receipt of the grievance. Within five (5) days of the conclusion of the meeting, the Appropriate Administrator shall forward his/her written response to the Association and the grievant.

If the Association and grievant are not satisfied with the Appropriate Administrator's response, the Association may within five (5) days file a written form to proceed to Step Three.

C. Step Three

Within five (5) days of the filing of the grievance the Superintendent or his/her designee shall arrange and conduct a meeting.

Within five (5) days after the meeting the Superintendent or his/her designee shall provide a written response to the Association and grievant.

D. Step Four

In the event the Association is not satisfied with the disposition by the Superintendent, within five (5) days of receipt of the Step Three response, the Association shall notify the Superintendent of its intent to proceed to arbitration. Within twenty (20) days of this notification, the Association shall either agree upon the selection of an arbitrator with the Board or request a panel of arbitrators from the Federal Mediation and Conciliation Service.

SECTION 4.05 <u>SELECTION OF THE ARBITRATOR</u>

Arbitrators shall be chosen by mutual agreement of the parties. If no agreement is reached, either party may request the Federal Mediation and Conciliation Service to provide a panel of seven (7) arbitrators. The parties shall select an arbitrator by the priority ranking method as established by the rules of the Federal Mediation and Conciliation Service. All procedures relative to the arbitration hearing shall be according to the Voluntary Rules and Regulations of the Federal Mediation and Conciliation Service.

SECTION 4.06 <u>AUTHORITY OF THE ARBITRATOR</u>

The arbitrator shall not have the authority to add to, subtract from, modify, change or alter any of the provisions of this Contract nor add to, subtract from, or modify the language therein in arriving at a determination of any issue presented. The arbitrator shall expressly confine himself to the precise issue(s) submitted for arbitration and shall have no authority to determine any other issue not so submitted or to submit observations or declarations of opinion which are not directly essential in reaching the determination. The decision of the arbitrator shall be final and binding on the Board and its representatives, the grievant, and the Association.

SECTION 4.07 <u>COSTS OF ARBITRATION</u>

The cost for the arbitration shall be determined as follows:

1. The non-prevailing party pays for the full cost of the arbitration.

2. The cost for any representation during this procedure shall be borne by the respective parties with the exception of a court reporter and transcripts. The parties may mutually agree to share the costs of a court reporter and transcripts.

3. If there is no clear prevailing party determined by the arbitrator, the parties shall share the cost of the arbitration hearing(s) equally.

4. All Association participants shall be released with no loss of pay or charged any accrued leave.

SECTION 4.08 MISCELLANEOUS

A. The election to submit a grievance to arbitration shall automatically be a waiver of all other forums which could otherwise be available.

B. Grievances, responses and settlements thereof shall be reduced to writing and either hand delivered and signed for or mailed by certified mail, return receipt requested.

C. Meetings and hearings held under this procedure shall be conducted at a time and place which will afford a fair and reasonable opportunity for all persons entitled to be present to attend.

D. The Association shall be allowed three (3) members of its choice at arbitration hearings. All three (3) members shall be granted professional leave for the purpose of attending arbitration hearings that are scheduled by an arbitrator during the school day. This shall not include the grievant(s) or subpoenaed witnesses.

E. A grievance may be withdrawn by the Association at any time without prejudice.

F. The parties shall hold matters related to this procedure confidential to the extent permitted by law, recognizing that grievances may be disclosed to the Board and Association.

ARTICLE V – ASSOCIATION RIGHTS

SECTION 5.01 EXCLUSIVE ASSOCIATION RIGHTS

Recognition of the Association as the bargaining agent shall entitle the Association to exclusive rights. These rights include:

A. To use facilities of any building for Association meetings provided that no other school related activities are scheduled as well as provided that the building administration is notified in advance of the date requested. The Association will request use of the building on the designated form. The Association agrees to pay any charge normally assessed to groups for use of the building if the use occurs on a Saturday or Sunday.

B. To use the Board-owned equipment routinely available to regular teaching employees, such as computers, calculators, duplicating equipment, provided that the Association assumes full responsibility for any loss, theft, or destruction of aforementioned property while it is in its possession and supplies for such equipment used will be furnished or paid for by the Association.

C. To use the inter-school mail system in the schools' offices to distribute Association materials in a manner so as not to disrupt the normal operations of the school.

D. To be assigned bulletin board space for use in each building in an area mutually agreed upon by the building principal and the Association representative(s). Any area must not interrupt nor interfere with school operations.

E. To allow Association members within the building to call meetings on their duty-free lunch period.

F. To allow the president of the Association to visit schools other than his/her home building during his/her duty free lunch period. This must not interfere with duties assigned by the building administrator.

G. To allow time at faculty meetings - the principal shall allow time at the end of faculty meetings for the Association representative to make announcements, providing that such time has been requested in advance.

H. To use the public address system - The principal or designee shall allow Association announcements to be read over the public address system. All Association announcements will be reviewed by the Principal or designee in advance. Every attempt shall be made to make Association announcements with all of the other announcements on the public address system.

I. To notification of school board meetings - A copy of the board agenda, prior meeting minutes, and any non-confidential materials included with the package shall be made available electronically to the President of the Association at the same time it is delivered to the members of the board. The monthly financial statement shall be available on the District Web Site after board action. Requests for other materials shall be handled by the Superintendent and the Association President.

J. To use the school phone for Association business - Association officers and representatives shall have the right to use school phones for Association business providing they pay all tolls or fees and that they do not disrupt the normal operation of the school.

K. To distribute Policy Manuals - On or before the first day of school, the Huron City School's Policy Manuals and Administrative Rules and Regulations shall be available on the District Web Site. Additional copies will be available at a fixed expense to be determined by the Board.

L. A key code will be issued to any Association member assigned duties in a specified building under the following guidelines if they request a key code.

1. Teachers will be issued a key code for the designated building entrance. A signature will be required upon receipt of the key code.

2. Teachers who use a key code to access a building during off-school hours are responsible for seeing that all room doors are locked, all equipment is put away

and secured as found, lights are turned off, and the outside entrance is also secured.

3. Teachers are to maintain security of any school key codes, never to loan them to students or to other non-school personnel, and carry them with no identification, so that if lost, no finder will be able to use them.

4. Keys will be distributed as needed for access to building Key Pads and access to classrooms, gates, copiers, and mailboxes. Keys will not be duplicated.

5. Cost incurred as a result of a lost key will be assumed by the teacher responsible for the lost key and shall be limited to the replacement of one (1) key and one (1) door lock.

SECTION 5.02 <u>FAIR SHARE FEE</u>

The Board shall deduct from the pay of the members of the bargaining unit who elect not to become or to remain members of the Huron Education Association a fair share fee for the Association's representation of said non-members during the term of this agreement. However, no non-member filing a timely demand shall be required to subsidize partisan political or ideological causes not germane to the Association's work in the realm of collective bargaining.

A. Setting Fee and Notifying Board

Notice of the amount of the annual fair share fee, which shall not be more than 100% of the unified dues of the Association, shall be transmitted by the Association to the Treasurer of the Board on or about September 15 of each year during the term of this Agreement for the purpose of determining amounts to be payroll deducted, and the Board agrees to promptly transmit all amounts deducted to the Association.

B. Deduction of Fee

Payroll deduction of the fair share fee shall begin with the first payroll period after January 15.

C. Termination of Membership

The Treasurer of the Board shall, upon 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 fair share fee yet to be deducted shall be the annual fair share fee less the amount previously paid through payroll deduction.

D. List of Fee Payers

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

E. Rebate Procedure

The Association represents to the Board that an internal rebate procedure has been established in accordance with O.R.C. Section 4117.09 (C) and that a procedure for challenging the amount of the fair share fee has been established and will be given to each bargaining unit member who does not join or terminates membership in 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.

F. Rebate Request

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

G. Liability Arising From Enforcement

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

1. The Board shall give a ten (10) day written notice of any claim made or action filed against the employer by a non-member for which indemnification may be claimed;

2. The Association shall reserve the right to designate counsel to represent and defend the employer;

3. The Board agrees to:

   a. Give full and complete cooperation and assistance to the Association and its counsel at all levels of the proceeding;

   b. Permit the Association or its affiliates to intervene if it so desires; and/or

   c. Not oppose the Association or its affiliates' application to file briefs amicus curiae in the action.

4. The Board acted in good faith compliance with all the fair share provisions of this Agreement. However, there shall be no indemnification if the Board intentionally

and willfully fails to apply (except due to court order) or misapplies such fair share fee provisions herein.

H. Grievability

Fee payers shall not be entitled to use the grievance procedure or bring action against the Board for collecting the fair share fee.

ARTICLE VI – TEACHING CONTRACTS

SECTION 6.01 TEACHER CONTRACTS

A. There shall be three types of contracts:

1. regular teaching contracts: contracts issued to full or part time certificated/licensed teachers for teaching duties shall be of two types, limited or continuing, as specified in the O.R.C.;

2. supplemental contracts: contracts issued to certificated/licensed staff members, full or part time, or to lay persons for co- or extra-curricular or athletic duties;

3. subcontracted services contracts: contracts issued to non-certificated/licensed persons engaged in instructional activities as limited by this Agreement.

B. Supplemental contracts issued to bargaining unit members shall be automatically non-renewed for the next school year without the Board having to provide written notice of such non-renewal. Supplemental contracts issued to non-bargaining unit members shall be non-renewed for the next school year through board action.

C. Subcontracted services contracts shall only be one-year contracts which shall be automatically non-renewed for the next school year.

SECTION 6.02 LIMITED CONTRACTS AND ANNUAL SALARY NOTICES

A. The Board shall issue contracts in compliance with all applicable state law.

B. Contracts/Salary notices shall contain the following:

1. Base Salary - The salary step and experience level of the contracted teacher in accordance with the negotiated Contract.

2. School Calendar - The negotiated school calendar shall be made an addendum to the individual teacher contract/salary notices.

SECTION 6.03 SUPPLEMENTAL CONTRACTS

A. Supplemental duties shall be defined as those duties which are performed in addition to the employee's regular teaching duties.

B. Employees performing supplemental duties shall be issued written, individual, limited contracts that include:

1. duration of supplemental contract
2. title of supplemental position
3. amount of supplemental compensation or hourly rate by payment method
4. supplemental job description

C. All supplemental contracts shall be issued each year for all positions posted and filled in accordance with Article IX.

SECTION 6.04 SUBCONTRACTED DUTIES

The Huron Board of Education may subcontract duties out provided the following conditions are met:

A. The position being subcontracted must first have been posted for five (5) days according to Section 9.05.

B. Any teacher(s) presently employed and qualified by meeting the posted qualifications for the position who applies shall have been offered the position and refused to accept it.

C. No teaching position shall be reduced as a result of subcontracting.

D. The Board will not hire any non-certificated/licensed person(s) to teach more than five (5) hours per week.

ARTICLE VII – EMPLOYMENT CONDITIONS

SECTION 7.01 WORK DAY/WORK YEAR

A. Length of School Day - The length of the normal school working day for all teaching staff will be seven (7) hours and forty (40) minutes, including any lunch and planning time. This time may be extended to include the monthly faculty meeting, department and grade level meetings, and conferences.

B. The working day shall include twenty (20) minutes which will not be used as student contact time. Each teacher shall receive a daily duty free lunch period of no less than thirty (30) consecutive minutes. Each of the annual open houses shall be scheduled during the first quarter as follows: High School 7:30 - 9:00 p.m.; McCormick 7:30 - 9:00

p.m.; Woodlands 6:30 - 8:00 p.m.; Shawnee 6:30 – 8:00 p.m. All teachers will be dismissed sixty-five (65) minutes early the day before Christmas vacation and all teachers will be dismissed seventy (70) minutes early the last scheduled student day.

C. Length of Work Year - The annual salary is based upon one hundred eighty-four (184) teacher days for a returning teacher and one hundred eighty-five (185) for a teacher new to the system. This will include one hundred eighty (180) days of student instruction, one (1) preparation day with no meetings scheduled as the first teacher work day, one (1) records day scheduled as the last teacher work day, and two (2) in-service days. Any extension to the calendar shall be compensated on a per diem rate per pay step on the salary schedule.

SECTION 7.02 <u>PREPARATION/CONFERENCE PERIODS</u>

A. High School Teachers

During any year in which Huron High School elects not to follow the block schedule, each High School instructor shall have a minimum of forty-five (45) minutes/day of preparation/conference time.

During any year in which Huron High School elects to follow the block schedule, the following procedures will govern the class schedule and teachers' preparation/conference periods:

1. The High School shall retain the scheduled eight (8) class period day for three (3) non-block days per week (currently Monday, Thursday, and Friday).

2. On these non-block days, teachers will be scheduled one (1) forty-five (45) minute period as a daily planning period in addition to their daily duty-free lunch period.

3. The High School classes on block days (currently Tuesday and Wednesday) of each week shall be scheduled for a period which is twice the length of the same period occurring on non-block days. This is currently ninety (90) minutes.

4. During these two (2) block days teachers will be scheduled only four (4) of their regularly assigned class periods per day. These four (4) periods will be scheduled in such a manner to allow every teacher to have a "double-block" of time for each of that teacher's regularly scheduled eight (8) class periods, including the planning time period.

   Each teacher, therefore, shall be scheduled a minimum of one (1) ninety (90) minute preparation/conference period during the block scheduled days. If possible, teachers shall be assigned a non-teaching/supervision duty on the day they are not scheduled a preparation/conference period.

5. High school teachers may request that the High School Principal schedule a particular class in order to allow that class to meet daily as opposed to the block periods of time. The High School Principal will decide if a class can be scheduled in this manner.

B. Every teacher grades pre-K through four (4) shall have a minimum of two hundred (200) minutes of preparation/conference time per week. One hundred eighty (180) minutes of the two hundred (200) minutes shall be scheduled during the student day in no less than thirty (30) consecutive minutes slots, exclusive of student travel time. This provision does not apply to traveling teachers.

C. Every teacher grades five (5) through twelve (12) shall have a preparation/conference time equal to one class period, that is no less than forty (40) consecutive minutes per day.

D. Compensation for Substituting During Conference or Planning Periods

Teachers who agree to substitute during a conference or planning period at the request of the Principal shall be paid fifteen ($15) dollars per substitution for a regular class period and thirty ($30) dollars for a block period. The time slip will be signed by the Principal and teacher and turned in by the Principal to the Treasurer for payment. Payment shall be scheduled within the next two (2) scheduled pay dates.

SECTION 7.03 <u>EXTENDED TIME</u>

Extended days in addition to the regular school year, or days in addition to the regular school week, will be compensated on a daily rate per step on the salary schedule: i.e.-salary on salary schedule divided by 184 days x day(s) of service = extended rate.

Courses taught in addition to the required school day shall be compensated at a rate prorated per step on the regular salary schedule: i.e. - the extended rate divided by number of periods in the day times number of periods taught.

All other duties will be covered under separate supplemental contracts.

SECTION 7.04 <u>NONTEACHING DUTIES</u>

A. The Board and the Association agree that a teacher's primary responsibility is to teach and that his/her energies, should, to the extent possible, be utilized to this end.

B. To achieve this goal, teachers shall not be required to do office work, or Custodial work, except in emergencies.

SECTION 7.05 <u>SCHOOL CALENDAR</u>

A. The Association recognizes that in the development of the calendar, the concerns of the Board, Administration, HEA and HCEA all will be considered by the Board. Therefore, by January

15th annually, the Superintendent and/or his designee and the HEA President and/or his designee shall meet to develop at least two (2) alternative school year calendars. At least one (1) proposal option will start after Labor Day. Upon completion of the two (2) alternatives, employees shall be polled regarding the calendars, with one representative from the Association and one representative of the Administration tallying the results. The calendar receiving the most votes will be presented to the Board by the Superintendent.

1. It is further understood that at least the following are to be included as non-school days in the school calendar - Good Friday and/or the Monday after Easter, Labor Day, Thanksgiving Day and the Friday following, Christmas Eve Day, Christmas, New Year's Day, Martin Luther King Day, Presidents Day, and Memorial Day.

2. The following school events are to be included on the calendar drafts – Dates and times of Parent/Teacher Conferences at each building, Open House dates and times at each building, Grading Period beginning and ending dates, and scheduled In-Service Days.

B. There will be five (5) allowed Calamity Days that do not need to be made up by students or bargaining unit members. If a need arises for more than five (5) calamity days then a plan will be submitted to ODE for approval of the use of three (3) Blizzard Bags. These bags will be completed by each bargaining unit member by September 30 of each year. If a need arises beyond five (5) allowed Calamity Days and three (3) Blizzard Bags, bargaining unit members will make up all other student days provided it does not exceed the contractual work year of 184 days. If state law changes either in the number of calamity days allowed or the number of required make up days that law will supersede this provision subject to Letter C below.

C. The Board agrees to consult with representatives of the Association in regard to make-up days whenever the Huron City Schools are forced to close for a designated period. The Board reserves the right to make the final decision regarding make-up days after full consideration of the Association's recommendation regarding the make-up schedule. The Board does not agree to provide premium pay or other stipends beyond that which is required by state law.

SECTION 7.06 <u>PART-TIME TEACHERS</u>

A. Definition

A "part-time" teacher is a member of the bargaining unit represented by the Association who is regularly employed by the Board for a period of service less than the full work day specified in the Master Agreement. A full work day is defined as being assigned to teach a minimum of six (6) instructional classes. No teacher employed as full-time shall subsequently be employed as part-time except through voluntary transfer or through the implementation of the negotiated Reduction-in-Force.

B. Eligibility

Teachers who hold an appropriate teaching certificate/license will be eligible to be a part-time teacher.

C. Salary and Fringe Benefits

Part-time teachers will receive a prorated portion of the salary they would be eligible to receive if they were working full-time, pursuant to state minimum standards and the Master Contract. This proration shall be calculated as follows:

1. A part-time high school teacher shall receive one-seventh (1/7) of his/her appropriate salary schedule placement for each regular period of assigned instruction and/or duty.

2. A part-time middle school teacher shall receive one-seventh (1/7) of his/her appropriate salary schedule placement for each period assigned instruction and/or duty.

3. An elementary part-time teacher shall be paid a percentage of his/her appropriate salary schedule placement calculated by dividing his/her assigned instruction and/or duty minutes by three hundred sixty (360) minutes (i.e., the total elementary instructional time).

4. Such teachers may elect to purchase health and life insurance through the Board's group plans with the Board paying a prorated amount of each part-time teacher's insurance premiums equal to the amount of time they have assigned duties, effective with new hires in 1991. Teachers employed prior to 1991 shall retain the same insurance coverage they received at the time of their employment. Proration for insurance purposes shall be identical to proration for salary.

D. Teaching and Non-Teaching Duties

Part-time teachers shall have their assigned teaching duties scheduled consecutively during the school day and are not required to arrive prior to or remain after the completion of these duties unless compensated. Part-time teachers may be assigned non-teaching duties proportionate to full-time teachers.

E. Seniority

Individuals initially employed as a part-time teacher will gain seniority proportionate to full-time teachers.

F. Establishment of Full-Time Service

Part-time teachers may request a position to full-time service by requesting a voluntary transfer pursuant to Article IX, Section 9.03 of the current Master Contract. Part-time teachers may be required to work up to full-time service based upon the education needs of the District upon a two (2) week prior written notice.

G. Substituting

Part-time teachers who voluntarily substitute shall be paid in accordance with Article VII, Section 7.02 of the Master Contract.

SECTION 7.07 <u>TRAVELING TEACHERS</u>

A. There shall be at least three (3) reserved parking spaces at each school building for teachers who must travel between schools.

B. Teachers shall be provided with at least fifteen (15) minutes to travel between schools.

SECTION 7.08 <u>JOB SHARING</u>

A. Subject to approval of the Superintendent, job sharing is a voluntary arrangement between two (2) teachers to share one (1) full time teaching position.

B. Job sharing arrangements are approved for one (1) year only. Job sharing partners may reapply for each subsequent year they wish to continue the arrangement.

C. Teachers are responsible for identifying prospective job sharing partners. Only current members of the bargaining unit with continuing contract status and/or at least five (5) years in the District may be considered for job sharing arrangements.

D. Teachers who wish to job share must submit annually a written application for such arrangement to the affected building principal and provide a copy to the Superintendent by March 1st. Job sharing applications will:

1. confirm that the prospective job sharing partners are committed to the arrangement, if approved, for the full school year;

2. include a plan describing the teaching techniques, methods and grading practices of the proposed partners, and how these will be implemented to insure compatibility, consistency, and continuity of instruction; and

3. specify the manner in which the position will be split.

Following submission of the application, the proposed job sharing partners will arrange to meet with the principal of the building to discuss their application by March 15th.

E. The applications will be approved or rejected by the Superintendent by April 1. The decision of the Superintendent to approve or reject an application is not subject to the grievance procedure.

F. The salary and benefits of job sharing partners will be allocated on a basis proportionate to their sharing of responsibilities.

G. Both job sharing partners will attend the first five (5) student days of the year, as well as all pre-service days. Additionally job sharing partners are expected to attend all required meetings outside the student day. The annual salary paid to job sharing partners includes attendance on the days and at the events herein specified.

H. Job sharing partners will be given priority for the opportunity to serve as a substitute for their absent partner at the substitute rate.

I. The seniority accumulation of job sharing partners will be prorated on a basis proportionate to their job sharing responsibilities.

J. The conclusion of a job sharing arrangement will be deemed a basis/reason for reduction in force under Article 11.

SECTION 7.09 <u>PROFESSIONAL BEHAVIOR</u>

The bargaining unit member and the administration will demonstrate conduct and dress that follows generally recognized professional standards.

SECTION 7.10 <u>COMPLAINTS AGAINST BARGAINING UNIT MEMBERS</u>

A. If accusations are made to any administrator against any teacher, it is the responsibility of the administration to inform the teacher and, if warranted, to investigate such charges. Charges or complaints that are made anonymously will be reported to the teacher and no disciplinary action will be taken. It is the responsibility of the administrator to protect all parties involved in this process. At each level of these meetings, the teacher or administrator may be accompanied by legal counsel and/or representation of his/her choosing provided each party is informed of this prior to the meeting. These conferences shall be private. The following procedures will be followed:

1. Step I

   Within three (3) working days of the complaint and prior to any investigation unless criminal action may result from the investigation, the teacher shall be informed of the nature of the complaint, the identity of the complainant and given the opportunity to present his/her side.

2. Step II

If the complaint is not resolved at Step I, either the accuser, the teacher, or the administrator may request a meeting of all parties involved. Said meeting shall be arranged at a time convenient to the attendance of all parties. If this meeting does not resolve the complaint, a summary of the conference will be completed and forwarded to the Superintendent and the teacher. If further investigation is required, it shall be done at this time.

3. Step III

Upon the completion of the investigation, if the administrator finds cause to reduce his/her findings to writing, within three (3) school days he/she shall submit them to the teacher and allow an opportunity for a written rebuttal to be attached to all copies of this investigation report. If no written findings are issued, the matter shall be considered closed. If the administrator finds cause but does not reduce his/her finding to writing, he/she shall inform the teacher that the records shall be retained by the administrator and reviewed if another incident of similar nature occurs.

4. Step IV

If the teacher is not satisfied with the written findings of the investigation, he/she shall have the right to appeal within five (5) days and have a conference with the Superintendent.

B. If there are repeated anonymous complaints on the same issue or an anonymous complaint concerns matters of particular seriousness, the administrator may investigate the matter further. If the administrator finds that there is reasonable cause to believe the complaint is valid, the procedures set forth above will be followed.

C. Nothing in this Article shall be construed to limit any obligations required under O.R.C. 2151.421 and 3319.073.

SECTION 7.11 <u>ACADEMIC FREEDOM</u>

A. Teachers shall teach in accordance with the adopted course of study. The Board and the Association recognize the rights and responsibilities of professional staff members to instruct their classes. Supplemental material(s), book(s), and/or resource person(s) must be appropriate for the class and subject area. A resource person(s) visiting the classroom must have the prior approval of the building principal.

B. Each teacher has the final authority to grade students in his/her charge. Change of any student's grade without the teacher's consent will occur only if it has been demonstrated that the grade was not given in a professional and intellectual basis. Notice of any such

grade change will be given to the teacher (along with notice of the teacher's right to grievance), the student's parents, and the teacher's immediate supervisor.

C. Academic freedom shall be guaranteed to teachers within the confines of the Constitution of the United States. Teachers shall be free from censorship and artificial restraints.

D. The private life of a professional staff member outside the confines of the school and/or school related activities is not within the appropriate concern or attention of the Board except as it may directly prevent the professional staff member from properly performing his/her assigned functions.

SECTION 7.12 <u>DRUG-FREE WORKPLACE</u>

This provision of the Agreement is entered into pursuant to section 5154 of the Drug-Free Workplace Act of 1988. This Article does not replace the requirement to report child endangering (O.R.C. 2151.421) and any employee who admits to, pleads guilty, or is convicted of child endangering acts or sale or dispensing of drugs or alcohol to minors shall be exempt from this Article.

A. No employee of the Huron City School District while on school premises or as part of his/her activities shall unlawfully possess, use, or distribute illicit drugs, controlled substances, or alcohol.

B. "Workplace" shall be defined as the site for the performance of work done in connection with a federal grant. The workplace shall include any school building, school property, school-owned vehicle(s), or school approved vehicle(s) used to transport students to and from school or school activities; off school property during any school-sponsored activity, event, or function, such as field trip or athletic event where students are under the jurisdiction of the school district where work on a federal grant is performed.

C. Any member of the Huron Education Association bargaining unit who admits to, pleads guilty, or is convicted in any court of law of a first alcohol or drug offense which is a misdemeanor and which occurs in the workplace shall be referred to and satisfactorily complete, under accrued sick leave, a drug rehabilitation and intervention program. The employee shall not return to his/her employment assignment should the employee fail to comply with the provisions of this requirement.

D. Any member of the Huron Education Association bargaining unit who admits to, pleads guilty, or is convicted in any court of law of a second alcohol or drug offense which is a misdemeanor and which occurs in the workplace shall waive all rights of the negotiated agreement and the Board will act upon the Superintendent's personnel action recommendation which shall comply with all laws governing such personnel action by the Board.

E. If any member of the Huron Education Association bargaining unit pleads guilty to or is convicted of an alcohol or drug abuse offense which is a felony, or a misdemeanor

resulting in the withdrawal of proper certification/license, he/she will waive rights of this agreement and the Board shall take such personnel action deemed necessary within the limits of the law.

SECTION 7.13 <u>PERSONNEL FILES</u>

A. The official personnel file of each employee shall be maintained in the office of the Board. Each building administrator may retain a working file of copies of materials placed in a teacher's personnel file. This working file shall be destroyed at the end of one year. Copies of official evaluations are excluded from the one-year period.

B. An employee shall have access to his/her personnel file upon request, within a reasonable time period. A representative of the employee shall have access to said employee's personnel file when said employee requests such access.

C. A teacher shall be notified immediately of any request(s) to view the contents of the teacher's personnel file. The teacher may review his/her file during this time and shall be given the opportunity to be present when his/her file is viewed, if the teacher is available. Nothing in this procedure shall be construed to waive any rights conferred under O.R.C. Chapter 1347 or to violate O.R.C. 149.43.

D. An employee shall be entitled to a copy of any material(s) in his/her file upon written request and payment of the copying cost. Copying costs shall not exceed $.05 per page.

E. Anonymous letters or information shall not be placed in the employee's file nor shall any record be made of same.

F. Any materials of disciplinary nature may, upon written request to the Superintendent, be moved to a separate file not identifiable to the teacher and will not be considered in any future discipline after three (3) years if there have been no other intervening disciplinary incidents of a similar nature. Personnel records may be expunged or destroyed only as permitted by the Board's records retention policy.

G. Each employee shall have the right to indicate those documents and/or other materials in his/her personnel file which he/she believes to be obsolete, untimely, inappropriate, and/or inaccurate. The employee shall have the right to request obsolete, untimely, inappropriate and/or inaccurate materials be removed from the file and destroyed, provided that documents will be destroyed only as permitted by the Board's records retention policy. Such request shall be reviewed by the Superintendent. The Superintendent shall give written reasons for not removing the materials from the employee's personnel file. If not satisfied, the employee may appeal under O.R.C. 1347.

H. All negative materials placed in the bargaining unit member's file shall be presented to the employee for signature. The employee's signature indicates that he/she has viewed and received a copy of the material. The signature does not indicate acceptance or approval of the material.

I. Nothing in this Section is intended to conflict with O.R.C. 149.43. In the event that any conflict does exist, the provisions of O.R.C. 149.43 shall prevail.

SECTION 7.14 TECHNOLOGY COMMITTEE

A District Technology Committee will be established consisting of the Superintendent, the Technology Coordinator, the Director of Special Education, the Curriculum Director, the Media Specialists, a teacher representative from each building to be appointed by the HEA President, and ex-officio members appointed and approved of by the Committee. The Committee will analyze technology issues and make recommendations on training teachers, funding, maintenance of equipment, and effective use of personnel, and the technology policy. The Superintendent will submit the Committee's recommendations made by consensus to the Huron Board of Education for review. The Committee shall meet once a month or as needed and will be established no later than thirty (30) days after the contract is ratified.

SECTION 7.15 FRESHMAN ORIENTATION

A. High School teachers will not be required to attend Freshman Orientation. Any teachers who voluntarily choose to attend the Orientation will be excused from a similar amount of time of attendance at Parent/Teacher conferences.

ARTICLE VIII – NON-RENEWAL AND TERMINATION

SECTION 8.01 LIMITED CONTRACT NON-RENEWAL

A. Non-renewal of a limited contract teacher with less than six (6) years teaching experience in the Huron City Schools shall be pursuant to O.R.C. 3319.11 and 3319.111.

B. Non-renewal of a limited contract teacher with six (6) or more years teaching experience in the Huron City Schools shall be for just cause and in compliance with the applicable provisions of this agreement. Violations shall be subject to the grievance procedure. This Article supersedes O.R.C. 3319.11 and 3319.111.

SECTION 8.02 TERMINATION OF CONTRACT

A. The termination of a contract during the term of such contract shall be only for those grounds as set forth in O.R.C Section 3319.16: for good and just cause. The procedures for termination of a contract shall be as prescribed in O.R.C. 3319.16 and O.R.C. 3319.161.

ARTICLE IX – ASSIGNMENT, TRANSFER, AND VACANCY

SECTION 9.01 DEFINITIONS

A. Transfers are those actions which cause the teacher(s) to change grade level at the elementary level or subject area at the middle and high school level.

B. Transfers shall be of two types: voluntary and involuntary.

C. Transfers may be made by the Superintendent for all vacant teaching positions as found in Section 9.05 of this Article.

D. Involuntary transfers are those transfers which are initiated by the administration.

E. Voluntary transfers are those transfers which are requested by teachers.

F. Last scheduled work day shall be defined as the last work day for certificated/licensed employees. This is not to include extended and/or supplemental contract work days.

SECTION 9.02 ASSIGNMENT

A. Teachers shall receive final notices of assignment no later than May 30, except those hired thereafter. Every teacher shall receive notice of his/her assignment which shall contain the grade or grades, course or courses, subject or subjects and building or buildings where assigned for the next year.

SECTION 9.03 VOLUNTARY TRANSFER

A. Teachers may request a transfer annually at the time of filing their written notice of intent or when posting of job openings occurs. Teachers may apply for any posted vacancy for which they are certificated/licensed and meet minimum qualifications. Such requests shall be made subject to the time limits outlined in Section 9.05 of this Article. Present staff will be given an interview and reasons will be given if not hired.

B. If two (2) teachers request to voluntarily transfer to the position held by the other, they shall discuss the request with the principal. After all affected parties have been informed, the Superintendent shall make his/her decision.

SECTION 9.04 INVOLUNTARY TRANSFER

A. Involuntary transfers shall not be arbitrary or capricious. Any employee involuntarily transferred shall be given written reason(s) for such transfer.

B. Involuntary transfers for teaching assignments may be made after the last scheduled work day because of death, resignation, illness, or other conditions arising while fulfilling his/her duties. The principal and/or Superintendent shall inform the affected teacher(s) of

the request to transfer and discuss the reasons with those affected. Assignments from extra duty to classroom responsibilities, and vice versa, shall be made without compensation. Teachers may be involuntarily assigned to vacated positions only as follows:

1. On an emergency basis: The administration may take up to twenty-one (21) calendar days to find a permanent replacement for the vacated position, either from within or without the staff. If a replacement is found for the first vacated position, then the temporarily assigned teacher will return to the previous assignment. No premium pay may be requested.

2. On a permanent basis: The administration may, after twenty-one (21) calendar days have elapsed and no permanent replacement has been found, choose to place a teacher in the position for the duration of that school year only.

    a. The teacher must be certificated/licensed and qualified for the position.

    b. Compensation for assuming the new position when the involuntary transfer is due to increases or decreases in student enrollment, or changes in enrollment in subjects, courses, or grade levels, or summer resignations of teachers will be handled by following the following process:

        i. On or before the last scheduled work day – No compensation.

        ii. After the last scheduled work day – one (1) professional day during the summer paid at his/her daily rate.

        iii. The Board will move the teacher's belongings to the new assignment, if the new assignment occurs after the last scheduled work day.

        iv. During the school year – one (1) professional day to prepare for the change in assignment.

    c. Compensation for assuming the new position that is not due to increases or decreases in student enrollment, or changes in enrollment in subjects, courses, or grade levels, or summer resignations of teachers will be handled by following the following process: shall be at a premium rate according to the following scale:

        i. On or before the last scheduled work day – No premium pay.

        ii. After the last scheduled work day-July 20 – 50% of Premium pay; July 21-start of school – 100% of premium pay.

iii. During the school year – premium pay prorated on the basis of number of days worked in the new position.

iv. Premium pay shall be 20% of the individual teacher's teaching salary computed without extracurriculars. Premium pay will be prorated on the basis of the number of periods teaching in the new position.

SECTION 9.05 <u>VACANCY POSTINGS</u>

A. A vacancy shall be defined as any open position in the bargaining unit which the Superintendent determines shall be filled resulting from:

1. an employee's leaving employment as a result of termination, resignation, or death;
2. an employee's non-renewal for cause;
3. an employee's transfer to another position;
4. the creation of a new bargaining unit position.

B. In anticipation of a vacancy resulting from the four (4) reasons listed in the section above, the Superintendent may post a position for interviewing purposes only.

C. Posting for vacancies shall be done as soon as possible but no later than thirty (30) calendar days after the occurrence of the vacancy.

D. The Association president or her/his designee shall receive written notification of all vacancies, and the same notification shall be posted on teacher lounge/work room bulletin boards in each building, and placed in individual teacher mail boxes.

E. All bargaining unit vacancies which occur shall be posted for a period of five (5) work days. All bargaining unit members may bid on all postings for which they are certificated/licensed and meet minimum qualifications. Administrative vacancies shall be posted according to Board policy.

F. The vacancy notification shall include the position title, entry level qualifications, licensing and/or certification requirements, description of the position's duties, location where it is to be performed, date of initial posting and last date to apply for the position.

G. No vacancy occurring during the school year may be filled on a temporary basis for more than forty (40) calendar days at which time the vacancy shall be permanently filled. Any teacher hired for said vacancy shall be automatically non-renewed at the end of the year without Board action or hearing. This shall supersede O.R.C. 3319.11 to the extent permitted by law.

H. When all other conditions are equal, seniority within the bargaining unit shall be the final determining factor in the filling of a vacancy.

SECTION 9.06 FILLING SUPPLEMENTAL POSITIONS

A. All qualifications for the supplemental position shall appear on the posting notice that will be posted electronically to the Association. Employees who apply and who meet stated qualifications on the job listing shall be interviewed and such an employee shall be granted the position. Head coaching positions in the areas of football, track, wrestling and basketball may be opened to others outside the bargaining unit if, after interviewing all employees who applied, the employee(s) was/were notified in writing as to the reasons why they were not granted the position with recommendations for improvement.

B. Acceptance of a supplemental contract shall be voluntary.

C. An employee's performance in a supplemental contract position (other than extended time) shall not be included in the evaluation of a regular teaching contract.

D. Teachers shall be provided an intent sheet during the month of March to indicate their preference of assignment or reassignment to any supplemental position.

E. A vacant position shall be posted for five (5) work days. If the vacancy occurs less than five (5) work days prior to the start of the activity, the administration may, with the notification of the Association, waive the posting requirement.

F. The intent of this section is that bargaining unit members be given supplemental positions.

G. If no bargaining unit member applicants meet the written qualifications for a supplemental position contained in the posting notice, then the Board may open the position to candidates outside of the bargaining unit. All supplemental positions will automatically non-renew.

H. Based upon a satisfactory evaluation for the supplemental position, the Board shall re-employ the incumbent in a supplemental position, if that position is re-established for the following year without following the posting requirement above. Persons so re-employed will be notified not later than May 31 of such re-employment for the following year.

I. Persons non-renewed for cause shall not be reconsidered for that position for the following year.

J. Nothing contained within this agreement requires that any supplemental be filled.

SECTION 9.07 SUPPLEMENTALS

A. The Board will have only members of the bargaining unit perform the supplemental duties, contained in Appendix D-3, subject to the provisions of Section 9.06 of this Agreement.

B. The Board shall have the authority to create supplemental positions under this subsection. If a new position is created, the Board shall negotiate with the Association covering the rate of compensation the job description, and criteria used for assessment in accordance with Article 2, Section 2.03 of this Agreement.

C. The supplemental pay scale (Appendix D-3) is a percentage of the base teacher salary at a Bachelor's Degree, Step 0. All non-bargaining unit members will be paid this ratio.

D. Upon request of bargaining unit members, new supplemental positions shall be considered. New supplemental positions shall be subject to assessment, using criteria developed jointly by the Association or designees and the Board or designees. Criteria shall be established on or before November 1. The Board shall maintain the authority to fill supplemental positions under this subsection.

E. Faculty managers will not be responsible for scheduling of athletic events or travel but will assist the administration as needed per job description.

ARTICLE X – SENIORITY

SECTION 10.01 DEFINITION

Seniority shall be defined as the total length of continuous service within the Huron School System.

SECTION 10.02 PROCEDURE FOR CALCULATING SENIORITY

A. Seniority shall begin to accrue from the first day worked in a bargaining unit position.

B. Seniority shall accrue for all time an employee is on active pay status, on a Board approved teaching or studying leave of absence, or is receiving worker's compensation benefits.

C. Time spent on inactive pay status (unpaid leave or layoff) shall not contribute to the accrual of seniority but shall not constitute a break in seniority.

D. Full-time employees shall accrue one (1) year of seniority for each year worked as determined by the minimal full time standard.

E. Part-time employees shall accrue seniority pro-rated against the minimal full-time standard. Part-time teachers employed on or before July 31, 1991, shall continue to accrue full seniority.

F. No employee may accrue more than one (1) year of seniority in any work year.

SECTION 10.03 <u>EQUAL SENIORITY</u>

A. A tie in seniority shall occur when two (2) or more teachers have the same amount of seniority credit as determined by the seniority list.

B. Ties in seniority shall be broken by the following method to determine the most senior teacher:

1. The teacher with the first day worked on a limited teaching contract shall be deemed most senior.

2. If a tie persists, then the teacher with the earliest date of employment on a limited teaching contract, said date determined by the date of the meeting at which a Board resolution to hire was passed, shall be deemed most senior.

3. If a tie persists, then the most senior teacher shall be determined by a flip of a coin. This procedure shall be implemented in the presence of an HEA representative designated by the Association President.

SECTION 10.04 <u>LOSS OF SENIORITY</u>

Seniority shall be lost when a teacher retires, resigns, dies, is employed in a non-bargaining unit position, is non-renewed or is discharged.

SECTION 10.05 <u>POSTING OF SENIORITY LIST</u>

A. The seniority list shall be posted annually by the first Monday of February. The Board shall prepare and post on the designated bulletin board in each building a seniority list of all teaching employees of the district, including those on any type of leave, indicating all areas of certification/licensure, the first day worked, the date of the Board resolution to hire, the contract status (limited/continuing), area of current assignment, full or part-time status, and continuous years of system-wide service in the District of each teacher. Said list shall be provided to the HEA president on or before the dates of posting. Part-time for purposes of this Article is defined in Section 7.06.

B. Each teacher shall have twenty (20) calendar days from the date of posting to authenticate the validity of all data pertaining to his/her seniority status. Any errors must be brought to the attention of the Superintendent in writing within the twenty (20) calendar day period. The Superintendent shall investigate all reported inaccuracies, make adjustments as may be in order, and post an updated list immediately. Upon posting of the updated list, teachers shall have ten (10) calendar days to report any errors of the updated list to

the Superintendent. The Superintendent shall investigate any reported errors and immediately post a final list. No protest shall be considered after posting of the final list and the list shall be considered as final until the next posting.

C. The names of the teachers on the seniority list shall appear in seniority rank order with the name of the most senior teacher appearing at the top of the listing and the name of the least senior teacher appearing at the bottom.

ARTICLE XI – REDUCTION IN FORCE

SECTION 11.01 REASONS FOR REDUCTION IN FORCE

The Board may reduce the number of teaching positions by suspending contracts for one or more of the following reasons:

A. Decreased enrollment of pupils;

B. Return to duty of regular teachers after leaves of absence;

C. Suspension of schools or territorial changes affecting the district;

D. Financial reasons.

SECTION 11.02 PROCEDURE FOR REDUCTION IN FORCE

A. The Superintendent's recommendation for contracts to be suspended shall be made in accordance with the following procedures:

1. Every effort will be made in reducing the staff to do so by normal attrition before implementing any reduction in force pursuant to this Article. Attrition means not replacing teachers who leave the district for any reason.

2. Reductions recommended in a teaching field will be made within each field affected by selecting the teacher with the lowest rating on his/her evaluation. The teacher with the lowest evaluation rating will be the teacher whose contract is suspended. If two or more teachers have comparable evaluations, layoff will occur in reverse order of seniority. Preference shall be given first to teachers on continuing contracts and then to teachers on limited contracts. A teacher whose contract is to be suspended who holds valid certification/licensure in one or more areas of certification/licensure other than his/her current assignment may elect to displace the teacher with the least seniority in any areas of certification/licensure held by such teacher provided the displaced teacher has less seniority and a comparable or lesser evaluation. The teacher electing to displace another teacher shall displace the least senior teacher if his/her evaluation is comparable or higher, and shall not be afforded the option to choose a preferable position of a

less senior teacher. Any such election must be made within two (2) workdays of the time the teacher is notified he/she will be affected.

3. Certification/licensure shall be defined as the teaching area(s) appearing on a teacher's current State of Ohio certificate/license. Teachers shall be responsible for keeping their certification/license current.

B. The names of teachers whose contracts are suspended in a reduction in force will be placed on a recall list for twenty-four (24) months from the effective date of the reduction.

C. The effective date of the RIF for computing the twenty-four (24) month call back period shall be from the time that instruction actually began without the position being filled.

D. When reasons for a RIF are determined, the teachers to be Riffed or affected will be notified no less than sixty (60) calendar days prior to the Board action implementing the RIF.

E. This article shall not require the Board to fill any vacancy, nor shall it interfere with any other lawful personnel procedure in the district.

F. Following the notification described in paragraph (D) above, the Association president shall receive written notification from the Superintendent delineating the reason(s), bargaining unit position(s), and areas of certification/licensure to be affected. Within fifteen (15) days of such notice, the Superintendent shall meet with the Association president and his/her designee to discuss the potential RIF.

G. If a teacher displaces another in a certification/licensure area in which he/she has not taught nor taken additional college course credit work within the past five (5) years, said teacher shall be encouraged to complete additional college training (undergraduate or graduate), up to three (3) courses, to improve skills in that subject area.

H. From August 1, 2015 through July 31, 2018 all evaluation ratings other than those in the Ineffective category will be considered comparable with each other for purposes of this article.

SECTION 11.03 <u>RECALL RIGHTS</u>

Teachers on the recall list will have the following rights:

A. No new teachers will be employed by the Board while there are teachers available for recall on the recall list who are certificated/licensed for the vacancy.

B. Teachers on the recall list will be recalled in reverse order of their release for vacancies in the areas for which they are certificated/licensed, with preference given to those on continuing contracts.

C. If a vacancy occurs, the Board will send an announcement by certified mail to the last known address of the first two (2) teachers on the recall list who are qualified according to these provisions. It is the teacher's responsibility to keep the Board informed of his/her current address and any change in his/her licensure. Any additional licensure shall be recognized for recall. The teacher is required to respond, in writing, to the district's central office within seven (7) calendar days. Failure to respond will result in moving to the bottom of the recall list.

D. A teacher may decline the offer of reinstatement of position for health reasons or if under contract in another school district without affecting his/her recall rights for the remainder of the twenty-four (24) month period. Taking employment elsewhere does not remove a person from the recall list.

E. No teacher whose contract has been suspended pursuant to this Article shall lose the right of recall by reason of having declined a recall to a position of a lesser percentage of full-time employment than the position the teacher held immediately prior to the suspension of the teacher's contract.

F. A teacher on the recall list will, upon acceptance of the notification to resume active employment status, return to active employment status with the same seniority, accumulated sick leave, and position on the salary schedule as he/she enjoyed at the time of the layoff. Accumulated sick leave shall remain the same upon return to active employment provided no sick leave has been used since the initial layoff.

G. While on the recall list, a teacher will have the option to remain an active participant for hospitalization and other board provided fringe benefit programs by contributing thereto the amount necessary to maintain such benefits, in accordance with the provisions set forth in the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA).

H. Teachers on the recall list will be given preferential treatment as substitute and part-time teachers. The Board shall provide all secretaries and any contracted provider used to identify substitutes (e.g., Rachel Wixey) with a list of teachers on the recall list. However, acceptance or refusal of said positions shall not disqualify any teacher from call back rights herein specified.

ARTICLE XII – SALARY AND COMPENSATION

SECTION 12.01 TEACHING SALARY SCHEDULE

A. Beginning with the effective date of this contract, the BA-0 Step of the Salary Index shall be as follows:

Effective August 1, 2016 - $36,026.54 (1%) + $750 cash payment not on the base
Effective August 1, 2017 - $36,386.81 (1%) + $500 cash payment not on the base
Effective August 1, 2018 - $36,750.68 (1%) + $500 cash payment not on the base

Step	BA	BA+30	MA	MA+20	MA+30
0	1.0000	1.0400	1.0800	1.1000	1.1600
1	1.0450	1.0900	1.1300	1.1600	1.2200
2	1.0900	1.1400	1.1900	1.2200	1.2800
3	1.1350	1.1900	1.2450	1.2800	1.3400
4	1.1800	1.2400	1.3000	1.3400	1.4000
5	1.2250	1.2900	1.3550	1.4000	1.4600
6	1.2700	1.3400	1.4100	1.4600	1.5200
7	1.3150	1.3900	1.4650	1.5200	1.5800
8	1.3600	1.4400	1.5200	1.5800	1.6400
9	1.4050	1.4900	1.5750	1.6400	1.7000
10	1.4500	1.5400	1.6300	1.7000	1.7600
11	1.4950	1.5900	1.6850	1.7600	1.8200
12	1.5400	1.6400	1.7400	1.8200	1.8800
13	1.5850	1.6900	1.7950	1.8800	1.9400
14	1.6300	1.7400	1.8500	1.9400	2.0000
15	1.6850	1.8000	1.9150	2.0100	2.0700
16	1.7300	1.8500	1.9700	2.0700	2.1300
17	1.7552	1.8751	1.9951	2.0952	2.1551
20	1.7803	1.9003	2.0203	2.1203	2.1803
25	1.8054	1.9254	2.0454	2.1454	2.2054

SECTION 12.02 SALARY ADJUSTMENT

A teacher's salary will be adjusted on January 1 or September 1 to reflect attainment of a higher training level on the existing salary schedule. This salary adjustment will be computed by the Treasurer after receipt of verification from the Superintendent's Office of the salary adjustment. This is contingent upon the receipt of official transcripts prior to January 31 for a January 1 adjustment and prior to September 30 for a September 1 adjustment. Failure to notify the Superintendent, in writing, of the completion of additional training will waive all rights and claims of the teacher to retroactive pay.

SECTION 12.03 PLACEMENT ON SALARY SCHEDULE

A. The BA+30 column shall require 150 semester or 225 quarter hours. The Master's +20 column shall require 20 semester or 30 quarter hours of graduate credit other than those earned toward the Master's degree. The Master's +30 column shall require 30 semester or 45 quarter hours of graduate credit other than those earned toward the Master's degree.

(No presently employed certificated/licensed teacher shall be reduced as a result of these two definitions).

B. The Board shall place all newly hired provisionally or permanently certificated/licensed personnel (including those hired for any vocational program(s) on the contractual salary schedule in the degree column and years of service column in accordance with O.R.C. 3317.13(A)(1).
No changes will be made on a placement on the salary schedule which is based on information contrary to that provided by the teacher in the transcripts supplied at the time of employment.

C. Newly hired non-degree and/or temporarily certificated/licensed teachers hired for any vocational programs shall be placed on the salary schedule in the non-degree column.

D. All newly hired teachers for any vocational programs shall also be credited on the salary schedule for past experience in the industry or the private sector at the rate of one (1) year of experience for each of their first three (3) years of experience and at the rate of (1) year of experience for each two (2) years of experience thereafter.

SECTION 12.04 <u>PAY</u>

A. The annual salary for teachers shall be paid in twenty-six (26) equal installments. When leap year necessitates an extra pay period to fall within a twelve-month period, twenty-seven (27) equal installments shall be required to fulfill contracts.

B. All teachers shall participate in a direct pay plan. The Treasurer shall deposit all earned income, less authorized deductions, with a financial institution designated by the teacher. A payroll information notice will be emailed to teachers. The financial institution shall be provided with the necessary payroll information of teachers no later than the first day prior to the time teachers would normally receive their paychecks.

SECTION 12.05 <u>PAYROLL DEDUCTIONS</u>

The Board shall provide the following payroll deduction options to all members of the teaching staff providing these requests have been made in writing to the Treasurer's office:

A. Association Dues - Except as provided in Section 5.02, upon filing proper forms with the Treasurer, beginning with the first pay in October, Association Dues shall be deducted in equal installments from the first two (2) pays of each month for nineteen (19) pays. These dues shall be deducted annually unless and until the Treasurer is notified in writing prior to September 15 of any year that the teacher revokes his/her authorization.

B. Credit Union - Deductions may be requested for any pay period. They will begin the first pay period after forms have been properly filled out and submitted to the Treasurer.

C. Annuities - New annuity deductions shall be requested in writing no later than October 15 or February 15 of each year. Deductions shall begin during the first pay period beginning after these dates. Deductions may be changed for any pay period upon receipt of proper written notice.

D. Savings/Bonds - Deductions may be requested for any pay period. They will begin the first pay period after forms have been properly filled out and submitted to the Treasurer.

E. State Teachers Retirement System (STRS) - Payroll deductions for purchasing experience credit for STRS will be made available to teachers. Upon proper written request, deductions shall be made in equal amounts pro-rated over the year.

F. Fund for Children and Public Education (FCPE) - Deductions may be requested during any pay period. They will be deducted in equal installments beginning with the first pay period after forms have been properly filled out and submitted to the Treasurer.

G. 125 Plan – Payroll deductions for contribution to the 125 Plan will be made available to teachers. Deduction amounts shall be requested in writing by November 30th of each school year. Deductions will be made beginning with the 1st paycheck in January of each school year.

H. Other Deductions as requested.

SECTION 12.06 <u>SALARY CREDIT FOR PART-TIME TEACHERS</u>

Teachers under a yearly contract to teach for one hundred twenty (120) days or more per school year will be credited with a year of teaching service for salary purposes.

SECTION 12.07 <u>SEVERANCE PAY</u>

A. Retirement severance will be paid to each employee retiring from the Huron City School System at a per diem rate of the annual salary at the time of retirement and after ten (10) years of service in Huron under one of the State of Ohio Retirement Systems.

B. Eligible days for retirement severance shall be one third (1/3) of the employee's accumulated unused sick leave but not to exceed a total of eighty (80) days for the length of the contract.

C. To qualify for severance retirement an employee shall:

1. Retire from the school system by submitting a written statement of retirement notice to the Board.

2. Provide the Treasurer of the Board evidence from the retirement system that substantiates employee's eligibility for disability or service retirement as of the last day of employment.

3. After items #1 and #2 above have been completed and severance pay is requested, the employee must have the severance payment deposited into a 457 plan.

4. Payment of sick leave for severance shall be considered to eliminate all sick leave credit accrued by the employee at that time.

5. In the event of death, severance due will be paid to the estate of the deceased.

SECTION 12.08 RETIREMENT PICK-UP AND SHELTERING

The Board shall designate each teaching employee's mandatory contributions to the State Teachers' Retirement System of Ohio as "picked up" by the Board as contemplated by the Internal Revenue Service Rulings 77-264 and 81-36, although they shall continue to be designated as employee contributions as permitted by Attorney General Opinion 82-097, in order that the amount of the employee's income reported by the Board as subject to federal and Ohio income tax shall be the employee's total gross income reduced by the current percentage amount of the employee's mandatory State Teachers' Retirement System contribution which has been designated as "picked up" by the Board, and the amount designated as "picked-up" by the Board shall be included in computing final average salary, provided no employee's total salary is increased by such "pick up", nor is the Board's total contribution to the State Teachers' Retirement System increased thereby.

SECTION 12.09 TUITION FOR CHILDREN OF BARGAINING UNIT MEMBERS

A. The Huron Board of Education, under Ohio Revised Code and Board Policy JECB, provides that a student whose parent(s) is(are) employed full-time in the District shall be admitted without tuition obligation to the schools of the district, provided that the student is enrolled on or before the first day of classes in any school year. All students admitted under this policy shall be entitled to continue attending without tuition obligation until they graduate.

B. The Huron Education Association hereby agrees that all students admitted under such policy shall not count against the class size requirements under Article XV, Class Size, of the Negotiated Agreement between the Huron Education Association and the Huron Board of Education. This agreement shall remain in effect for the duration of the student's career. The placement of students will be fair and equitable.

C. All children of employees will be admitted without tuition obligation. This shall exclude all day kindergarten classes.

ARTICLE XIII – INSURANCE

SECTION 13.01 HOSPITALIZATION AND MEDICAL INSURANCE

A. The HESE Wellness and optional HDHP Medical Plans shall be available for all employees.

1. The insurance premium for teachers will be a percentage of the premium costs for hospitalization and medical insurance for single and family coverage as listed below for the duration of this agreement.

Employee Contributions for Insurance:

7/1/16-6/30/19
15%

Subject to the following caps:

Family
Medical

2016-17	15% not to exceed $170.00/month
2017-18	15% not to exceed $181.00/month
2018-19	15% not to exceed $193.00/month

Single
Medical

2016-17	15% not to exceed $76.00/month
2017-18	15% not to exceed $82.00/month
2018-19	15% not to exceed $88.00/month

High Deductible Plan: 2016-19 5%

2. Provided a summary of the Plan Document is available, said document shall be included as a Schedule of Benefits and attached to this Agreement as Appendix H-1, H-2, H-3, H-4.

3. In the event the Board receives a medical, dental, vision, and/or prescription "premium holiday(s)" from its insurance carrier or provider, the member shall also receive a "premium holiday(s)" in an amount equal to their contribution.

4. Retire-rehire teachers are not eligible for "premium holiday(s)."

B. Section 125 (Flex Save) Plan

Teachers shall have an IRS Section 125 flexible spending account established for them on an annual basis. The flexible spending account shall be in the amount of $500

contributed by the Board for families and $250 for singles with the Board matching teacher contributions dollar for dollar for an additional $500 for families and $250 for singles.

C. Section 125 Plan

1. The Board shall provide to teachers Flexible Spending Accounts (FSAs) or a Section 125 Plan, according to Federal Law. The FSAs will have a third-party administrator selected and paid by the Board.

2. Teachers are permitted to participate in the Section 125 Plan on a voluntary basis in accordance with Federal law.

3. Each year on January 1, up to $500 of all remaining money in each teacher's FSA shall be carried over into the new year.

4. In the event a Rif'd teacher returns to employment or a new hire is employed after the enrollment period and/or after the availability date of January 1, such teacher shall have his/her monies stated in 13.01 prorated on the remaining calendar days in the plan year and made available within ten (10) calendar days of reinstatement or hire.

SECTION 13.02 <u>TERM LIFE INSURANCE</u>

The Board shall provide all teachers term life insurance in the face amount of fifty thousand dollars ($50,000).

SECTION 13.03 <u>PRESCRIPTION DRUG</u>

Teachers will pay the following percentage of the premium for Prescription Drug coverage for the duration of this agreement. The Board will pay the balance of the premium costs.

Employee Contributions for Insurance:

7/1/16-6/30/19
15%

Subject to the following caps:

Family Prescription	
2016-17	15% not to exceed $41.00/month
2017-18	15% not to exceed $43.00/month
2018-19	15% not to exceed $48.00/month

Single
Prescription

2016-17	15% not to exceed $19.00/month
2017-18	15% not to exceed $20.00/month
2018-19	15% not to exceed $23.00/month

High Deductible Plan: 2016-19 5%

SECTION 13.04 <u>INSURANCE OPT-OUT INCENTIVE</u>

A. The Board will implement the following plan:

1. Eligible participants: Full time teachers who have family coverage under the health insurance and prescription plans at the time of ratification of this Agreement, who terminate their coverage under those insurance benefits are eligible to participate in the Health Insurance Opt-out Plan.

2. Plan Benefits: Each eligible Plan participant, upon proof of coverage under another plan, will receive an incentive payment equal to 85% of the amount which the Board would have been required to contribute toward a Single Plan under the Wellness Plan. The incentive payments shall be paid in twenty-six (26) equal installments over the course of the school year. Part-time employees are not eligible for this incentive.

3. Involuntary Changes in Insured Status: Any teacher who participates in the Health Insurance Opt-out Plan and who involuntarily loses other insurance coverage through the layoff of a spouse, death of a spouse, or divorce from a spouse will be permitted to enroll in the Board-provided health insurance plan. Notice of intent to enroll will be provided to the Treasurer not later than twenty (20) days following a qualifying event with coverage to be effective the first day of the following month. The incentive payments will stop when health insurance coverage begins.

4. Voluntary Changes in Insured Status: Any teacher who participates in the Health Insurance Opt-out Plan may enroll in the Board-provided insurance plan during the annual open enrollment period. Incentive payments will stop when health insurance coverage begins.

5. Spouses with District-provided Insurance: A teacher who is covered through his/her spouse's family coverage under the Board-sponsored or any other HESE member-sponsored Health Insurance Plan is not eligible to participate in the Health Insurance Opt-out Plan.

SECTION 13.05 <u>VISION INSURANCE</u>

The Board shall provide a Vision Services Plan as follows:

$25.00 Co-pay.

Teachers will pay fifteen percent (15%) of the premium for the duration of this agreement. The Board will pay the balance of the premium costs.

SECTION 13.06 DENTAL INSURANCE

Effective January 1, 1983, a dental plan will be available for either single person or family coverage at the option of the teacher. Teachers will pay fifteen percent (15%) of the premium for the duration of this agreement. The Board will pay the balance of the premium costs.

The UCR plan dental coverage shall have a twenty-five dollar ($25.00) per person, per year and fifty dollar ($50.00) per family, per year deductible clause. The carrier shall pay one hundred percent (100%) for all preventive services. Coverages shall be co-insurance on a 50/50 basis for orthodontics and major restorative procedures, and an 80/20 basis for basic restorative services. The calendar year maximum for preventive and diagnostic, basic restorative and major restorative services shall be $2,500 per person. The orthodontic life-time maximum shall be $1,000 per person.

SECTION 13.07 SPOUSAL REQUIREMENT

A. If a teacher's spouse is eligible to participate, as current employee, self-employed individual (other than a sole proprietor) in a business or organization (e.g., partner, member), or retiree in group health insurance and/or prescription drug insurance sponsored by his/her employer, business, organization, or any retirement plan, the spouse must enroll for coverage in such employer, business, organization, or retirement plan sponsored group insurance coverage(s) no later than July 1, 2013.

B. This requirement does not apply to any spouse who:

   1. Works less than twenty (20) hours per week AND is required to pay more than fifty percent (50%) of the single premium to participate in his/her employer's, business's, organization's or retirement plan's group health insurance coverage and/or prescription drug insurance.

   2. Is employed by another Huron-Erie School Employee Insurance Association (HESE) district, provided the spouse does not receive any available payment (or any other form of remuneration) from that HESE district for waiving health insurance and/or prescription drug insurance coverage.

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

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

E. It is the employee's responsibility to advise the HESE Health Benefit Plan (the "Plan") immediately (and not later than thirty (30) days after any change in eligibility) if the employee's spouse becomes eligible to participate in group health insurance and/or prescription drug insurance sponsored by his/her employer, business, organization, or retirement plan by July 1, 2013. Upon becoming eligible, the employee's spouse must enroll in any group health insurance and/or prescription drug insurance sponsored by his/her employer, business, organization, or retirement plan unless he/she is exempt from this requirement in accordance with the exemptions stated in this Section.

F. Every employee whose spouse participates in HESE's group health insurance coverage and/or prescription drug insurance coverage shall complete and submit to the Plan, upon request, a written certification verifying whether his/her spouse is eligible to participate in group health insurance coverage and/or prescription drug insurance coverage sponsored by the spouse's employer, business, organization, or any retirement plan. If any employee fails to complete and submit the certification form by the required date, such employee's spouse will be removed immediately from all group health insurance and/or prescription drug insurance coverages sponsored by HESE. Additional documentation may be required.

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

SECTION 13.08 <u>SPOUSES EMPLOYED BY ANOTHER HESE MEMBER DISTRICT</u>

When a spouse of an employee is employed by another HESE member district they may have only one family plan between the two districts. The employee shall have the sole discretion as to which District plan they elect to use. The employee must notify the District annually during Open Enrollment as to this election. When there are no dependents each spouse shall take a single coverage plan from the district where they are employed. In the event an employee or their spouse loses coverage at their respective district this will be considered an eligible event and they may obtain coverage from the other spouse's district.

ARTICLE XIV – LEAVES

SECTION 14.01 SICK LEAVE

A. Accumulation

1. All full-time teachers, shall be entitled to fifteen (15) days of sick leave per year, to be computed at a rate of 1-1/4 days for each month of completed service and credited at the end of each month. For the purpose of computing sick leave credit, the year beginning August 1 and ending the following July 31, shall be used as a basis for teachers.

2. Part-time, seasonal, intermittent, per day, and hourly teachers shall be entitled to sick leave for the time actually worked, at the same rate as that granted full-time teachers.

3. Sick leave for all teachers shall be cumulative to two hundred eighty (280) days.

4. In case of school closing, any teacher who is on sick leave when schools are closed due to calamity or other emergency conditions shall receive the same pay as the teacher would have received if school had been in session on such days. No deduction from days of accumulated sick leave or other accrued leave shall be made for such days.

5. Personal Illness and/or Injury - Teachers absent for more than twenty (20) consecutive work days due to personal illness and/or injury shall, upon their return to work, provide the administrative office with a doctor's statement verifying that the teacher is physically able to return to work.

B. Use of Sick Leave

1. Upon approval of the administrative office, sick leave shall be paid for teacher's absence due to illness, injury, exposure to contagious disease, pregnancy, or illness in the teacher's immediate family. Immediate family shall be interpreted to mean a relative living in the same household, father, mother, brother, sister, husband, wife, domestic partner, children (via birth, marriage, foster or adoption), mother-in-law, father-in-law, grandparents, and grandchildren.

2. Sick leave shall be granted for absence due to death in the immediate family in an amount not to exceed three (3) days. For good cause shown to the satisfaction of the Superintendent, an employee shall be granted sick leave beyond the three (3) days provided herein up to said employee's total accumulation. Immediate family shall be interpreted to mean a relative living in the same household, or father, mother, brother, sister, husband, wife, children (via birth, marriage, foster or adoption), domestic partner, mother-in-law, father-in-law, son-and-daughter-in-law, brother-in-law, sister-in-law, grandparents, and grandchildren.

3. A birth mother may use a maximum of six (6) calendar weeks of sick leave and such weeks must be taken within the first (6) consecutive calendar weeks immediately following the day of birth. If the birth is caesarian, the maximum shall be eight (8) calendar weeks. If additional time is needed, a doctor must provide a written statement indicating that additional sick leave is necessary.

4. A father may use sick leave for absence to aid in the recovery of the mother of his baby due to the delivery of his baby. He may use sick leave during any of the seven (7) calendar days immediately following the day of the birth. If the birth is caesarian, the father may use sick leave during any of the ten (10) calendar days immediately following the day of the birth. Additional days may be granted due to unusual circumstances.

5. Domestic Partner defined: For the purposes of this Article, domestic partners are two (2) individuals of the same or opposite sex, who:

   a. Share a regular and permanent residence; and

   b. Can demonstrate financial interdependence; and

   c. Are not related by blood, not legally married, nor in a domestic partnership with anyone else.

6. Teachers who are in the process of adopting a child may use sick days to attend pre-birth medical appointments with the birth mother.

7. Each teacher in the system shall be credited with a total accumulation of not less than five (5) days of sick leave on September 1 of each year. They shall not be eligible for additional sick leave until such time as their period of service has entitled them to more.

8. Sick leave shall not apply to extended time duties. (e.g., additional paid work days in excess of the length of the school year as defined in 7.01(C)).

C. Accumulated Sick Leave from Previous Employment

1. An employee who transfers from another Ohio public school district or other public agency to the Huron City School District, shall be credited with the balance of his/her unused sick leave. In order to secure this credit, the teacher shall supply the District Treasurer with the number of accumulated sick leave days as stipulated in number 2 below, that he/she had upon leaving his/her previous employment and the name and address of the previous employer's Treasurer for the purpose of confirmation.

2. An employee returning to service in the District after a separation from such public service (Ohio public or charter school or other public employment) shall be granted accumulated sick leave which shall be placed to the employee's credit upon his/her reemployment in the public schools, provided that such reemployment takes place within ten (10) years of the date of last termination from public service.

3. Accumulated sick leave from prior public employment will be credited only up to the accumulative total set forth in A(3) above.

D. Sick Leave Bank

1. With the approval of the Superintendent, if a bargaining unit member exhausts his/her sick leave accumulation because of a current or past catastrophic or long-term illness or injury of either the employee or an immediate family member (as defined in Art. 14.01(A)(9)), another bargaining unit member who is at the same or higher salary may donate up to five (5) days of his/her accumulated sick leave to the donee bargaining unit member requesting the donation of sick days.

2. No bargaining unit member may receive more than an aggregate of thirty (30) donated sick leave days in any one school year, unless granted approval by the Superintendent. If additional days are granted by the Superintendent, this wavier decision shall not set a precedent for future requests for donated days beyond thirty (30) days. Donation of sick days shall be initiated by a bargaining unit member on a form furnished by the Treasurer. Donated sick days shall be added to the accumulated sick leave of the donee bargaining unit member requesting the donation and deducted from the donor bargaining unit member's accumulated sick leave.

3. To qualify for the absence of the donated sick days provision, the bargaining unit member must submit a doctor's statement to the Treasurer certifying the current medical need.

4. Donated sick leave days must be submitted to the Treasurer three (3) work days prior to the need of the bargaining unit member receiving the days. This requirement may be waived at the discretion of the Superintendent. However, any waiver decision by the superintendent shall not set a precedent for future requests for a waiver.

5. All accumulated sick days, personal days, and vacation days must be used by the bargaining unit member before donated sick leave days may be used.

6. Donated sick leave may not be used for severance pay, nor may it be used to pay the bargaining unit member who goes on disability retirement.

7. Any donated but unused sick leave days will not be returned to the bargaining unit member who donated the days.

SECTION 14.02 PERSONAL LEAVE

A maximum of four (4) unrestricted days personal leave shall be available to teachers each school year.

Personal leave is to be used in compliance with the following guidelines:

A. Written notification, under the Board-approved system, must be given at least five (5) work days prior to the leave date(s), except in emergencies. In emergency situations the request shall be submitted as early as possible.

B. Personal leave shall be used in 1/2 or 1 day increments.

C. Approved personal leave shall be at regular pay.

D. Personal leave may not be accumulated from year to year.

E. Personal leave cannot be used to extend a holiday or vacation time.

F. No more than ten percent (10%) of the classroom teachers assigned to a building shall be absent from his/her assigned building by reason of personal leave. In instances of most urgent necessity, the immediate supervisor may waive this limitation if, in his/her discretion, the circumstances warrant. In case of a conflict, requests will be honored on a first-come first-served basis.

G. Personal leave will be taken provided that all provisions of this agreement have been met.

H. Exceptions may be granted by the Superintendent upon written request to the Superintendent.

I. Unused personal leave day(s) shall be utilized in either of the following ways at the discretion of the teacher:

1. Teachers shall be paid the following amounts for personal leave days based on the number of days used during the school year:

Days Used	Amount
0	$500
1	$300
2	$100

OR

2. Teachers shall have any remaining unused personal day(s) rolled into their accumulated sick leave.

SECTION 14.03 <u>UNPAID LEAVE OF ABSENCE</u>

A. Upon written request of a teacher having been employed by the District for a minimum of five (5) consecutive years, upon recommendation of the Superintendent, the Board may grant leave of absence without pay for a period of not more than one (1) school year, for the following purposes:

1. Special government service (e.g. Peace Corps, Foreign Exchange Teaching, etc.);
2. Professional study;
3. Illness or disability in the immediate family;
4. Travel;
5. Elected or appointed public office;
6. Elected or appointed office in the teacher's state or national professional organization.

B. The Board shall grant a leave of absence without pay for a period of one (1) year and the leave shall be extended for a second year, if requested in writing by the teacher no later than April 1 of the first year's leave, for the following purposes:

1. Personal illness;
2. Physical or mental disability.

The Board may request and shall be provided medical verification of the teacher's inability to work prior to granting an unpaid leave.

C. Upon return to service in the District at the expiration of such leave of absence, the teacher shall resume the contract status held immediately prior to such leave. Credit for purposes of placement on the salary schedule, or in the calculation of years of service in the school district for purposes of seniority shall accrue to such teacher as permitted by Section 10.02 of this Agreement.

A returning teacher will be assigned the old position, if available, or to a similar position for which he/she is qualified.

D. Upon written request from the teacher, the Board may grant an additional year's leave of absence under the conditions listed above.

E. A teacher shall be eligible to have any and all of his/her insurance coverage continue during an unpaid leave of absence, provided the employee pays the premium(s) for said coverage no later than the first day of each month. The Treasurer will notify the employee of the amount of the premium and the address to which it is to be sent.

SECTION 14.04 FAMILY MEDICAL LEAVE ACT

Employees and the Board shall have all rights and obligations pursuant to the Family and Medical Leave Act (FMLA). To the extent the summary of the benefits set forth in this section conflict with the FMLA statutory or regulatory provisions, the law and regulations shall govern. An eligible full-time employee with at least twelve (12) months of service in the Huron City Schools shall be granted the maximum of a 12-week, unpaid family medical leave (during each 12-month period) for:

1) The birth and first-year care of a child;

2) The adoption or foster placement of a child;

3) The serious illness of a member of the employee's immediate family as defined in Section 14.01(B)(1) of this Article;

4) The employee's own serious health condition that keeps the employee from performing the essential functions of his or her job in accordance with the following specifications:

   A. The employee shall apply in writing to the Superintendent or his/her designated representative not later than thirty (30) days prior to the beginning date of the requested leave of absence, if leave request was foreseeable. The written application, requiring Superintendent's approval, shall specify the proposed dates the leave is to commence and terminate, with every attempt being made to select those dates least disruptive to the educational process and district operations. The Board may require the employee to provide certification from a health care provider containing verification in accordance with the Family Medical Leave Act if he or she requests a leave under 3 or 4 above.

   B. While on family medical leave, the employee will continue to receive the same group health coverage that he or she had while employed. The Board will pay for this continued group health coverage to the same extent that the Board paid for the coverage that each employee had before beginning his or her leave.

   C. For purposes of FMLA, "serious health condition" means an illness, injury impairment, or physical or mental condition that involves:

      1. Any period of incapacity or treatment in connection with or consequent to inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility;

      2. Any period of incapacity requiring absence from work, school, or other regular daily activities, of more than three (3) calendar days, that also involves continuing treatment by (or under the supervision of) a health care provider; or

3. Continuing treatment by (or under the supervision of) a health care provider for chronic or long-term health condition that is incurable or so serious that, if not treated, would likely result in a period of incapacity of more than three (3) calendar days or prenatal care as defined in the Family and Medical Leave Act and subsequent implementing regulations or amendments.

D. An employee on family medical leave shall not be entitled to advancement on the salary schedule or the accrual of sick leave for the period of absence.

E. Once the leave is approved by the Superintendent and the Board, it may be altered or cancelled with the approval of the Superintendent, the Board, and the applicant.

F. Upon returning from leave, the Board will restore the employee to the same or an equivalent position. If an employee on family medical leave decides not to return to work, then the Board will charge the employee for the amount of the insurance premiums that the Board paid for that employee's health care coverage during his or her leave, unless there is a continuation, recurrence or onset of a serious health condition or other circumstances beyond the employee's control.

SECTION 14.05 <u>JURY DUTY/COURT LEAVE</u>

A. A teacher required to appear as a witness at a trial or hearing before a court of competent jurisdiction shall be granted leave with pay if called as a witness to testify to facts arising out of such teacher's scope of employment.

A teacher required to appear as a defendant or appearing as a witness at the request of the Board at a trial or hearing before a court of competent jurisdiction shall be granted leave with pay if named as a defendant by reason of acts or omissions arising from such teacher's scope of employment. Additional days as needed may be granted for consultation with legal counsel.

Scope of employment is defined as those acts that arise during the performance of teaching duties. Scope of employment is not to be construed to include cases arising out of contract disputes between a teacher and the Board or the Association and the Board.

The leave granted under this provision shall not be deducted from such teacher's sick leave or personal leave.

Leave with pay under this article will not be granted if a teacher is to appear in court in a personal legal matter.

B. When it becomes necessary for a teacher to accept jury duty, the teacher shall be paid his jury pay and his regular salary for the number of days involved. Said employee will

submit to the Treasurer any monies paid for jury duty service. Such leave shall not be deducted from any other type of leave.

When granted such leave, the teacher shall be replaced by a qualified substitute according to Board adopted policy.

SECTION 14.06 <u>EMERGENCY LEAVE</u>

Emergency leave may be granted with or without pay, upon approval by the Superintendent, upon submission of satisfactory evidence of urgent necessity by the teacher. Emergency leave may be applied for only when other appropriate leave days have been exhausted.

SECTION 14.07 <u>MATERNITY LEAVE</u>

A. Pregnancy Disability Leave

1. Leave Rights

Teachers may use sick leave or advancements thereof as authorized by Board policy for absence due to pregnancy.

Teachers for whom sufficient sick leave is not available to cover the period of disability due to pregnancy as hereafter defined shall be entitled to unpaid leave of absence for that portion of the period of disability not covered by sick leave not to exceed twelve (12) weeks. Maternity leave, in accordance with Board adopted policy will be granted to teachers exceeding the twelve (12) week period.

Pregnancy disability leave shall be for a period of twelve (12) weeks. Extension beyond the twelve (12) week period shall be granted upon receipt of a statement by the employee's attending physician.

2. Application for Leave

Application for leave of absence due to disability caused or contributed to by pregnancy shall be in writing. This application should be filed as soon as possible.

3. Rights While on Leave

Teachers on leave due to pregnancy disability shall be entitled to full fringe benefits and shall be entitled to reinstatement at the expiration of the period of disability to the same class assignment, teaching assignment and supplemental duty assignment, if any, as held immediately prior to the disability leave.

B. Maternity/Paternity/Adoption Leave

1. Leave Rights

In addition to the "Pregnancy Disability Leave" provided in Section A, a teacher who is expecting a child or adopting a minor child shall be entitled to a leave of absence without pay for maternity/paternity/adoption reasons to begin at any time between a) the birth of the child, or in the case of adoption, the receipt of custody, and b) one (1) year after the child is born or adopted. Such leave shall be for a one (1) year period and shall be extended for an additional school year upon application for extension no later than April 1 of the first year's leave.

2. Application for Leave

Application for maternity/paternity/adoption leave shall be in writing, and shall contain a statement of the expected date of birth, or, in the case of adoption, the date of obtaining custody, the date on which the leave of absence is to commence and the date the teacher anticipates return to service. Such return date shall coincide with the commencement of a grading period. Applications for maternity/paternity/adoption leave shall be granted by the employer.

3. Time for Filing Application

Application for maternity/paternity/adoption leave prior to childbirth should be made prior to the thirtieth (30) day before the beginning date of the maternity leave. Application for maternity/paternity/adoption leave for the period beginning with the expiration of a period of disability, or for leave related to adoption should be made prior to the thirtieth (30) day before the beginning date of the leave.

4. Reinstatement Rights

Upon return from approved maternity/paternity/adoption leave at the time set forth in the application for leave, the teacher shall be entitled to reinstatement to the same position which he/she held prior to the leave or to the substantially equivalent position for which the teacher holds valid, unexpired certification/licensure.

If the teacher desires to return to active service prior to the stated date of the application for leave, the teacher shall notify the Superintendent in writing that an early return to service is requested, and the date upon which the teacher wishes to return. Upon recommendation of the Superintendent, the Board may authorize the early return of such teacher. If the early return is so authorized, the teacher shall be assigned to the same or substantially equivalent position for which he/she is qualified not later than the commencement of the next grading period.

SECTION 14.08 ASSAULT LEAVE

In the event of an assault on a teacher which arises directly from the teacher's scope of employment, and results in the teacher being absent as a result of the assault, such absence will not be charged to the sick leave, and the teacher will receive full pay and benefits for such absence up to a maximum of twenty-five (25) days. This period may be extended, should the situation warrant, by the Superintendent. The Board may require an examination by a physician, at Board expense, to determine the nature and the extent of the teacher's disability. The teacher must notify the prosecutor of his/her intent to prosecute and shall complete the process as requested by the prosecutor.

SECTION 14.09 PROFESSIONAL LEAVE

A. Attendance at professional meetings should stimulate an exchange of ideas between personnel of various districts, further the recognition and reputation of the Huron City School District through its official representatives, encourage contact with outstanding leaders in the field of education, and promote the professional outlook, confidence, and zeal of a staff member.

B. A form of application to attend conferences, conventions, and workshops may be obtained from the office of each school by the employee desiring leave. At least two (2) weeks prior to the meeting, the individual should fill out the form in triplicate and submit all copies to the school principal. The recommendation will be forwarded to the Superintendent for his consideration. Following disposition by the Superintendent, one (1) copy of the application with appropriate notation will be returned to the applicant; one (1) copy filed with the Treasurer; and one (1) copy returned to the Principal.

   The Superintendent will consider for approval conference requests which relate directly to the contracted job placement of the employee, do not exceed four (4) from the district or two (2) from any one building to the same conference, with one (1) from each building receiving preference over two (2) from a building in attaining the four (4). This limit may be waived by the Superintendent.

C. The total amount of reimbursement shall be the actual cost for registration, mileage or other transportation costs at the currently announced IRS rate and actual cost for meals and lodging not to exceed one hundred dollars ($100) per day. All requests for professional leave which require superintendent approval must have attached by the Principal a written statement explaining how the meeting is expected to contribute to the educational program of the school.

D. All who participate in a professional meeting must, upon their return, submit a written report to their principal or supervisor, who will distribute copies of the report to other staff who may profit from the report. Seven copies will be sent to the Superintendent, five of which are for the Board. This report shall accompany the reimbursement request.

E. Any reimbursement shall be made within the next two (2) scheduled pay dates; provided that the employee has submitted the receipts for the same.

F. Non-reimbursement conference reports are due to the principal within a reasonable length of time thereafter.

SECTION 14.10 EMPLOYER INITIATED LEAVE

If teachers on limited and continuing contracts are requested to receive a medical examination, with justifiable reasons, the teacher may:

1. Request an exam by a physician appointed and paid for by the Board.

2. Receive an exam by his/her personal physician and assume the expense.

The results of these examinations are privileged data and may not be released by the physician to anyone other than the teacher's private physician and the teacher pursuant to Section 3319.13, Ohio Revised Code.

The physician shall report to the Superintendent the ability or inability of the teacher to perform his/her contractual duties. This communication must be treated as confidential.

Health examinations or vaccinations required by the State of Ohio or required locally must be provided without cost to the certificated/licensed staff. If a member of the certificated/licensed staff elects to have his/her own private examination or vaccinations, the member shall pay said cost and provide a documented statement of satisfactory completion of the required examinations or vaccinations.

SECTION 14.11 ASSOCIATION LEAVE

The Board shall authorize five (5) days absence without loss of pay each school year for members of the bargaining unit for purposes of official representation at union meetings, conferences or conventions. The Superintendent may authorize up to an additional five (5) days of paid leave for the Association. The date(s) shall be requested by the President of the Association ten (10) work days in advance of the date(s) requested.

ARTICLE XV – CLASS SIZE

SECTION 15.01 DEFINITIONS

A. Class size shall mean the ratio of pupils to full time certificated/licensed staff members in any given classroom, shop/laboratory situation for instructional purposes. Special area certificated/licensed teachers or non-direct care employees shall not be included in the computation for any grade level or class period.

B. Elementary grade levels shall include K through four (4).

C. Intermediate and/or middle grade levels shall include grades five (5) through eight (8).

D. High School shall include grades nine (9) through twelve (12).

SECTION 15.02 <u>LIMITATIONS AND REMEDIES</u>

A. At the Elementary grade levels, class size shall not exceed Twenty-five (25) pupils to one (25:1) certificated/licensed staff member.

1. Additional teacher(s) will be hired and homeroom(s) established within eight (8) weeks of overage occurring at the elementary grade levels if the enrollment numbers exceed twenty-five (25) pupils to one (25:1) certificated/licensed staff member. If classroom space is not available in the building without displacing another certificated/licensed staff member from his/her classroom, the Superintendent and Association President shall meet with the teacher(s) affected and the building principal to review other possible solutions, and may enter into a memorandum of understanding to address the solution.

2. If, after the fifth week of school, the class size exceeds the above limit for the elementary levels, an aide will be hired at the affected grade level, and after the seventh week each affected homeroom teacher will receive a stipend of two hundred dollars ($200) per student for each student in excess of twenty-five (25) if more than twenty-five (25) students are assigned to that homeroom.

3. Teachers employed to reduce class size after the Friday before opening day will be automatically non-renewed at the conclusion of the school year and will not be entitled to any re-employment rights provided other teachers under this contract.

4. To avoid delay in employing additional teacher(s) under this section of the contract, all posting requirements are waived.

B. In grades five (5) through twelve (12), class size shall not exceed twenty-seven (27) pupils to one (27:1) certificated/licensed teacher except as indicated in 1. and 2. below. Class size shall be computed for each class section/period.

1. Study halls, bands, and choirs are excluded from the class size limitations at the middle school and high school.

2. Class size for physical education classes shall not exceed thirty-two (32) to one (32:1) certificated/licensed staff member. For each student exceeding the class size in a physical education class, a stipend of two hundred-fifty dollars ($250) per student will be paid per semester.

3. When scheduling students into courses, a cap of twenty-five (25) shall be placed in each course with two (2) more permitted to enter.

4. Ratios at the middle school and high school shall be computed on individual class section/period of a course offered.

5. If class size is exceeded in classes other than study halls, bands, choirs, or physical education, a stipend of two hundred dollars ($200) per semester shall be paid for the twenty-eighth (28th) student placed in the class. An additional stipend of three hundred dollars ($300) shall be paid for the twenty-ninth (29th) student placed in the class. In no case shall there be a 30th student in a class.

6. For the purpose of computing stipend, payment will be prorated on the length of time the class size limits were exceeded.

7. Teachers instructing English Language Arts (ELA) classes, whether integrated or non integrated, at Intermediate and Middle grade levels, will not be assigned a pupil load to exceed one hundred thirty-five (135) students.

   For teachers working with literature and/or composition at the high school, the total daily pupil load shall not exceed one hundred twenty (120) students. If any teacher in this subject area agrees, the principal may assign student(s) in excess of the one hundred twenty (120) student daily load to that teacher. In no case will any one teacher be asked to accept more than three (3) students over the one hundred twenty (120) limit. It is further understood that any students assigned beyond the one hundred twenty (120) limitation shall have enrolled in the District after June 1.

   In the event a teacher is assigned a schedule that is comprised of ELA classes and non-ELA classes, the one hundred twenty (120) student cap will apply in proportion to the number of ELA assigned classes. (e.g. Current agreement: teacher is assigned six (6) classes, if three (3) of the six (6) classes assigned are ELA, the cap is sixty (60) ELA students).

8. For teachers in other academic areas, at the middle school and high school, the total daily pupil load shall not exceed one hundred thirty-five (135) pupils per semester for those teaching five (5) sections, nor one hundred sixty-two (162) for those teaching six (6) sections.

9. For the middle school and high school, class size will be computed by the end of the first week of the previous June. Administrators will make every reasonable attempt to adjust loads or close sections to bring the class size ratios into proper alignment.

D. Any teacher teaching more than (1) class during any section (for example, Latin 7 and Latin 8 being taught during the same class period) shall receive a stipend of $1,000 per semester. This shall not include independent study Art.

E. For teachers working with special education students, the ratio shall be according to state and federal guidelines.

F. Payment of stipends for oversize classes will be made on the second pay period following the end of the semester.

G. Nothing in this provision shall be construed so as to prevent creative scheduling so long as the average class load for the week does not exceed the daily limits specified herein.

H. If a teacher agrees to regularly teach during his/her planning/conference time, he/she will be paid an additional one seventh of his/her teaching salary.

ARTICLE XVI – EDUCATIONAL DEVELOPMENT

SECTION 16.01 EDUCATIONAL STIPEND

On the first payday of each school year the District shall provide each bargaining unit member with a one thousand two hundred dollar ($1,200.00) stipend to be used for educational purposes, retirement annuity, or Roth IRA.

SECTION 16.02 CURRICULUM COMMITTEE

A. Each course of study which includes the scope and sequence of course offerings and course objectives for a subject area will be developed according to a K-12 format. It is understood that certain specialized courses are not taught at all grade levels.

B. Each subject area course of study will be reviewed and revised by a subject area committee at least once every five (5) years according to a schedule and according to state law.

C. Subject-area committees shall be appointed by building principals from staff members volunteering to serve on the committee.

1. Committee will include one (1) person from each grade level teaching the subject in grade K-8 and up to four (4) teachers of the subject from the high school.

2. Committee members will be appointed for the year the course of study is to be revised and the members will remain on the committee until the next revision. Vacancies on committees will be filled by the principal.

3. The curriculum supervisor will chair each subject area committee and will schedule and organize activities and meetings as needed.

4. The committee will develop and/or revise and submit to the Superintendent of Schools the K-12 course of study conforming to state regulations.

5. The committee will study and recommend the adoption and purchase of textbooks and other curricular materials and equipment.

6. The committee will recommend in-service education or professional development in the subject area and assist in the implementation of the course of study.

D. All teachers serving on the Curriculum Development Committee shall either be granted release time or extended time as needed, subject to approval of the principal or supervisor. The parties recognize attendance at textbook presentations after school to provide input in the selection process will be voluntary and without release or extended time.

SECTION 16.03 <u>LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE</u>

In accordance with O.R.C. 3319.22 the parties agree to establish a committee called the Local Professional Development Committee.

A. This committee shall consist of three (3) members appointed by the Association President and two (2) members appointed by the Superintendent. One of the Superintendent's appointees will be a principal employed by the district.

B. These appointments shall be made annually on or before May 1st. When an appointee removes himself from the Committee during the year, a replacement appointment will be made by the Association President and the Superintendent depending on the vacant position.

C. The appointments shall be made by each party outlined above notifying the other of those appointed.

This committee will be responsible for approving and reviewing personal development plans for course work, continuing education units, and/or equivalent activities. If an Administrator requests that his/her plan be reviewed by a majority of Administrators, two teachers will be excused from the committee.

D. This committee will meet monthly and as necessary.

1. The committee may also be convened by the request of (1) one sitting member on each side to deal with emergency situations.

2. The committee will normally meet during regular school hours; and if it becomes necessary to schedule a meeting beyond the normal day, the members will be compensated at their normal hourly rate.

All decisions of this committee may be made by a majority vote of the committee members present and voting.

If during the course of carrying out committee responsibilities there is a requirement to have in-service or training, they may do so at no cost to the committee or loss of pay. All necessary, actual and reasonable costs of training-including all registration costs, travel, meals and accommodations and mileage will be reimbursed by the Board of Education in accordance with the negotiated agreement. A maximum of two thousand dollars ($2,000) every two (2) years will be appropriated for this in-service training.

SECTION 16.04 MENTORS FOR TEACHERS NEW TO THE DISTRICT

Mentor teachers may be assigned to experienced teachers new to the Huron City School District by the building principal. Mentor teachers shall have the appropriate training and/or certification/licensure and be chosen in an equitable manner. The compensation rate shall be at .02 of the base salary. These supplemental contracts shall be automatically non-renewed at the end of each year. They shall not qualify for renewal under Section 9.06 - Filling Supplemental Positions.

ARTICLE XVII – EVALUATION AND JOB DESCRIPTIONS

SECTION 17.01 TEACHER EVALUATION

This section applies to teachers who are not covered by Section 17.02.

A competent staff is the essential element of a good, effective, educational system. To assist and encourage professional growth, members of the school staff have developed these evaluative procedures.

Evaluation, if it is to serve as a guidance for self-appraisal and evaluation, must be a cooperative process. This form for self-appraisal and evaluation has been designed for the purpose of maintaining and improving the quality of instruction. As each item is checked for instructional strength and weakness, the purpose of the evaluation, professional growth, must be kept in mind.

This form may be used by the teacher for self-appraisal and shall be used for the administrator's appraisal of the teacher. Self-appraisal by the teacher shall be voluntary. Self-appraisal seeks only to indicate what a teacher feels about his/her own performance and to stimulate the growth which comes from a systematic review of desirable teaching practice.

A. Schedule for Evaluations and Observations

Administrators are responsible for written evaluation reports of their professional staff members according to the following schedule:

1. All new teachers working on a one-year contract or teacher who has received an unsatisfactory evaluation in the previous year: three (3) appraisals based on classroom observations and overall professional performance; the first to be completed by October 30; the second by January 30; the third by March 15.

2. All teachers other than those found in Section A(1), above, whose contracts are up for renewal for the next school year are to be observed and a complete evaluation made by January 30. Any unsatisfactory evaluation will be followed by an additional observation and evaluation within sixty (60) days.

3. All teachers on a continuing contract: an annual evaluation to be completed by June 1 once every three (3) years.

4. The evaluation procedures described in this Article supersede and replace those set forth in Section 3319.11 and 3319.111 of the Ohio Revised Code.

B. Classroom Observations

The classroom observation should be of sufficient length in the subject area covered in order to watch the complete development of a lesson. At this observation, the principal may check the lesson plans, seating charts, daily schedule, emergency classroom procedure, and the adequacy of preparation for a substitute teacher. There should be as little distraction from the classroom routine as is possible under the circumstances, and the teacher should continue as planned and not teach the observer. Observations may be either scheduled or unscheduled.

C. Conferences with Teacher and Principal

1. Within five (5) school days following each classroom observation, the teacher shall meet in conference with the principal and discuss the teaching performance appraisal prepared by the administrator. For the purpose of this section, school days shall be counted as days when both the evaluator and teacher are present.

2. During this conference, the evaluator shall indicate any areas which he/she found to be unsatisfactory and needing improvement. Such indication shall include specific written recommendations for the desired improvements and the means by which the teacher may obtain assistance in making such improvements.

3. At the conclusion of this conference, the evaluation report will be prepared in triplicate, signed and distributed as follows: original to the superintendent, copy to the teacher, and a copy to the principal. The signature of the teacher indicates that the report has been examined but not necessarily that the teacher agrees with the written evaluation. The teacher may attach any comments or a rebuttal to this report.

4. The conference shall emphasize the material contained in the written report and it is imperative that a rapport based on trust and mutual respect be established prior to these conferences (early in the school year) if they are to be meaningful to all concerned. It is understood that all areas appearing in the written form may not

be applicable at every evaluation and, therefore, should be indicated by a "NO" (not observed) in the space provided.

5. The evaluation will be based on the classroom observation and overall professional performance.

SECTION 17.02 OTES TEACHER EVALUATION PLAN

A. Definitions for the purposes of this article are:

1. Evaluation Cycle: The period of time for the completion of the evaluation procedure. The evaluation cycle is completed when student growth measures resulting from designated assessments are combined with the teacher performance ratings resulting from performance assessments that are conducted for the current school year to assign an evaluation rating.

2. Evaluation Rating: The final summative evaluation rating that is assigned to a teacher based on evaluations that are conducted pursuant to the terms of this agreement. The evaluation rating is assigned at the conclusion of the evaluation cycle when the teacher performance rating is combined with the results of student growth measures. Each completed evaluation shall result in the assignment of one of the following evaluation ratings to the teacher: Accomplished, Skilled, Developing, or Ineffective.

3. Electronic Teacher and Principal Evaluation System (eTPES): The electronic system used by the District to report to ODE aggregate final summative teacher evaluation ratings.

4. Evaluation Procedure: The procedural requirements set forth in this agreement to provide specificity to the statutory obligations established under sections 3319.111 and 3319.112 of the O.R.C. and to conform to the framework for the evaluation of teachers developed under section 3319.112 of the O.R.C.

5. Student Learning Objective (SLO): A student learning objective is a measureable, long-term academic growth target that a teacher sets at the beginning of the course for all students or for subgroups of students. Student learning objectives demonstrate a teacher's impact on student learning.

6. Improvement Plan: A written plan which shall be collaboratively put into place with the teacher and the assigned credentialed evaluator, in order to directly address any performance deficiencies cited in the evidence that is gathered during walkthroughs and formal observations.

7. Poorly Performing Teacher: A teacher who continues to receive an overall summative rating of ineffective after receiving an ineffective rating for a period of no less than two out of the last three years.

8. Evaluation Instrument: The forms used by the teacher's evaluator as per O.R.C. 3319.111, 3319.112 and 3319.114. The instruments are located in Appendix A to this negotiated agreement.

B. Evaluation Purposes

The purposes of the teacher evaluation system are

1. To serve as a tool to advance the professional development of teachers individually and collectively in a school district, and

2. To assist teachers and administrators in identifying and developing best educational practices in order to provide an opportunity for student learning and growth, and

3. To inform instruction.

C. Observation and Evaluation

1. An Evaluation shall consist of at least two (2), but no more than three (3) pre-observation meetings, observations, at least two post-observation meetings, and "informal observations" known as classroom walkthroughs, and one (1) summary evaluation meeting (which may be combined with the final post-observation meeting). For all teachers there shall be one evaluation procedure which must occur by May 1 with a written report issued to the teacher by May 10.

2. A teacher's performance shall be assessed based on criteria set forth in the teacher performance evaluation rubric, which is based upon the Ohio Educator Standards, Appendix A.5 of this Agreement. The Evaluation instrument will include all forms and rubrics used in the Evaluation Procedure.

3. No teacher shall be evaluated on his or her work performance except after direct, evidence based observations of the work performance.

4. No audio/visual recordings of classroom observations shall be used in the evaluation process.

D. Evaluators

1. The person responsible for assessing a teacher's performance is the building administrator (principal or assistant principals) who is employed by the District and holding the licenses set forth in O.R.C. 3319.01 or 3319.02. However, in

extenuating circumstances another principal, assistant principal, Special Education Director, or the Superintendent employed by the District may perform this function.

2. If an employee teaches in more than one (1) school, the administrators from one (1) of those schools shall be designated as the evaluating administrator.

3. Within fifteen (15) calendar days of the first day worked each year each teacher shall be notified in writing/email of the name of their evaluator(s). These timelines may be extended by mutual written agreement between the Superintendent and the HEA President due to extenuating circumstances. Should a change in evaluators be made the teacher will be notified within five (5) workdays of such change.

E. Observations

1. Schedule of Observations

At least two (2) but no more than three (3) formal observations shall be conducted to support each performance evaluation. A formal observation will last a minimum of thirty (30) continuous minutes. There shall be at least four (4) weeks between formal observations for teachers on an improvement plan and at least three (3) weeks between observations for all other teachers. If after the second formal observation a teacher's performance is found deficient to the extent that adverse personnel action may result, additional observations may be conducted.

2. Pre-Observation Meeting

A pre-conference will be held for each observation within one (1) workweek prior to the observation in order for the teacher to explain plans and objectives for the class to be observed. The teacher will provide the lesson plan and other pertinent material for the lesson.

If the evaluator has to cancel a scheduled observation for which a pre-observation meeting has already been held a new pre-observation meeting will be conducted, if requested in writing by the teacher, before the observation is rescheduled.

3. Observation

a. Observations will be documented on the Form in Appendix A.5.

F. Post-Observation Conference and Report

A conference will be held with the teacher after each observation 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.

G. Walk-Throughs

1. A walk-through is conducted as follows:

   a. Walk-throughs will be documented electronically on the Form in Appendix A.6.

   b. Walk-throughs will consist of no less than five (5), and no more than fifteen (15) consecutive minutes in duration.

   c. A copy of the walk-through form, Appendix A.6, including all scripted and/or anecdotal documents relative to the walk-through will be given to the teacher within one (1) workweek following the walk-through.

   d. There will be at least two (2), but no more than three (3) walk-throughs for each evaluation procedure.

2. A teacher may request additional walk-throughs which may be conducted absent extenuating circumstances.

3. A walk-through is a formative assessment process that is general in nature or focuses on a subset of the following components documented on the Form in Appendix A.6.

   a. Evidence of planning;
   b. Lesson delivery;
   c. Differentiation;
   d. Resources;
   e. Classroom environment;
   f. Student engagement;
   g. Assessment; or
   h. Any other component of the Standards for Ohio Educators and rubrics approved for teacher evaluation.

4. Classroom walk-throughs shall not disrupt and/or interrupt the learning environment.

H. Student Growth Measures

1. Student Growth Measures will be based on state approved Vendor Assessments (VA), or value-added data (VAM), and/or Student Learning Objectives (SLOs).

2. All Student Learning Objectives will be set by the teacher using the SLO Template Checklist (Appendix __) and approved by the building level SLO committees using the SLO Feedback Form (Appendix __).

a. Each building level SLO committee shall be comprised of one (1) administrator and two (2) teachers.

b. Meeting dates will be mutually set and shared with all SLO committee members.

3. In the calculating of student academic growth, a student who has forty-five (45) or more excused and/or unexcused absences for the school year will not be included for the calculation of teacher SGMs. It will be the responsibility of the District to ensure attendance is correctly recorded as it relates to SGM calculations.

4. Calculating Student Growth Measurers

a. *Category A1*: A teacher who exclusively teaches subjects with Value-Added Measures.

b. *Category A2*: A teacher whose schedule is comprised of subjects with Value-Added data in addition to subjects that are not Value-Added. The teacher's SGM must use the Value-Added Measure in proportion to his/her schedule. The remaining SGM percentage shall be divided between Vendor Assessment data, if available, and one (1) SLO. The distribution will be ten percent (10%) Vendor Assessment and the balance one (1) SLO. If a Vendor Assessment is not available, one (1) SLO shall be used.

c. *Category B*: A teacher who tests students using state approved Vendor Assessments and locally developed measures. The teacher's SGM shall be compromised of 10% Vendor Assessment data and 40% SLO data based on one (1) SLO.

d. *Category C*: A teacher who instructs students without the availability of Value-Added or Vendor Assessment data. The teacher's SGM shall be comprised of one (1) SLO (Student Learning Objective) while safe harbor is in effect. When safe harbor is no longer in effect, the teacher's SGM shall be compromised of two (2) SLOs.

I. Written Evaluation

1. All observations will be consolidated into the written report on the Evaluation Form which will be given to the teacher, and a conference will be held between the teacher and evaluator as set forth in section (C)(1) of this article.

2. The evaluation shall acknowledge the performance strengths of the teacher evaluated as well as performance deficiencies, if any. Information used to support the conclusions reached in the formal evaluation report will be substantiated and noted by the evaluator. The evaluation report will be signed by the evaluator. The evaluation report should then be signed by the teacher to verify notification to

the teacher that the evaluation will be placed on file, but the teacher's signature should not be construed as evidence that the teacher agrees with the contents of the evaluation report. Should the report contain improvements needed, they will include assistance available to the teacher.

3. The Board may conduct the required full evaluation procedure for each teacher who received a rating of Accomplished on the teacher's most recent summative evaluation conducted under this section once every three years as long as the teacher's student growth measure (SGM) for the most recent school year remains average or higher as determined by the Ohio Department of Education.

4. The Board may conduct the required full evaluation procedure for each teacher who received a rating of Skilled on the teacher's most recent summative evaluation conducted under this section once every two (2) school years as long the teacher's student growth measure (SGM) for the most recent school year remains average or higher as determined by the Ohio Department of Education.

5. In any year that a teacher is not formally evaluated pursuant to Section I (3) or (4) as a result of receiving a summative rating of Accomplished or Skilled on the teacher's most recent evaluation, an individual qualified to evaluate a teacher, as set forth in Section 17.02(D) of the Agreement, shall conduct one formal observation of the teacher based upon the agreed upon performance rubric of the educator standards set forth in the Agreement, which includes a pre- and post-conference with the teacher.

6. Pursuant to HB 64 (2015) all teachers covered by Section 17.02, who prior to the 2015-2016 school year had used valued-added data for part or all of their student growth measure shall create and use one (1) SLO for their student growth measure in the 2015-2016 and 2016-2017 school years, or utilize data from an approved vendor assessment if one is already in place. The SLO and/or approved vendor assessment will comprise the same percentage of the student growth measure as the value-added data comprised in 2014-15.

7. Should a teacher disagree with any Evaluation rating (performance, student growth, walk-through), the teacher may file a written response which will be attached to the corresponding forms in the Appendix of this agreement.

J. Improvement Plan/Identification of Deficiencies

Teachers with a final summative evaluation rating of Ineffective will develop a written improvement plan, Appendix A.3, with their credentialed evaluator.

1. Improvement Plan is a clearly articulated assistance program for a teacher whose performance on educator standards has been documented to be Ineffective by the evaluator.

2. The evaluator, together with the teacher, will formulate the improvement plan. The teacher may have Association representation of their choice at all meetings with the evaluator, but the availability of any particular representative shall not delay the meeting beyond two (2) work days.

3. The improvement plan, as outlined in this document, details:

   a. The specific area(s) for improvement to be addressed in relationship to the Ohio Standards for the Teaching Profession. The Improvement Plan will be no less than fifty-five (55) calendar days.

   b. The district will provide for the allocation of financial resources to support professional development for staff on improvement plans.

   c. Includes resources and assistance available;

4. Once the teacher meets the criteria for Skilled or Developing performance as outlined in the improvement plan and evaluation, the teacher will be returned to a non-improvement plan status.

K. Extended Limited or Limited Contract Teachers Being Considered for Non-Renewal

A minimum of three (3) formal observations of each teacher who is under consideration for non-renewal will be performed according to the guidelines set forth in this provision.

L. Professional Growth Plans

Teachers with a final summative rating of Accomplished, Skilled, or Developing will annually develop a professional growth plan with the credentialed evaluator which will describe the specific goals, resources and assistance available.

M. Evaluation Forms and Rubrics

Forms/Rubrics/Instruments to be used to complete the Evaluation Process will be those forms developed by OTES for the purposes of Pre-Observations, Observations, Completed Evaluations, Walk-Through Forms, Improvement Plans, and Professional Growth Plans. Said forms will be included in Appendix A (1) through (6) of this Agreement.

N. Non-OTES Teachers

Teachers who spend less than 50% of their time providing student instruction, and/or are not subject to the OTES evaluation system will be evaluated using the evaluation procedures set forth in section 17.01.

A committee of five (5) representatives, (3 Association representatives selected by the Association President and 2 Board representatives selected by the Superintendent) shall develop new forms and procedures that reflect the same four ratings (Accomplished, Skilled, Developing, Ineffective), which will be included in the Agreement upon ratification by both parties.

O. OTES Reporting of Teacher Data

The parties will not report any information on teacher performance on standards beyond the teacher's Final Summative Rating into the eTPES system or any other system required by the state. Data related to SGMs will be uploaded/input into the eTPES system or any other system required by the state.

P. To the extent permitted by law the vendor assessments used for the student evaluations and the percentage of student growth used for teacher evaluation will be reviewed by committee whose decision, reached by consensus, will be recommended to the Board for approval.

Q. Student Learning Objective (SLO) Building Committees

1. Building SLO Committees will be established for the purpose of reviewing and approving SLOs. The Building SLO Committees will be comprised of two (2) Association members per building appointed by the Association President and one (1) Administrator per building appointed by the Superintendent. All committee members must receive SLO training. The Committee will establish Committee procedures and will develop guidelines for submission and approval of SLOs.

2. The SLO Building Committees will meet during the school day for a maximum of three (3) release days. After these three (3) days are met members will be paid an hourly rate of $25.00 per hour for work performed outside the workday.

SECTION 17.03 EVALUATION PROCEDURES FOR SUPPLEMENTAL CONTRACTS

A. Each contract employee will receive the Supplemental Contract Description from the Principal or designee no later than the first teachers' record day for extra-curricular and co-curricular positions, for all athletic supplemental positions on or before the first day of coaching, as defined by the OHSAA.

B. The contract employee will be given the Supplemental Contract Evaluation form by the Administrator before the conclusion of the activity or athletic season.

C. The contract employee may complete the self-evaluation (SE) column of the form; write comments, if desired; and circle the appropriate overall self-evaluation. This form must be returned to the Administrator within five (5) working days after the completion of the last contest or activity.

D. Upon the return of the Supplemental Contract Evaluation form, the Administrator will complete the Administration Evaluation (AE) column of the form; write comments, if desired; and circle the appropriate overall administration evaluation.

E. A conference between the contract employee and the Administrator is to be held within fifteen (15) working days of the receipt of the Supplemental Contract Evaluation self-evaluation form from the contract employee. Differences in evaluations and methods of improvement, if necessary, will be discussed at this conference. The contract employee will sign the evaluation form at this time to signify that the conference was held and that the evaluation was discussed and methods of improvement, if necessary, were suggested by the Administrator.

F. The contract employee and the Administrator will use the following symbols to complete the evaluation columns:

1. "S" if the item was Satisfactorily completed.
2. "NI" if the item Needs Improvement to be satisfactory.
3. "U" if the item was Unsatisfactorily completed or not completed.
4. "NA" if the item does Not Apply to your assignment.

ARTICLE XVIII – COLLEGE CREDIT PLUS

A. College Credit Plus ("CCP") will be implemented in accordance with the requirements set forth in Ohio Revised Code Chapter 3365 and Ohio Administrative Code 3333-1-65 *et. seq.*

B. A teacher who wishes to teach a CCP course must meet the requirements established by the Ohio Board of Regents, which, as of December 2015, are: possess a master's degree in the content area or a master's degree in a different discipline plus 18 or more hours of continuing education in the content area. Every teacher who wishes to teach a CCP course must be approved by the college/university through which the CCP course is offered.

C. The teaching of College Credit Plus shall be on a voluntary basis for those teachers who are qualified to teach. The opportunity to teach any course offered by the District through College Credit Plus shall be offered, following the language in Article IX, Section 9.06 (F and G), filling supplemental positions, to all teachers who are qualified to teach the course as set forth in paragraph (B).

1. All teachers shall be informed of any College Credit Plus (CCP) courses to be offered to the students through e-mail.
2. Interested and qualified teachers will have five (5) work days to notify their Administrator in writing that they are interested.
3. No teacher who fails to express written interest will be assigned a College Credit Plus (CCP) course.

4. Final decision will be made by the Superintendent.

D. If a teacher who is approved to teach a CCP course is required to visit the participating college/university outside the regular workday and/or work year, the teacher shall be paid his/her per diem rate of pay for such time plus mileage at the District rate of reimbursement.

E. The class size limits set forth in Article XV of the negotiated agreement shall apply to any CCP class that does not involve distance learning.

F. Any observation conducted by the participating college/university shall not be used in the District's evaluation of the teacher under Article XVII of the negotiated agreement.

G. No teacher shall be reduced or RIF'd because of an adjunct or non-staff member being sub-contracted.

ARTICLE XIX -- EMPLOYMENT OF RETIRED TEACHERS

SECTION 19.01 TERMS AND CONDITIONS

In recognition of the enactment of Senate Bill 144, which eased re-employment restrictions for State Teachers Retirement System (STRS) Retirees, the following terms and conditions relating to the employment of Retirees will prevail in the Huron City School District.

A. For purposes of this Article, a Retiree is an individual who has attained service retirement status with the STRS and is otherwise qualified by certification/licensure to be employed as a teacher in Ohio.

B. Where a teaching vacancy exists, the Board may consider and employ a Retiree upon the recommendation of the Superintendent.

C. A Retire/Rehire shall be paid at the BA/BS-5 Step of the salary schedule regardless of training and years of service, and so long as employed by the Board shall not advance on the salary schedule based either on years of service or additional training.

D. A Retire/Rehire shall receive a one-year limited contract which shall expire automatically at the end of the term. Continuation of employment of a Retire/Rehire through offering new one-year limited contracts which automatically expire shall be at the election of the Board and upon the recommendation of the Superintendent. The provisions of Article VIII (Non-Renewal of Limited Contracts) of this Agreement shall not apply to Retire/Rehires. A Retire/Rehire is not eligible for a continuing contract regardless of years of employment with the Board.

E. A Retire/Rehire shall accumulate and may use sick leave in accordance with Article 14.01 of this Agreement, but is not entitled to severance pay under Article 12.08 of this Agreement or under law upon the conclusion of employment as a Retiree.

F. A Retire/Rehire shall not be entitled to participate in the insurance benefits provided to bargaining unit members under Article XIII of this Agreement, so long as insurance benefits are available through STRS.

G. A Retire/Rehire shall not accumulate seniority in the bargaining unit and has no right to recall in the event of a reduction in force under Article XI of this Agreement and/or Ohio Revised Code Section 3319.17.

H. A Retire/Rehire is eligible for a supplemental contract only at the discretion of the Superintendent.

I. The Board and the Association expressly intend this Article to supersede the provisions of Ohio Revised Code Sections 3317.13, 3317.14, 3313.53, 3319.11, 3319.111, 3319.141, and 3319.17, and all other applicable laws, and this Article of the Agreement will not be grievable under the grievance procedure or through any claim or action filed before the State Employment Relations Board (SERB) or any court of law.

ARTICLE XX – ACADEMIC DISTRESS COMMISSION

As required by ORC Section 3302.10 (P), the parties incorporate into this Agreement the provisions of ORC Section 3302.10 regarding academic distress commissions. ORC Section 3302.10 will have no effect on any provision of this Agreement unless the District would meet the requirements of state law for the Superintendent of Public Instruction to establish an academic distress commission for the District. Should the District enter into academic distress, the intent of the parties is to emerge from academic distress with this Agreement intact. Both parties reserve the right to challenge any construction or implementation of O.R.C. 3302.10 or its provisions by any person or entity.

ARTICLE XXI – DURATION OF CONTRACT

SECTION 21.01 DURATION

This agreement is made and entered into this 19 day of July, 2016, by and between the Huron City School District and the Huron Education Association.

This agreement shall commence on August 1, 2016, and shall continue in full force and effect until July 31, 2019, or until a successor contract is bargained.

SECTION 21.02 SEVERABILITY

If any provision of this Agreement or any application of this Agreement to any of the certificated/licensed teachers who are covered by the Agreement is found to be contrary to law, after all appeals or times for appeal have been exhausted, then such provision or application shall not be deemed valid except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.

SECTION 21.03 SIGNATURES

FOR THE BOARD		FOR THE ASSOCIATION	
7-19-16		7/19/16	
Superintendent	Date	Association President	Date
7-19-16			
Board President	Date	Labor Relations Consultant	Date

4505346v8

Self-Assessment Summary Tool – Optional for OTES.

Name _____

Date _____

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.

Standard		Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students	• Knowledge of how students learn and of student development • Understanding of what students know and are able to do • High expectations for all students • Respect for all students • Identification, instruction and intervention for special populations			
Standard 2: Content	• Knowledge of content • Use of content-specific instructional strategies to teach concepts and skills • Knowledge of school and district curriculum priorities and Ohio academic content standards • Relationship of knowledge within the discipline to other content areas • Connection of content to life experiences and career opportunities			
Standard 3: Assessment	• Knowledge of assessment types • Use of varied diagnostic, formative and summative assessments • Analysis of data to monitor student progress and to plan, differentiate, and modify instruction • Communication of results • Inclusion of student self-assessment and goal-setting			
Standard 4: Instruction	• Alignment to school and district priorities and Ohio academic content standards • Use of student information to plan and deliver instruction • Communication of clear learning goals • Application of knowledge of how students learn to instructional design and delivery • Differentiation of instruction to support learning needs of all students • Use of activities to promote independence and problem-solving • Use of varied resources to support learner needs			
Standard 5: Learning Environment	• Fair and equitable treatment of all students • Creation of a safe learning environment • Use of strategies to motivate students to work productively and assume responsibility for learning • Creation of learning situations for independent and collaborative work • Maintenance of an environment that is conducive to learning for all students			
Standard 6: Collaboration & Communication	• Clear and effective communication • Shared responsibility with parents/caregivers to support student learning • Collaboration with other teachers, administrators, school and district staff • Collaboration with local community agencies			
Standard 7: Professional Responsibility and Growth	• Understanding of and adherence to professional ethics, policies and legal codes • Engagement in continuous, purposeful professional development • Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement			

Professional Growth Plan

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

☐ **Self-Directed (those with a final summative rating of Accomplished only)**

☐ **Collaborative** Teacher _____ Evaluator _____

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

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

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

Improvement Plan

Teacher Name: _____ Grade Level/ Subject: _____

School year: _____ Building: _____ Date of Improvement Plan Conference: _____

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

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

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

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

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

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.

Pre-Observation Planning and Lesson Reflection Resource Questions

The questions provided are intended to guide thinking and conversation; every question may not be answered or relevant for every observation.

INSTRUCTIONAL PLANNING

FOCUS FOR LEARNING (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?

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?

PRIOR CONTENT KNOWLEDGE/ SEQUENCE/CONNECTIONS
(Standard 1: Students / Standard 2: Content / 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?

KNOWLEDGE OF STUDENTS (Standard 1: Students)

- What should the evaluator know about the student population? (See *Data Measures Inventory for the Classroom*)
- How is this a developmentally appropriate learning activity?

INSTRUCTION AND ASSESSMENT

LESSON DELIVERY (Standard 2: Content / 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?

DIFFERENTIATION (Standard 1: Students / 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?

RESOURCES (Standard 2: Content / Standard 4: Instruction)

- What resources/materials will be used in instruction?
- How will technology be integrated into lesson delivery?

CLASSROOM ENVIRONMENT
(Standard 1: Students / 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?

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?

PROFESSIONAL RESPONSIBILITIES

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.

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?

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

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

INSTRUCTIONAL PLANNING					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTIONAL PLANNING	**KNOWLEDGE OF STUDENTS (Standard 1: Students)** *Sources of Evidence:* Analysis of Student Data Pre-Conference	The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information. The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.	The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information. 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.	The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information. 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.	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. 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. The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.
	Evidence				

Instruction and Assessment					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTION AND ASSESSMENT	**LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)** *Sources of Evidence:* Formal Observation Classroom Walkthroughs/ Informal Observations	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. 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.	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. 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.	Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking. 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.	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. 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.
	Evidence				
	DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction) *Sources of Evidence:* Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.	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.	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.	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.
	Evidence				
	RESOURCES (Standard 2: Content; Standard 4: Instruction) *Sources of Evidence:* Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.	The teacher uses appropriate instructional materials to support learning goals, but may not meet individual student's learning styles/needs or actively engage them in learning.	Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.
	Evidence				

Instruction and Assessment					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTION AND ASSESSMENT	**CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)** *Sources of Evidence:* Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully or ignore their questions or comments.	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.	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.	The teacher has positive rapport with students and demonstrates respect for and interest in individual student's experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress.
		There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.	Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.	Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.	Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.
		Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.	The teacher transitions between learning activities, but occasionally loses some instructional time in the process.	Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).	Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.
		The teacher creates a learning environment that allows for little or no communication or engagement with families.	The teacher welcomes communication from families and replies in a timely manner.	The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.	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.
		Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.	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.	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.	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.
	Evidence				

Instruction and Assessment					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTION AND ASSESSMENT	**ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)** *Sources of Evidence:* Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations Post-Conference	The teacher does not routinely use assessments to measure student mastery. The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion. The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding. The teacher does not provide students with feedback about their learning.	The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information. The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion. The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students. Students receive occasional or limited feedback about their performance from the teacher.	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. 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. The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students. The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.	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. 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. 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. 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.
	Evidence				

Professionalism					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
PROFESSIONALISM	**PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)** *Sources of Evidence:* Professional Development Plan or Improvement Plan; Pre-conference; Post-conference; daily interaction with others	The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues. The teacher fails to understand and follow regulations, policies, and agreements. The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.	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. The teacher understands and follows district policies and state and federal regulations at a minimal level. The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.	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. The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations. The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.	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. The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom. The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.
	Evidence				

Walk-through Name	**Template**
	Huron City Schools Walk-through
Observer	**Subject**
Start Date/Time	**End Date/Time**
Grade	

Page 1

1.1 Huron Rubric

Criteria	Not Observed	1	2	3	4
Instruction is developmentally appropriate.		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.	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.	Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.	Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized/ differentiated, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.
Varied instructional tools and strategies reflect student needs and learning objectives. (Examples: technology, grouping, etc.)		The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.	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.	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.	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.
Content presented is accurate and grade appropriate.		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.	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.	Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.	Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized/ differentiated, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.

Page 1

Criteria	Not Observed	1	2	3	4
Classroom learning environment is safe and conducive to learning.		Expectations for behavior are not established or are inappropriate and/ or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.	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.	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.	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.
Teacher provides students with timely and responsive feedback.		The teacher does not provide students with feedback about their learning.	Students receive occasional or limited feedback about their performance from the teacher.	The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.	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.
Instructional time is used effectively.		Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.	The teacher uses appropriate instructional materials to support learning goals, but may not meet individual student's learning styles/needs or actively engage them in learning.	Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.
Scoring	**__ / 24 (___ %)**				

Page 2
2.1 **Routines support learning goals and activities.**
- Select Value -
Yes
No
Not Observed
2.2 **Multiple methods of assessment of student learning are utilized to guide instruction.**
- Select Value -
Yes
No
Not Observed
2.3 **Learning outcomes and goals are clearly communicated to students.**
- Select Value -
Yes
No
Not Observed
2.4 **Teacher connects lesson to real-life applications.**
- Select Value -
Yes
No
Not Observed
2.5 **Instruction and lesson activities are accessible and challenging for students.**
- Select Value -
Yes
No
Not Observed
2.6 **Lesson content is linked to previous and future learning.**
- Select Value -
Yes
No
Not Observed
2.7 **Remarks from Observer:**
Note :

JOB DESCRIPTION

TITLE: High School Media Specialist

QUALIFICATIONS: 1. Meets certification/licensure requirements of the State of Ohio Department of Education and the North Central Association.

REPORTS TO: High School Principal/Assistant Principal

SUPERVISES: Library Technicians and Student Aides

JOB GOAL: To provide leadership, coordination, and innovation in the operation of the media center.

PERFORMANCE RESPONSIBILITIES:

1. Abides by state and federal law, the Board of Education policy, administrative procedures, and negotiated contract.

2. Maintains teaching certificates/licenses held when initially employed or as of 9/1/92.

3. Reports to assigned duties on time and is on duty as prescribed by contract.

4. Takes reasonable measures to assure student health and safety.

5. Inventories books, materials, and equipment and maintains records of their quantity where appropriate.

6. Works to maintain a positive working relationship with colleagues and parents.

7. Provides leadership, organization, and innovation in the operation of media center.

8. Interprets and provides services to the staff and works with them to implement and enrich the curriculum, developing a close working relationship among classroom and media center, teacher and library media specialist.

9. Serves as a resource person when instructional materials and their uses are being discussed and/or evaluated.

10. Evaluates and selects instructional materials and equipment, using recognized selection guides, and encourages administrators, staff, and students to participate in that selection.

11. Catalogues all media using a nationally recognized classification system.

12. Maintains an inviting atmosphere conducive to good study and proper usage of the library/media center.

13. Establishes rules and procedures for use of the media center and its materials and assists students and staff in that utilization.

14. Provides formal and informal instruction in the use of the media center and its resources.

15. Takes a yearly inventory of instructional materials and equipment.

16. Maintains records necessary for reports and evaluation of the media services.

17. Provides the principal with media center statistics for the annual report to the State of Ohio Department of Education, and prepares a year-end report on the use of the media centers.

18. Continues professional growth through workshops, conferences and visitations to other schools.

19. Assists staff and students in utilizing the center and its resources.

20. Plans and administers the budget.

21. Is responsible for the maintenance and distribution of all audio-visual and computer hardware, software, and instructional materials.

22. Works with staff in planning for implementation of technology in the curriculum and helps plan for the training of staff in its use.

23. Teaches the prescribed district curriculum.

24. Prepares and maintains written lesson plans.

25. Evaluates individual student progress.

26. Maintains records of student performance and reports student progress to parents and/or legal guardians.

27. Utilizes teaching methods and materials which consider the individual needs, abilities, and maturity levels of the student, including intervention strategies.

JOB DESCRIPTION

TITLE: Elementary/Middle School Education Media Specialist

QUALIFICATIONS: 1. Meets Educational Media Degree certification/licensure requirements of the State of Ohio Department of Education.

REPORTS TO: Principal/Assistant Principal

JOB GOAL: To provide leadership, coordination, and innovation in the operation of the media center.

PERFORMANCE RESPONSIBILITIES:

1. Abides by state and federal law, the Board of Education policy, administrative procedures, and negotiated contract.

2. Maintains teaching certificates/licenses held when initially employed or as of 9/1/92.

3. Reports to assigned duties on time and is on duty as prescribed by contract.

4. Takes reasonable measures to assure student health and safety.

5. Inventories books, materials, and equipment and maintains records of their quantity where appropriate.

6. Works to maintain a positive working relationship with colleagues and parents.

7. Provides leadership, organization, and innovation in the operation of media center.

8. Interprets and provides services to the staff and works with them to implement and enrich the curriculum, developing a close working relationship among classroom and media center, teacher and library media specialist.

9. Serves as a resource person when instructional materials and their uses are being discussed and/or evaluated.

10. Evaluates and selects instructional materials and equipment, using recognized selection guides, and encourages administrators, staff, and students to participate in that selection.

11. Catalogues all media using a nationally recognized classification system.

12. Maintains an inviting atmosphere conducive to good study and proper usage of the library/media center.

13. Establishes rules and procedures for use of the media center and its materials and assists students and staff in that utilization.

14. Provides formal and informal instruction in the use of the media center and its resources.

15. Takes a yearly inventory of instructional materials and equipment.

16. Maintains records necessary for reports and evaluation of the media service.

17. Provides the principal with media center statistics for the annual report to the State of Ohio Department of Education, and prepares a year-end report on the use of the media centers.

18. Continues professional growth through workshops, conferences and visitations to other schools.

19. Assists in the development of students' reading interests, study skills, aesthetic values, citizenship, and personal growth.

20. Plans and administers the budget.

21. Is responsible for the maintenance and distribution of all audio-visual and computer hardware, software, and instructional materials.

22. Works with staff in planning for implementation of technology in the curriculum and helps plan for the training of staff in its use.

23. Teaches the prescribed district curriculum.

24. Prepares and maintains written lesson plans.

25. Maintains records of student performance and reports student progress to parents and/or legal guardian.

JOB DESCRIPTION

TITLE: Speech/Language Pathologist

QUALIFICATIONS:
1. Valid Ohio Special Education Teacher Certification/ Licensure
2. College or University Degree(s)

REPORTS TO: Principal/Assistant Principal

JOB GOAL: To help students learn subject matter and skills which will enable them to communicate within environment effectively with others.

PERFORMANCE RESPONSIBILITIES:

1. Abides by state and federal law, the Board of Education policy, administrative procedures, and negotiated contract.

2. Maintains teaching certificates/licenses held when initially employed or as of 9/1/92.

3. Reports to assigned duties on time and is on duty as prescribed by contract.

4. Takes reasonable measures to assure student health and safety.

5. Inventories books, materials, and equipment and maintains records of their quantity where appropriate.

6. Works to maintain a positive working relationship with colleagues and parents.

7. Confirms identification of students with speech and/or language handicaps.

8. Diagnoses and appraises specific speech and/or language handicaps as part of a multifactored evaluation team.

9. Refers students for medical or other professional services necessary for the habilitation of speech or language handicaps.

10. Provides instruction of speech/language skills for habilitation or prevention of communicative handicaps.

11. Assists in the development of curriculum guides and local policies as related to speech and language handicaps.

12. Serves as a consultant to classroom teachers and parents.

13. Provides in-service programs concerning speech and language handicaps for school personnel and the community as needed.

14. Maintains a classroom environment which motivates students, is conducive to the learning process, and appropriate to the maturity and ability level of the students.

15. Maintains discipline that will provide an environment for learning and ensure the protection of students, equipment, materials, and facilities.

16. Maintains accurate records of student performance and report student progress to parents and/or legal guardians consistent with the reporting schedule of the district.

17. Meets assigned students in locations and times designated adapting instruction to address the identified needs of each student.

18. Maintains a professional relationship with students, their parents and/or legal guardians and school personnel.

19. Maintains confidentiality regarding students' progress and adjustment.

20. Attends faculty, in-service and other professional meetings.

JOB DESCRIPTION

TITLE: Teacher

QUALIFICATIONS:
1. College or University Degree(s)
2. Valid Ohio teaching certificate/license

REPORTS TO: Principal and/or Assistant Principal

JOB GOAL: To teach subject matter and skills that contribute to the student's development as mature, able, and responsible adults.

PERFORMANCE RESPONSIBILITIES:

1. Abides by state and federal law, the Board of Education policy, administrative procedures, and negotiated contract.

2. Maintains teaching certificates/licenses held when initially employed or as of 9/1/92.

3. Reports to assigned duties on time and is on duty as prescribed by contract.

4. Takes reasonable measures to assure student health and safety.

5. Inventories books, materials, and equipment and maintains records of their quantity where appropriate.

6. Works to maintain a positive working relationship with colleagues and parents.

7. Teaches the prescribed district curriculum.

8. Prepares and maintains written lesson plans.

9. Evaluates individual student progress.

10. Maintains records of student performance and reports student progress to parents and/or legal guardians.

11. Utilizes teaching methods and materials which consider the individual needs, abilities, and maturity levels of the student, including intervention strategies.

12. Creates a classroom environment which motivates students, is conducive to the learning process, and appropriate to the maturity and ability of the students.

13. Maintains student records according to law and district procedures.

14. Conducts conferences as needed with individual students, parents, and/or administrators.

15. Assists in administering state and district tests.

16. Cooperates with district counseling and special services to complement instructional efforts when necessary.

17. Assists in the development of the courses of study and selection of instructional materials.

18. Enforces the Code of Conduct governing students and assumes authority over students in such areas as school corridors, cafeteria, assemblies, or other areas during the school day.

19. Attends staff meetings and district's in-service programs.

JOB DESCRIPTION

TITLE: Counselor - Elementary School

QUALIFICATIONS:
1. College or University Degree(s)
2. Valid Ohio Counseling or other appropriate certification/ licensure

REPORTS TO: Principal and/or Assistant Principal

JOB GOAL: To follow the guidance plan adopted by the Board of Education.

PERFORMANCE RESPONSIBILITIES:

1. Abides by state and federal law, the Board of Education policy, administrative procedures, and negotiated contract.

2. Maintains all certificates/licenses held when initially employed or as of 9/1/92.

3. Reports to assigned duties on time and is on duty as prescribed by contract.

4. Takes reasonable measures to assure student health and safety.

5. Inventories books, materials, and equipment and maintains records of their quantity where appropriate.

6. Works to maintain a positive working relationship with colleagues and parents.

7. Follows the district guidance curriculum.

8. Registers and provides orientation for all new students, and assists in the scheduling process by meeting with each student in a group and individually and using teacher recommendations and parent input for placement.

9. Attends guidance meetings with counselors K-12 and coordinates with school psychologist for special needs assessments.

10. Coordinates and administers state mandated, district, placement, and specialized testing.

11. Provides career information to students.

12. Is knowledgeable of community resources that are available to students, staff, and parents.

13. Maintains student records and protects their confidentiality.

14. Coordinates referral and assists in observation, testing, and placement of students referred for special education purposes.

15. Works with students on an individual basis on such problems as home and family relations, health, and emotional adjustments.

16. Confers with parents whenever necessary.

17. Provides information on child abuse for students and staff.

18. Assists in maintaining complete and accurate records.

19. Provides group guidance activities for students in areas designated by the Board approved guidance program and state standards.

20. Provides small group and individual counseling services as outlined in the guidance program.

21. Assists the administration and staff in fulfilling the goals of the building and district.

JOB DESCRIPTION

TITLE: Counselor - Middle School

QUALIFICATIONS:
1. College or University Degree(s)
2. Valid Ohio Counseling or other appropriate certification/ licensure

REPORTS TO: Principal and/or Assistant Principal

JOB GOAL: To follow the guidance plan adopted by the Board of Education.

PERFORMANCE RESPONSIBILITIES:

1. Abides by state and federal law, the Board of Education policy, administrative procedures, and negotiated contract.

2. Maintains all certificates/licenses held when initially employed or as of 9/1/92.

3. Reports to assigned duties on time and is on duty as prescribed by contract.

4. Takes reasonable measures to assure student health and safety.

5. Inventories books, materials, and equipment and maintains records of their quantity where appropriate.

6. Works to maintain a positive working relationship with colleagues and parents.

7. Follows the district guidance curriculum.

8. Registers and provides orientation for all new students, and assists in the scheduling process by meeting with each student in a group and individually and using teacher recommendations and parent input for placement.

9. Attends guidance meetings with counselors K-12 and coordinates with school psychologist for special needs assessments.

10. Coordinates and administers state mandated, district, and/or specialized testing.

11. Provides career information to students.

12. Is knowledgeable of community resources that are available to students, staff, and parents.

13. Maintains student records and protects their confidentiality.

14. Coordinates referral and assists in observation, testing, and placement of students referred for special education purposes.

15. Works with students on an individual basis on such problems as home and family relations, health, and emotional adjustments.

16. Confers with parents whenever necessary.

17. Provides information on child abuse for students and staff.

18. Maintains a list of referral agencies for parents. Personal contact with representatives of appropriate agencies is included in this activity.

19. Assists in administering and interpreting the district testing program for staff and community.

20. Provides small group and individual counseling services as outlined in the guidance program.

21. Assists the administration and staff in fulfilling the goals of the building and district.

JOB DESCRIPTION

TITLE: Counselor - High School

QUALIFICATIONS:
1. College or University Degree(s)
2. Valid Ohio Counseling or other appropriate certification/ licensure

REPORTS TO: Principal and/or Assistant Principal

JOB GOAL: To follow the guidance plan adopted by the Board of Education.

PERFORMANCE RESPONSIBILITIES:

1. Abides by state and federal law, the Board of Education policy, administrative procedures, and negotiated contract.

2. Maintains all certificates/licenses held when initially employed or as of 9/1/92.

3. Reports to assigned duties on time and is on duty as prescribed by contract.

4. Takes reasonable measures to assure student health and safety.

5. Inventories books, materials, and equipment and maintains records of their quantity where appropriate.

6. Works to maintain a positive working relationship with colleagues and parents.

7. Follows the district guidance curriculum.

8. Registers and provides orientation for all new students, and assists in the scheduling process by meeting with each student in a group and individually and using teacher recommendations and parent input for placement.

9. Attends guidance meetings with counselors K-12 and coordinates with school psychologist for special needs assessments.

10. Coordinates and administers state mandated, district, placement, and specialized testing.

11. Provides career information to students.

12. Is knowledgeable of community resources that are available to students, staff, and parents.

13. Maintains student records and protects their confidentiality.

14. Coordinates referral and assists in observation, testing, and placement of students referred for special education purposes.

15. Works with students on an individual basis on such problems as home and family relations, health, and emotional adjustments.

16. Confers with parents whenever necessary.

17. Provides information on child abuse for students and staff.

18. Coordinates the Student Assistance Team (Core Team) and substance abuse programs.

19. Provides input for the student handbook.

20. Teaches ninth grade guidance class.

21. Conducts information sessions for parents of freshmen, juniors, and seniors.

22. Provides college testing information.

23. Assists in the college application process and schedules college visitations.

24. Assists students with the financial aid process.

25. Assists students to obtain necessary letters of recommendations for colleges, employment, etc.

26. Obtains and disseminates scholarship information to appropriate senior applicants.

27. Guides students with their community service requirements for Huron High School's Diploma of Distinction.

28. Assists with the classroom environment when requested by student and/or staff member.

29. Assists in public relations with press information.

30. Provides information in student records to colleges or employers.

31. Maintains the ICP Career Folder for all students.

APPENDIX C.1a

HURON CITY SCHOOLS
HURON, OHIO

PROFESSIONAL EVALUATION
(High School Media Specialist)

OF

_____

_____
SCHOOL YEAR

OBSERVATION NUMBER: _____

OBSERVATION DATE: _____

CONFERENCE DATE: _____

EVALUATOR'S SIGNATURE: _____ DATE: _____

TEACHER'S SIGNATURE: _____ DATE: _____

4505346v8

HURON CITY SCHOOL DISTRICT
HURON, OHIO

TITLE: High School Media Specialist

QUALIFICATIONS: Meets certification/licensure requirements of the State of Ohio Department of Education and the North Central Association

REPORTS TO: High School Principal/Assistant Principal

SUPERVISES: Library Technicians and Student Aides

JOB GOAL: To provide leadership, coordination, and innovation in the operation of the media center.

PERFORMANCE RESPONSIBILITIES:

(Rating Scale: 1 = Exceptional; 2 = Satisfactory; 3 = Needs Improvement;

4 = Unsatisfactory; 5 = Not Observed)

Self	Evaluator		
_____	_____	1.	Abides by state and federal law, the Board of Education policy, administrative procedures, and negotiated contract.
_____	_____	2.	Maintains teaching certificates/licenses held when initially employed or as of 9/1/92.
_____	_____	3.	Reports to assigned duties on time and is on duty as prescribed by contract.
_____	_____	4.	Takes reasonable measures to assure student health and safety.
_____	_____	5.	Inventories books, materials, and equipment and maintains record of their quantity where appropriate.
_____	_____	6.	Works to maintain a positive working relationship with colleagues and parents.
_____	_____	7.	Provides leadership, organization, and innovation in the operation of media center.
_____	_____	8.	Interprets and provides services to the staff and works with them to implement and enrich the curriculum, developing a close working relationship among classroom and media center, teacher and library media specialist.
_____	_____	9.	Serves as a resource person when instructional materials and their uses are being discussed and/or evaluated.

_____ _____ 10. Evaluates and selects instructional materials and equipment, using recognized selection guides, and encourages administrators, staff, and students to participate in that selection.

_____ _____ 11. Catalogues all media using a nationally recognized classification system.

_____ _____ 12. Maintains an inviting atmosphere conducive to good study and proper usage of the library/media center.

_____ _____ 13. Establishes rules and procedures for use of the media center and its materials and assists students and staff in that utilization.

_____ _____ 14. Provides formal and informal instruction in the use of the media center and its resources.

_____ _____ 15. Takes a yearly inventory of instructional materials and equipment.

_____ _____ 16. Maintains records necessary for reports and evaluation of the media service.

_____ _____ 17. Provides the principal with media center statistics for the annual report to the State of Ohio Department of Education, and prepares a year-end report on the use of the media centers.

_____ _____ 18. Continues professional growth through workshops, conferences and visitations to other schools.

_____ _____ 19. Assists staff and students in utilizing the center and its resources.

_____ _____ 20. Plans and administers the budget.

_____ _____ 21. Is responsible for the maintenance and distribution of all audio-visual and computer hardware, software, and instructional materials.

_____ _____ 22. Works with staff in planning for implementation of technology in the curriculum and helps plan for the training of staff in its use.

_____ _____ 23. Teaches the prescribed district curriculum.

_____ _____ 24. Prepares and maintains written lesson plans.

_____ _____ 25. Evaluates individual student progress.

_____ _____ 26. Maintains records of student performance and reports student progress to parents and/or legal guardians.

_____ _____ 27. Utilizes teaching methods and materials which consider the individual needs, abilities, and maturity levels of the student, including intervention strategies.

Overall Administrator Evaluation: (Circle the one that best describes overall performance)

Exceptional Satisfactory Needs Improvement Unsatisfactory

Evaluator's Comments:

Recommendations for Improvement:

Employee's Comments (not required):

(Additional sheets may be attached for comments.)

HURON CITY SCHOOLS
HURON, OHIO

PROFESSIONAL EVALUATION
(Elementary/Middle School Media Specialist)

OF

_____

_____
SCHOOL YEAR

OBSERVATION NUMBER: _____

OBSERVATION DATE: _____

CONFERENCE DATE: _____

EVALUATOR'S SIGNATURE: _____ DATE: _____

TEACHER'S SIGNATURE: _____ DATE: _____

HURON CITY SCHOOL DISTRICT
HURON, OHIO

TITLE: Elementary/Middle School Education Media Specialist

QUALIFICATIONS: Meets Educational Media Degree certification/licensure requirements of the State of Ohio Department of Education

REPORTS TO: Principal/Assistant Principal

JOB GOAL: To provide leadership, coordination, and innovation in the operation of the media center.

PERFORMANCE RESPONSIBILITIES:

(Rating Scale: 1 = Exceptional; 2 = Satisfactory; 3 = Needs Improvement;

4 = Unsatisfactory; 5 = Not Observed)

Self	Evaluator		
_____	_____	1.	Abides by state and federal law, the Board of Education policy, administrative procedures, and negotiated contract.
_____	_____	2.	Maintains teaching certificates/licenses held when initially employed or as of 9/1/92.
_____	_____	3.	Reports to assigned duties on time and is on duty as prescribed by contract.
_____	_____	4.	Takes reasonable measures to assure student health and safety.
_____	_____	5.	Inventories books, materials, and equipment and maintains records of their quantity where appropriate.
_____	_____	6.	Works to maintain a positive working relationship with colleagues and parents.
_____	_____	7.	Provides leadership, organization, and innovation in the operation of media center.
_____	_____	8.	Interprets and provides services to the staff and works with them to implement and enrich the curriculum, developing a close working relationship among classroom and media center, teacher and library media specialist.
_____	_____	9.	Serves as a resource person when instructional materials and their uses are being discussed and/or evaluated.

_____ _____ 10. Evaluates and selects instructional materials and equipment, using recognized selection guides, and encourages administrators, staff, and students to participate in that selection.

_____ _____ 11. Catalogues all media using a nationally recognized classification system.

_____ _____ 12. Maintains an inviting atmosphere conducive to good study and proper usage of the library/media center.

_____ _____ 13. Establishes rules and procedures for use of the media center and its materials and assists students and staff in that utilization.

_____ _____ 14. Provides formal and informal instruction in the use of the media center and its resources.

_____ _____ 15. Takes a yearly inventory of instructional materials and equipment.

_____ _____ 16. Maintains records necessary for reports and evaluation of the media services.

_____ _____ 17. Provides the principal with media center statistics for the annual report to the State of Ohio Department of Education, and prepares a year-end report on the use of the media centers.

_____ _____ 18. Continues professional growth through workshops, conferences and visitations to other schools.

_____ _____ 19. Assists in the development of students' reading interests, study skills, aesthetic values, citizenship, and personal growth.

_____ _____ 20. Plans and administers the budget.

_____ _____ 21. Is responsible for the maintenance and distribution of all audio-visual hardware, software, and instructional materials.

_____ _____ 22. Works with staff in planning for implementation of technology in the curriculum and helps plan for the training of staff in its use.

_____ _____ 23. Teaches the prescribed district curriculum.

_____ _____ 24. Prepares and maintains written lesson plans.

Overall Administrator Evaluation: (Circle the one that best describes overall performance)

Exceptional Satisfactory Needs Improvement Unsatisfactory

Evaluator's Comments:

Recommendations for Improvement:

Employee's Comments (not required):

(Additional sheets may be attached for comments.)

APPENDIX C.3a

HURON CITY SCHOOLS
HURON, OHIO

PROFESSIONAL EVALUATION
(Speech/Language Pathologist)

OF

_____

_____
SCHOOL YEAR

OBSERVATION NUMBER: _____

OBSERVATION DATE: _____

CONFERENCE DATE: _____

EVALUATOR'S SIGNATURE: _____ DATE: _____

TEACHER'S SIGNATURE: _____ DATE: _____

4505346v8

HURON CITY SCHOOL DISTRICT
HURON, OHIO

TITLE: Speech/Language Pathologist

QUALIFICATIONS:
1. Valid Ohio Special Education Teacher Certification/Licensure
2. College or University Degree(s)

REPORTS TO: Principal/Assistant Principal

JOB GOAL: To help students learn subject matter and skills which will enable them to communicate within their environment effectively with others.

PERFORMANCE RESPONSIBILITIES:

(Rating Scale: 1 = Exceptional; 2 = Satisfactory; 3 = Needs Improvement;

4 = Unsatisfactory; 5 = Not Observed)

Self	Evaluator		
_____	_____	1.	Abides by state and federal law, the Board of Education policy, administrative procedures, and negotiated contract.
_____	_____	2.	Maintains teaching certificates/licenses held when initially employed or as of 9/1/92.
_____	_____	3.	Reports to assigned duties on time and is on duty as prescribed by contract.
_____	_____	4.	Takes reasonable measures to assure student health and safety.
_____	_____	5.	Inventories books, materials, and equipment and maintains records of their quantity where appropriate.
_____	_____	6.	Works to maintain a positive working relationship with colleagues and parents.
_____	_____	7.	Confirms identification of students with speech and/or language handicaps.
_____	_____	8.	Diagnoses and appraises specific speech and/or language handicaps as part of a multifactored evaluation team.
_____	_____	9.	Refers students for medical or other professional services necessary for the habilitation of speech or language handicaps.

_____ _____ 10. Provides instruction of speech/language skills for habilitation or prevention of communicative handicaps.

_____ _____ 11. Assists in the development of curriculum guides and local policies as related to speech and language handicaps.

_____ _____ 12. Serves as a consultant to classroom teachers and parents.

_____ _____ 13. Provides in-service programs concerning speech and language handicaps for school personnel and the community as needed.

_____ _____ 14. Maintains a classroom environment which motivates students, is conducive to the learning process, and appropriate to the maturity and ability level of the students.

_____ _____ 15. Maintains discipline that will provide an environment for learning and ensure the protection of students, equipment, materials, and facilities.

_____ _____ 16. Maintains accurate records of student performance and report student progress to parents and/or legal guardians consistent with the reporting schedule of the district.

_____ _____ 17. Meets assigned students in locations and times designated adapting instruction to address the identified needs of each student.

_____ _____ 18. Maintains a professional relationship with students, their parents and/or legal guardians and school personnel.

_____ _____ 19. Maintains confidentiality regarding students' progress and adjustment.

_____ _____ 20. Attends faculty, in-service and other professional meetings.

Overall Administrator Evaluation: (Circle the one that best describes overall performance)

Exceptional Satisfactory Needs Improvement Unsatisfactory

Evaluator's Comments:

Recommendations for Improvement:

Employee's Comments (not required):

(Additional sheets may be attached for comments.)

APPENDIX C.4a

HURON CITY SCHOOLS
HURON, OHIO

PROFESSIONAL EVALUATION
(Teacher)

OF

_____

_____
SCHOOL YEAR

OBSERVATION NUMBER: _____

OBSERVATION DATE: _____

CONFERENCE DATE: _____

EVALUATOR'S SIGNATURE: _____ DATE: _____

TEACHER'S SIGNATURE: _____ DATE: _____

HURON CITY SCHOOL DISTRICT
HURON, OHIO

TITLE: Teacher

QUALIFICATIONS:
1. College or University Degree(s)
2. Valid Ohio teaching certificate/license

REPORTS TO: Principal and/or Assistant Principal

JOB GOAL: To teach subject matter and skills that contribute to the student's development as mature, able, and responsible adults.

PERFORMANCE RESPONSIBILITIES:

(Rating Scale: 1 = Exceptional; 2 = Satisfactory; 3 = Needs Improvement;

4 = Unsatisfactory; 5 = Not Observed)

Self	Evaluator		
_____	_____	1.	Abides by state and federal law, the Board of Education policy, administrative procedures, and negotiated contract.
_____	_____	2.	Maintains teaching certificates/licenses held when initially employed or as of 9/1/92.
_____	_____	3.	Reports to assigned duties on time and is on duty as prescribed by contract.
_____	_____	4.	Takes reasonable measures to assure student health and safety.
_____	_____	5.	Inventories books, materials, and equipment and maintains records of their quantity where appropriate.
_____	_____	6.	Works to maintain a positive working relationship with colleagues and parents.
_____	_____	7.	Teaches the prescribed district curriculum.
_____	_____	8.	Prepares and maintains written lesson plans.
_____	_____	9.	Evaluates individual student progress.

_____ _____ 10. Maintains records of student performance and reports student progress to parents and/or legal guardians.

_____ _____ 11. Utilizes teaching methods and materials which consider the individual needs, abilities, and maturity levels of the student, including intervention strategies.

_____ _____ 12. Creates a classroom environment which motivates students, is conducive to the learning process, and appropriate to the maturity and ability of the students.

_____ _____ 13. Maintains student records according to law and district procedures.

_____ _____ 14. Conducts conferences as needed with individual students, parents, and/or administrators.

_____ _____ 15. Assists in administering state and district tests.

_____ _____ 16. Cooperates with district counseling and special services to complement instructional efforts when necessary.

_____ _____ 17. Assists in the development of the courses of study and selection of instructional materials.

_____ _____ 18. Enforces the Code of Conduct governing students and assumes authority over students in such areas as school corridors, cafeteria, assemblies, or other areas during the school day.

_____ _____ 19. Attends staff meetings and district's in-service programs.

Overall Administrator Evaluation: (Circle the one that best describes overall performance)

Exceptional Satisfactory Needs Improvement Unsatisfactory

Evaluator's Comments:

Recommendations for Improvement:

Employee's Comments (not required):

(Additional sheets may be attached for comments.)

HURON CITY SCHOOLS
HURON, OHIO

PROFESSIONAL EVALUATION
(Elementary Counselor)

OF

_____

_____
SCHOOL YEAR

OBSERVATION NUMBER: _____

OBSERVATION DATE: _____

CONFERENCE DATE: _____

EVALUATOR'S SIGNATURE: _____ DATE: _____

TEACHER'S SIGNATURE: _____ DATE: _____

HURON CITY SCHOOL DISTRICT
HURON, OHIO

TITLE: Guidance Counselor - Elementary School

QUALIFICATIONS:
1. College or University Degree(s)
2. Valid Ohio Counseling or other appropriate certification/licensure

REPORTS TO: Principal and/or Assistant Principal

JOB GOAL: To follow the guidance plan adopted by the Board of Education.

PERFORMANCE RESPONSIBILITIES:

(Rating Scale: 1 = Exceptional; 2 = Satisfactory; 3 = Needs Improvement;

4 = Unsatisfactory; 5 = Not Observed)

Self	Evaluator		
_____	_____	1.	Abides by state and federal law, the Board of Education policy, administrative procedures, and negotiated contract.
_____	_____	2.	Maintains all certificates/licenses held when initially employed or as of 9/1/92.
_____	_____	3.	Reports to assigned duties on time and is on duty as prescribed by contract.
_____	_____	4.	Takes reasonable measures to assure student health and safety.
_____	_____	5.	Inventories books, materials, and equipment and maintains records of their quantity where appropriate.
_____	_____	6.	Works to maintain a positive working relationship with colleagues and parents.
_____	_____	7.	Follows the district guidance curriculum.
_____	_____	8.	Registers and provides orientation for all new students, and assists in the scheduling process by meeting with each student in a group and individually and using teacher recommendations and parent input for placement.
_____	_____	9.	Attends guidance meetings with counselors K-12 and coordinates with school psychologist for special needs assessments.

_____ _____ 10. Coordinates and administers state mandated, district, placement, and specialized testing.

_____ _____ 11. Provides career information to students.

_____ _____ 12. Is knowledgeable of community resources that are available to students, staff, and parents.

_____ _____ 13. Maintains student records and protects their confidentiality.

_____ _____ 14. Coordinates referral and assists in observation, testing, and placement of students referred for special education purposes.

_____ _____ 15. Works with students on an individual basis on such problems as home and family relations, health, and emotional adjustments.

_____ _____ 16. Confers with parents whenever necessary.

_____ _____ 17. Provides information on child abuse for students and staff.

_____ _____ 18. Assists in maintaining complete and accurate records.

_____ _____ 19. Provides group guidance activities for students in areas designated by the Board approved guidance program and state standards.

_____ _____ 20. Provides small group and individual counseling services as outlined in the guidance program.

_____ _____ 21. Assists the administration and staff in fulfilling the goals of the building and district.

Overall Administrator Evaluation: (Circle the one that best describes overall performance)

Exceptional Satisfactory Needs Improvement Unsatisfactory

Evaluator's Comments:

Recommendations for Improvement:

Employee's Comments (not required):

(Additional sheets may be attached for comments.)

APPENDIX C.6a

HURON CITY SCHOOLS
HURON, OHIO

PROFESSIONAL EVALUATION
(Middle School Counselor)

OF

_____

_____
SCHOOL YEAR

OBSERVATION NUMBER: _____

OBSERVATION DATE: _____

CONFERENCE DATE: _____

EVALUATOR'S SIGNATURE: _____ DATE: _____

TEACHER'S SIGNATURE: _____ DATE: _____

HURON CITY SCHOOL DISTRICT
HURON, OHIO

TITLE: Counselor - Middle School

QUALIFICATIONS:
1. College or University Degree(s)
2. Valid Ohio Counseling or other appropriate certification/licensure

REPORTS TO: Principal and/or Assistant Principal

JOB GOAL: To follow the guidance plan adopted by the Board of Education.

PERFORMANCE RESPONSIBILITIES:

(Rating Scale: 1 = Exceptional; 2 = Satisfactory; 3 = Needs Improvement;

4 = Unsatisfactory; 5 = Not Observed)

Self	Evaluator		
_____	_____	1.	Abides by state and federal law, the Board of Education policy, administrative procedures, and negotiated contract.
_____	_____	2.	Maintains all certificates/licenses held when initially employed or as of 9/1/92.
_____	_____	3.	Reports to assigned duties on time and is on duty as prescribed by contract.
_____	_____	4.	Takes reasonable measures to assure student health and safety.
_____	_____	5.	Inventories books, materials, and equipment and maintains records of their quantity where appropriate.
_____	_____	6.	Works to maintain a positive working relationship with colleagues and parents.
_____	_____	7.	Follows the district guidance curriculum.
_____	_____	8.	Registers and provides orientation for all new students, and assists in the scheduling process by meeting with each student in a group and individually and using teacher recommendations and parent input for placement.
_____	_____	9.	Attends guidance meetings with counselors K-12 and coordinates with school psychologist for special needs assessments.

_____ _____ 10. Coordinates and administers state mandated, district, and specialized testing.

_____ _____ 11. Provides career information to students.

_____ _____ 12. Is knowledgeable of community resources that are available to students, staff, and parents.

_____ _____ 13. Maintains student records and protects their confidentiality.

_____ _____ 14. Coordinates referral and assists in observation, testing, and placement of students referred for special education purposes.

_____ _____ 15. Works with students on an individual basis on such problems as home and family relations, health, and emotional adjustments.

_____ _____ 16. Confers with parents whenever necessary.

_____ _____ 17. Provides information on child abuse for students and staff.

_____ _____ 18. Maintains a list of referral agencies for parents. Personal contact with representatives of appropriate agencies is included in this activity.

_____ _____ 19. Assists in administering and interpreting the district testing program for staff and community.

_____ _____ 20. Provides small group and individual counseling services as outlined in the guidance program.

_____ _____ 21. Assists the administration and staff in fulfilling the goals of the building and district.

Overall Administrator Evaluation: (Circle the one that best describes overall performance)

Exceptional Satisfactory Needs Improvement Unsatisfactory

Evaluator's Comments:

Recommendations for Improvement:

Employee's Comments (not required):

(Additional sheets may be attached for comments.)

APPENDIX C.7a

HURON CITY SCHOOLS
HURON, OHIO

PROFESSIONAL EVALUATION
(High School Counselor)

OF

_____

_____
SCHOOL YEAR

OBSERVATION NUMBER: _____

OBSERVATION DATE: _____

CONFERENCE DATE: _____

EVALUATOR'S SIGNATURE: _____ DATE: _____

TEACHER'S SIGNATURE: _____ DATE: _____

HURON CITY SCHOOL DISTRICT
HURON, OHIO

TITLE: Guidance Counselor - High School

QUALIFICATIONS:
1. College or University Degree(s)
2. Valid Ohio Counseling or other appropriate certification/licensure

REPORTS TO: Principal and/or Assistant Principal

JOB GOAL: To follow the guidance plan adopted by the Board of Education.

PERFORMANCE RESPONSIBILITIES:

(Rating Scale: 1 = Exceptional; 2 = Satisfactory; 3 = Needs Improvement;

4 = Unsatisfactory; 5 = Not Observed)

Self	Evaluator		
_____	_____	1.	Abides by state and federal law, the Board of Education policy, administrative procedures, and negotiated contract.
_____	_____	2.	Maintains all certificates/licenses held when initially employed or as of 9/1/92.
_____	_____	3.	Reports to assigned duties on time and is on duty as prescribed by contract.
_____	_____	4.	Takes reasonable measures to assure student health and safety.
_____	_____	5.	Inventories books, materials, and equipment and maintains records of their quantity where appropriate.
_____	_____	6.	Works to maintain a positive working relationship with colleagues and parents.
_____	_____	7.	Follows the district guidance curriculum.
_____	_____	8.	Registers and provides orientation for all new students, and assists in the scheduling process by meeting with each student in a group and individually and using teacher recommendations and parent input for placement.
_____	_____	9.	Attends guidance meetings with counselors K-12 and coordinates with school psychologist for special needs assessments.
_____	_____	10.	Coordinates and administers state mandated, district, and specialized testing.
_____	_____	11.	Provides career information to students.
_____	_____	12.	Is knowledgeable of community resources that are available to students, staff, and parents.

_____ _____ 13. Maintains student records and protects their confidentiality.

_____ _____ 14. Coordinates referral and assists in observation, testing, and placement of students referred for special education purposes.

_____ _____ 15. Works with students on an individual basis on such problems as home and family relations, health, and emotional adjustments.

_____ _____ 16. Confers with parents whenever necessary.

_____ _____ 17. Provides information on child abuse for students and staff.

_____ _____ 18. Coordinates the Student Assistance Team (Core Team) and substance abuse programs.

_____ _____ 19. Provides input for the student handbook.

_____ _____ 20. Teaches ninth grade guidance class.

_____ _____ 21. Conducts information sessions for parents of freshmen, juniors, and seniors.

_____ _____ 22. Provides college testing information.

_____ _____ 23. Assists in the college application process and schedules college visitations.

_____ _____ 24. Assists students with the financial aid process.

_____ _____ 25. Assists students to obtain necessary letters of recommendations for colleges, employment, etc.

_____ _____ 26. Obtains and disseminates scholarship information to appropriate senior applicants.

_____ _____ 27. Guides students with their community service requirements for Huron High School's Diploma of Distinction.

_____ _____ 28. Assists with the classroom environment when requested by student and/or staff member.

_____ _____ 29. Assists in public relations with press information.

_____ _____ 30. Provides information in student records to colleges or employers.

_____ _____ 31. Maintains the ICP Career Folder for all students.

Overall Administrator Evaluation: (Circle the one that best describes overall performance)

Exceptional Satisfactory Needs Improvement Unsatisfactory

Evaluator's Comments:

Recommendations for Improvement:

Employee's Comments (not required):

(Additional sheets may be attached for comments.)

2016-2017 Salary Schedule

BA+0 $36,026.54

Step	BA	BA+30	MA	MA+20	MA+30
0	36,026.54	37,467.60	38,908.66	39,629.19	41,790.78
	1.0000	1.0400	1.0800	1.1000	1.1600
1	37,647.73	39,268.93	40,709.99	41,790.78	43,952.38
	1.0450	1.0900	1.1300	1.1600	1.2200
2	39,268.93	41,070.25	42,871.58	43,952.38	46,113.97
	1.0900	1.1400	1.1900	1.2200	1.2800
3	40,890.12	42,871.58	44,853.04	46,113.97	48,275.56
	1.1350	1.1900	1.2450	1.2800	1.3400
4	42,511.32	44,672.91	46,834.50	48,275.56	50,437.15
	1.1800	1.2400	1.3000	1.3400	1.4000
5	44,132.51	46,474.23	48,815.96	50,437.15	52,598.75
	1.2250	1.2900	1.3550	1.4000	1.4600
6	45,753.70	48,275.56	50,797.42	52,598.75	54,760.34
	1.2700	1.3400	1.4100	1.4600	1.5200
7	47,374.90	50,076.89	52,778.88	54,760.34	56,921.93
	1.3150	1.3900	1.4650	1.5200	1.5800
8	48,996.09	51,878.22	54,760.34	56,921.93	59,083.52
	1.3600	1.4400	1.5200	1.5800	1.6400
9	50,617.29	53,679.54	56,741.80	59,083.52	61,245.12
	1.4050	1.4900	1.5750	1.6400	1.7000
10	52,238.48	55,480.87	58,723.26	61,245.12	63,406.71
	1.4500	1.5400	1.6300	1.7000	1.7600
11	53,859.67	57,282.20	60,704.72	63,406.71	65,568.30
	1.4950	1.5900	1.6850	1.7600	1.8200
12	55,480.87	59,083.52	62,686.18	65,568.30	67,729.89
	1.5400	1.6400	1.7400	1.8200	1.8800
13	57,102.06	60,884.85	64,667.64	67,729.89	69,891.48
	1.5850	1.6900	1.7950	1.8800	1.9400
14	58,723.26	62,686.18	66,649.10	69,891.48	72,053.08
	1.6300	1.7400	1.8500	1.9400	2.0000
15	60,704.72	64,847.77	68,990.82	72,413.34	74,574.93
	1.6850	1.8000	1.9150	2.0100	2.0700
16	62,325.91	66,649.10	70,972.28	74,574.93	76,736.53
	1.7300	1.8500	1.9700	2.0700	2.1300
17	63,233.78	67,549.76	71,876.55	75,482.80	77,640.79
	1.7552	1.8750	1.9951	2.0952	2.1551
18	63,233.78	67,549.76	71,876.55	75,482.80	77,640.79
	1.7552	1.8750	1.9951	2.0952	2.1551
19	63,233.78	67,549.76	71,876.55	75,482.80	77,640.79
	1.7552	1.8750	1.9951	2.0952	2.1551
20	64,138.05	68,461.23	72,784.42	76,387.07	78,548.66
	1.7803	1.9003	2.0203	2.1203	2.1803
21	64,138.05	68,461.23	72,784.42	76,387.07	78,548.66
	1.7803	1.9003	2.0203	2.1203	2.1803
22	64,138.05	68,461.23	72,784.42	76,387.07	78,548.66
	1.7803	1.9003	2.0203	2.1203	2.1803
23	64,138.05	68,461.23	72,784.42	76,387.07	78,548.66
	1.7803	1.9003	2.0203	2.1203	2.1803
24	64,138.05	68,461.23	72,784.42	76,387.07	78,548.66
	1.7803	1.9003	2.0203	2.1203	2.1803
25	65,042.31	69,365.50	73,688.68	77,291.34	79,452.93
	1.8054	1.9254	2.0454	2.1454	2.2054

2017-2018 Salary Schedule

BA+0 $36,386.81

Step	BA	BA+30	MA	MA+20	MA+30
0	36,386.81	37,842.28	39,297.75	40,025.49	42,208.69
	1.0000	1.0400	1.0800	1.1000	1.1600
1	38,024.21	39,661.62	41,117.09	42,208.69	44,391.90
	1.0450	1.0900	1.1300	1.1600	1.2200
2	39,661.62	41,480.96	43,300.30	44,391.90	46,575.11
	1.0900	1.1400	1.1900	1.2200	1.2800
3	41,299.02	43,300.30	45,301.57	46,575.11	48,758.32
	1.1350	1.1900	1.2450	1.2800	1.3400
4	42,936.43	45,119.64	47,302.85	48,758.32	50,941.53
	1.1800	1.2400	1.3000	1.3400	1.4000
5	44,573.84	46,938.98	49,304.12	50,941.53	53,124.74
	1.2250	1.2900	1.3550	1.4000	1.4600
6	46,211.24	48,758.32	51,305.40	53,124.74	55,307.94
	1.2700	1.3400	1.4100	1.4600	1.5200
7	47,848.65	50,577.66	53,306.67	55,307.94	57,491.15
	1.3150	1.3900	1.4650	1.5200	1.5800
8	49,486.06	52,397.00	55,307.94	57,491.15	59,674.36
	1.3600	1.4400	1.5200	1.5800	1.6400
9	51,123.46	54,216.34	57,309.22	59,674.36	61,857.57
	1.4050	1.4900	1.5750	1.6400	1.7000
10	52,760.87	56,035.68	59,310.49	61,857.57	64,040.78
	1.4500	1.5400	1.6300	1.7000	1.7600
11	54,398.27	57,855.02	61,311.77	64,040.78	66,223.99
	1.4950	1.5900	1.6850	1.7600	1.8200
12	56,035.68	59,674.36	63,313.04	66,223.99	68,407.19
	1.5400	1.6400	1.7400	1.8200	1.8800
13	57,673.09	61,493.70	65,314.32	68,407.19	70,590.40
	1.5850	1.6900	1.7950	1.8800	1.9400
14	59,310.49	63,313.04	67,315.59	70,590.40	72,773.61
	1.6300	1.7400	1.8500	1.9400	2.0000
15	61,311.77	65,496.25	69,680.73	73,137.48	75,320.69
	1.6850	1.8000	1.9150	2.0100	2.0700
16	62,949.17	67,315.59	71,682.01	75,320.69	77,503.90
	1.7300	1.8500	1.9700	2.0700	2.1300
17	63,866.12	68,225.26	72,595.32	76,237.63	78,417.20
	1.7552	1.8750	1.9951	2.0952	2.1551
18	63,866.12	68,225.26	72,595.32	76,237.63	78,417.20
	1.7552	1.8750	1.9951	2.0952	2.1551
19	63,866.12	68,225.26	72,595.32	76,237.63	78,417.20
	1.7552	1.8750	1.9951	2.0952	2.1551
20	64,779.43	69,145.85	73,512.26	77,150.94	79,334.15
	1.7803	1.9003	2.0203	2.1203	2.1803
21	64,779.43	69,145.85	73,512.26	77,150.94	79,334.15
	1.7803	1.9003	2.0203	2.1203	2.1803
22	64,779.43	69,145.85	73,512.26	77,150.94	79,334.15
	1.7803	1.9003	2.0203	2.1203	2.1803
23	64,779.43	69,145.85	73,512.26	77,150.94	79,334.15
	1.7803	1.9003	2.0203	2.1203	2.1803
24	64,779.43	69,145.85	73,512.26	77,150.94	79,334.15
	1.7803	1.9003	2.0203	2.1203	2.1803
25	65,692.74	70,059.16	74,425.57	78,064.25	80,247.46
	1.8054	1.9254	2.0454	2.1454	2.2054

2018-2019 Salary Schedule

BA+0 $36,750.68

Step	BA	BA+30	MA	MA+20	MA+30
0	36,750.68	38,220.71	39,690.73	40,425.75	42,630.79
	1.0000	1.0400	1.0800	1.1000	1.1600
1	38,404.46	40,058.24	41,528.27	42,630.79	44,835.83
	1.0450	1.0900	1.1300	1.1600	1.2200
2	40,058.24	41,895.77	43,733.31	44,835.83	47,040.87
	1.0900	1.1400	1.1900	1.2200	1.2800
3	41,712.02	43,733.31	45,754.59	47,040.87	49,245.91
	1.1350	1.1900	1.2450	1.2800	1.3400
4	43,365.80	45,570.84	47,775.88	49,245.91	51,450.95
	1.1800	1.2400	1.3000	1.3400	1.4000
5	45,019.58	47,408.37	49,797.17	51,450.95	53,655.99
	1.2250	1.2900	1.3550	1.4000	1.4600
6	46,673.36	49,245.91	51,818.46	53,655.99	55,861.03
	1.2700	1.3400	1.4100	1.4600	1.5200
7	48,327.14	51,083.44	53,839.74	55,861.03	58,066.07
	1.3150	1.3900	1.4650	1.5200	1.5800
8	49,980.92	52,920.98	55,861.03	58,066.07	60,271.11
	1.3600	1.4400	1.5200	1.5800	1.6400
9	51,634.70	54,758.51	57,882.32	60,271.11	62,476.15
	1.4050	1.4900	1.5750	1.6400	1.7000
10	53,288.48	56,596.04	59,903.61	62,476.15	64,681.19
	1.4500	1.5400	1.6300	1.7000	1.7600
11	54,942.26	58,433.58	61,924.89	64,681.19	66,886.23
	1.4950	1.5900	1.6850	1.7600	1.8200
12	56,596.04	60,271.11	63,946.18	66,886.23	69,091.27
	1.5400	1.6400	1.7400	1.8200	1.8800
13	58,249.82	62,108.65	65,967.47	69,091.27	71,296.32
	1.5850	1.6900	1.7950	1.8800	1.9400
14	59,903.61	63,946.18	67,988.75	71,296.32	73,501.36
	1.6300	1.7400	1.8500	1.9400	2.0000
15	61,924.89	66,151.22	70,377.55	73,868.86	76,073.90
	1.6850	1.8000	1.9150	2.0100	2.0700
16	63,578.67	67,988.75	72,398.84	76,073.90	78,278.94
	1.7300	1.8500	1.9700	2.0700	2.1300
17	64,504.79	68,907.52	73,321.28	77,000.02	79,201.39
	1.7552	1.8750	1.9951	2.0952	2.1551
18	64,504.79	68,907.52	73,321.28	77,000.02	79,201.39
	1.7552	1.8750	1.9951	2.0952	2.1551
19	64,504.79	68,907.52	73,321.28	77,000.02	79,201.39
	1.7552	1.8750	1.9951	2.0952	2.1551
20	65,427.23	69,837.31	74,247.39	77,922.46	80,127.50
	1.7803	1.9003	2.0203	2.1203	2.1803
21	65,427.23	69,837.31	74,247.39	77,922.46	80,127.50
	1.7803	1.9003	2.0203	2.1203	2.1803
22	65,427.23	69,837.31	74,247.39	77,922.46	80,127.50
	1.7803	1.9003	2.0203	2.1203	2.1803
23	65,427.23	69,837.31	74,247.39	77,922.46	80,127.50
	1.7803	1.9003	2.0203	2.1203	2.1803
24	65,427.23	69,837.31	74,247.39	77,922.46	80,127.50
	1.7803	1.9003	2.0203	2.1203	2.1803
25	66,349.67	70,759.76	75,169.84	78,844.90	81,049.95
	1.8054	1.9254	2.0454	2.1454	2.2054

HURON CITY SCHOOLS SUPPLEMENTALS

	BUILDING	PERCENTAGE	SALARY
Girls Basketball - Timer	High School		$50.00
Boys Basketball - Clock	High School		$50.00
Wrestling - Clock	High School		$40.00
Girls Basketball - Scorer	High School		$40.00
Football - Clock	High School		$40.00
Football - Announcer	High School		$40.00
Boys Basketball - Scorer	High School		$40.00
Girls Basketball - Head	High School	0.20	
Football - Head	High School	0.20	
Boys Basketball - Head	High School	0.20	
Volleyball - Head	High School	0.20	
Wrestling - Head	High School	0.16	
Swimming - Head	High School	0.16	
Girls Track - Head	High School	0.16	
Boys Track - Head	High School	0.16	
Faculty Manager	High School	0.15	
Softball - Head	High School	0.14	
Soccer - Head	High School	0.14	
Girls Basketball - Assistant	High School	0.14	
Girls Basketball - Assistant (15)	High School	0.14	
Football - Frosh	High School	0.14	
Football - Frosh	High School	0.14	
Football - Assistant	High School	0.14	
Football - Assistant	High School	0.14	
Football - Assistant	High School	0.14	
Football - Assistant	High School	0.14	
Boys Basketball - Assistant	High School	0.14	
Boys Basketball - Assistant (15)	High School	0.14	
Baseball - Head	High School	0.14	
Golf - Head	High School	0.12	
Girls Tennis - Head	High School	0.12	
Cross Country - Head	High School	0.12	
Boys Tennis - Head	High School	0.12	
Marching Band	High School	0.12	
Wrestling Assistant (15)	High School	0.10	
Volleyball - JV	High School	0.14	
Volleyball - Freshman	High School	0.10	
Swimming - Assistant (20)	High School	0.10	
Softball - Assistant (15)	High School	0.10	
Girls Track - Assistant (15)	High School	0.10	
Girls Basketball - Frosh	High School	0.10	
Boys Track - Assistant (15)	High School	0.10	
Boys Basketball - Frosh	High School	0.10	
Baseball - Assistant (15)	High School	0.10	
Building Computer Techn.	High School	0.10	
Yearbook	High School	0.08	
Soccer - Assistant (15)	High School	0.08	
Junior Class	High School	0.08	
Golf - Assistant (15)	High School	0.08	

HURON CITY SCHOOLS SUPPLEMENTALS

	BUILDING	PERCENTAGE	SALARY
Girls Tennis - Assistant (15)	High School	0.08	
Cross Country - Assistant (15)	High School	0.08	
Cheerleading - Head	High School	0.08	
Boys Tennis - Assistant (15)	High School	0.08	
Soccer - Assistant (15)	High School	0.08	
Football - Assistant 1/2	High School	0.07	
Football - Assistant 1/2	High School	0.07	
Musical Director/Coordinator	High School	0.08	
Musical Director/Choreographer	High School	0.08	
Firelands Challenge	High School	0.06	
Drill Team	High School	0.06	
Student Council	High School	0.06	
Marching Band - Assistant	High School	0.06	
Vocal Music	High School	0.05	
Senior Class	High School	0.05	
National Honor Society	High School	0.05	
Instrumental Music	High School	0.05	
Cheerleader - Assistant	High School	0.05	
Art Club	High School	0.05	
CARD Club	High School	0.05	
Peer Tutoring	High School	0.05	
Ski Club	High School	0.04	
SADD	High School	0.04	
Orchestra - Assistant Musical	High School	0.04	
International Club (French)	High School	0.04	
International Club (Spanish)	High School	0.04	
Great Books Forum	High School	0.04	
Communications Club	High School	0.04	
Photo Club	High School	0.04	
Model U.N.	High School	0.04	
Science Club	High School	0.04	
Sophomore Class	High School	0.02	
Geography Club	High School	0.02	
Freshmen Class	High School	0.02	
Industrial Arts Club	High School	0.02	
North Central Evaluation	High School	Stipend	$500.00
North Central Evaluation	High School	Stipend	$500.00
Faculty Manager	McCormick	0.15	
Building Computer Techn.	McCormick	0.10	
Swimming - Jr. H.	McCormick	0.09	
Girls Basketball - 7th	McCormick	0.07	
Girls Basketball - 8th	McCormick	0.07	
Boys Basketball - 7th	McCormick	0.07	
Boys Basketball - 8th	McCormick	0.07	
Wrestling - Jr. H.	McCormick	0.07	
Volleyball - 8th	McCormick	0.07	
Volleyball - 7th	McCormick	0.07	
Football - 8th (20)	McCormick	0.07	
Football - 8th	McCormick	0.07	
Football - 7th (20)	McCormick	0.07	
Football - 7th	McCormick	0.07	
Yearbook	McCormick	0.06	
Student Council	McCormick	0.06	
Girls Track - Jr. H. (15)	McCormick	0.06	

HURON CITY SCHOOLS SUPPLEMENTALS

	BUILDING	PERCENTAGE	SALARY
Girls Track - Jr. H.	McCormick	0.06	
Cross Country - Jr. H.	McCormick	0.06	
Cross Country - Jr. H.	McCormick	0.06	
Boys Track - Jr. H. (15)	McCormick	0.06	
Boys Track - Jr. H.	McCormick	0.06	
Academic Challenge	McCormick	0.06	
Resource Teacher	McCormick	0.06	
Swimming - Jr. H. (20)	McCormick	0.05	
Vocal Music	McCormick	0.05	
Instrumental Music	McCormick	0.05	
Art Club	McCormick	0.05	
Wrestling - Assistant	McCormick	0.05	
National Honor Society	McCormick	0.05	
Special Choir	McCormick	0.04	
Science Club	McCormick	0.04	
Power of the Pen	McCormick	0.04	
Musical Director	McCormick	0.04	
Ecology Club	McCormick	0.04	
Drama Club 7-8	McCormick	0.04	
Drama Club 5-6	McCormick	0.04	
Cheerleader Assistant	McCormick	0.04	
Photo Club	McCormick	0.04	
Intramural Director	McCormick	0.02	
North Central Evaluation	McCormick	Stipend	$500.00
North Central Evaluation	McCormick	Stipend	$500.00
Building Computer Techn.	Woodlands	0.10	
Resource Teacher	Woodlands	0.06	
Yearbook	Woodlands	0.06	
Yearbook	Shawnee	0.06	
Special Choir	Woodlands	0.04	
Weightroom Coordinator	Any Building	0.15	
Department Chair - Social Studies	Any Building	0.15	
Department Chair - Science	Any Building	0.15	
Department Chair - Practical Arts	Any Building	0.15	
Department Chair - Mathematics	Any Building	0.15	
Department Chair - Language Arts	Any Building	0.15	
Medicaid Documentation	Any Building	0.12	
Social Studies - Assistant	Any Building	0.08	
Social Studies - Assistant	Any Building	0.08	
Science - Assistant	Any Building	0.08	
Science - Assistant	Any Building	0.08	
Mathematics - Assistant	Any Building	0.08	
Mathematics - Assistant	Any Building	0.08	
Language Arts - Assistant	Any Building	0.08	
Language Arts - Assistant	Any Building	0.08	
Resident Educator Liaison	Any Building	0.05	
Resident Educator Mentor	Any Building	0.06	
Buddy Mentor	Any Building	0.02	
Pep Band	Any Building	0.02	
Biddy Wrestling	Any Building	0.03	
Biddy Boys Basketball	Any Building	0.03	

HURON CITY SCHOOLS SUPPLEMENTALS

	BUILDING	PERCENTAGE	SALARY
Biddy Girls Basketball	Any Building	0.03	
Biddy Football	Any Building	0.03	
Biddy Volleyball	Any Building	0.03	
IST Coach per grade level	Any Building	Stipend	$1,400
Extended Time:			
Full-time H.S. Media	Days	5	
H.S. Counselor	Days	15	
H.S. Band	Days	10	
Assistant Band	Days	5	
Full-time M.S./Elementary Media	Days	5	
Middle School Counselor	Days	6	
Elementary Counselor	Days	6	

HURON CITY SCHOOL SUPPLEMENTAL CONTRACT EVALUATION

Position: _____ Date: _____

Number of years in this assignment: _____

Number of years in this school district: _____

Do you wish re-employment in this assignment: YES NO

Contract Assignee's Comments:

_____
_____
_____
_____
_____
_____
_____

Attach an additional sheet if more space is needed!

Overall Self-evaluation: (circle the one that best describes your performance in this activity)

Satisfactory Needs Improvement Unsatisfactory
++

Administrator's Comments:

_____
_____
_____
_____
_____
_____
_____

Attach an additional sheet if more space is needed!

Overall Administration Evaluation: (circle the one that best describes your performance in this activity)

Satisfactory Needs Improvement Unsatisfactory

Assignee's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

ASSIGNMENT NOTICE

TO: _____

FROM: (Appropriate Administrator)

RE: Assignment

DATE:

As per negotiated contract, 6.02, B.3, you are hereby assigned to the following position(s) for the 20__-20__ school year:

If you have any questions regarding this assignment, please contact me immediately.

Thank you.

(The SIC in each building may elect to substitute a different notification method more suitable to its individual building.)

GRIEVANCE FORM

GRIEVANT(S): (NOTE: In case of an Association grievance, the HEA President and the PRR Chairperson are designated grievants.)

NAME _____

SCHOOL _____ PRINCIPAL _____

DATA ALLEGED GRIEVANCE OCCURRED _____

PERSON(S) RESPONSIBLE FOR ALLEGED GRIEVANCE _____

_____

DATE OF INFORMAL CONFERENCE _____

DATE OF FORMAL FILING _____

STATEMENT OF GRIEVANCE:

PROVISION OF CONTRACT ALLEGEDLY VIOLATED:

RELIEF SOUGHT:

_____ _____

HEA REPRESENTATIVE GRIEVANT

MEDICAL MUTUAL

Huron-Erie School Employee Insurance Association - Wellness Plan

SuperMed PPO MEDICAL

Benefits	Network	Non-Network
Benefit Period	January 1st through December 31st	
Dependent Age Limit	26 Removal upon End of Month	
Blood Pint Deductible	0 pints	
Overall Annual Benefit Period Maximum	Unlimited	
Wellness Plan (buy-down) Deductible - Single/Family[1*]	$500 / $1,000	$500 / $1,000
Wellness Plan (without buy-down) Deductible - Single/Family[1**]	$750 / $1,500	$750 / $1,500
Requirements for Wellness Plan (Deductible change occurs on calendar year basis)	***Complete Screening and/or Physician form and Health Assessment – November 1st.***	***Complete Screening and/or Physician form and Health Assessment – November 1st.***
Coinsurance	90%	70%
Coinsurance Out-of-Pocket Maximum (Excluding Deductible) – Single/Family	$1,000 / $2,000* $750 / $1,500**	$2,500 / $5,000* $2,250 / $4,500**
Coinsurance Out-of-Pocket Maximum (Including Deductible) – Single/Family	$1,500 / $3,000* $1,500 / $3,000**	$3,000 / $6,000* $3,000 / $6,000**
Maximum Coinsurance Out-of-Pocket (**COOP**) [7] (Medical copays paid once deductible and coinsurance out-of-pocket maximum have been met) – Single/Family Effective 01/01/14	$1,500 / $3,000* $1,500 / $3,000**	$3,000 / $6,000* $3,000 / $6,000**
Physician/Office Services		
Office Visit (Illness/Injury) [2, 7]	$25 copay, then 100%	$25 copay, then 70%
Specialist Office Visit [2, 7]	$40 copay, then 100%	$40 copay, then 70%
Urgent Care Office Visit [2, 7]	$40 copay, then 100%	$40 copay, then 70%
Preventive Services		
Preventive Services, in accordance with federal law[6]	100%	70% after deductible
Routine Physical Exams	100%	$25 copay, then 70%
Well Child Care Services including Exam, Routine Vision, Routine Hearing Exams, Well Child Care Immunizations and Laboratory Tests (Birth to age 21- Unlimited)	100%	$25 copay, then 70%
Routine Mammogram (One per benefit period)	100%	70% not subject to deductible
Routine Pap Test (One per benefit period)	100%	70% not subject to deductible
Routine Prostate Specific Antigen (PSA)	100%	70% not subject to deductible
Routine Endoscopies	100%	70% not subject to deductible
All Routine X-rays, Medical Tests and Laboratory Tests	100%	70% not subject to deductible
Outpatient Services		
Surgical Services	90% after deductible	70% after deductible
Diagnostic Services	90% after deductible	70% after deductible
Physical & Occupational Therapy - Facility and Professional (40 visits combined per benefit period)	90% after deductible	70% after deductible
Chiropractic Therapy – Professional Only (12 visits per benefit period)	50% after deductible	50% after deductible
Speech Therapy – Facility and Professional (20 visits per benefit period)	90% after deductible	70% after deductible
Cardiac Rehabilitation	90% after deductible	70% after deductible
Emergency use of an Emergency Room [3,7]	$100 copay, then 100%	
Non-Emergency use of an Emergency Room [4,7]	$200 copay, then 90%	$200 copay, then 70%

HESE / Wellness Plan / Non-Grandfathered / COOP

Benefits	Network	Non-Network
Inpatient Facility		
Semi-Private Room and Board – Including Ancillaries (365 days per in-hospital benefit period[5])	90% after deductible	70% after deductible
Maternity	90% after deductible	70% after deductible
Skilled Nursing Facility (Two days available for each unused in-hospital day)	90% after deductible	70% after deductible
Human Organ Transplants	90% after deductible	70% after deductible
Additional Services		
Allergy Testing and Treatments	90% after deductible	70% after deductible
Ambulance – air if medically necessary	90% after deductible	
Durable Medical Equipment	90% after deductible	70% after deductible
Home Healthcare	90% after deductible	70% after deductible
Hospice Services	90% after deductible	70% after deductible
Private Duty Nursing	90% after deductible	70% after deductible
Mental Health and Substance Abuse – Federal Mental Health Parity		
Inpatient Mental Health and Substance Abuse Services	**Benefits paid are based on corresponding medical benefits**	
Outpatient Mental Health and Substance Abuse Services		

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

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

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

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

This document is only a partial listing of benefits. This is not a contract of insurance. No person other than an officer of Medical Mutual may agree, orally or in writing, to change the benefits listed here. The contract or certificate will contain the complete listing of covered services.

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

[1]Maximum family deductible. Member deductible is the same as single deductible. 4th quarter carryover applies.
[2]The office visit copay applies to the cost of the office visit only.
[3]Copay waived if admitted. The copay applies to room charges only. All other covered charges are not subject to deductible.
[4]Copay waived if admitted. The copay applies to room charges only. All other covered charges are subject to deductible and coinsurance.
[5]An in-hospital benefit period is a period of time beginning when the member enters a hospital and ending when he/she has been out for 90 consecutive days.
[6]Preventive services include evidence-based services that have a rating of "A" or "B" in the United States Preventive Services Task Force, routine immunizations and other screenings, as provided for in the Patient Protection and Affordable Care Act.
[7]COOP – Coinsurance Out-of-Pocket Maximum – Once deductible & coinsurance maximum has been met, all network services will pay at 100%.

MEDICAL MUTUAL

Huron-Erie School Employee Insurance Association Optional / Minimum Value Plan

SuperMed PPO MEDICAL

Benefits	Network	Non-Network
Benefit Period	January 1st through December 31st	
Dependent Age Limit	26 Removal upon End of Month	
Blood Pint Deductible	0 pints	
Overall Annual Benefit Period Maximum	Unlimited	
Wellness Plan (buy-down) Deductible - Single/Family[1*]	$3,750 / $7,500	$3,750 / $7,500
High Deductible (without buy-down Health Plan - Single/Family[1**]	$4,000 / $8,000	$4,000 / $8,000
Requirements for Wellness Plan (Deductible change occurs on calendar year basis)	***Complete Screening and/or Physician form and Health Assessment – November 1st.***	***Complete Screening and/or Physician form and Health Assessment – November 1st.***
Coinsurance	70%	50%
Coinsurance Out-of-Pocket Maximum (Excluding Deductible) – Single/Family	$2,500 / $5,000* $2,250 / $4,500**	$6,250 / $12,500* $6,000 / $12,000**
Coinsurance Out-of-Pocket Maximum (Including Deductible) – Single/Family	$6,250 / $12,500* $6,250 / $12,500**	$10,000 / $20,000* $10,000 / $20,000**
Maximum Coinsurance Out-of-Pocket (**COOP**)[7] (Medical copays paid once deductible and coinsurance out-of-pocket maximum and copays) Single/Family Effective 01/01/14	$6,250 / $12,500* $6,250 / $12,500**	$10,000 / $20,000* $10,000 / $20,000**
Physician/Office Services		
Office Visit (Illness/Injury)[2, 7]	$50 copay, then 100%	$50 copay, then 50%
Specialist Office Visit[2, 7]	$100 copay, then 100%	$100 copay, then 50%
Urgent Care Office Visit[2, 7]	$100 copay, then 100%	$100 copay, then 50%
Preventive Services		
Preventive Services, in accordance with federal law[6]	100%	50% after deductible
Routine Physical Exams	100%	$50 copay, then 50%
Well Child Care Services including Exam , Routine Vision, Routine Hearing Exams, Well Child Care Immunizations and Laboratory Tests (Birth to age 21- Unlimited)	100%	$50 copay, then 50%
Routine Mammogram (One per benefit period)	100%	50% not subject to deductible
Routine Pap Test (One per benefit period)	100%	50% not subject to deductible
Routine Prostate Specific Antigen (PSA)	100%	50% not subject to deductible
Routine Endoscopies	100%	50% not subject to deductible
All Routine X-rays, Medical Tests and Laboratory Tests	100%	50% not subject to deductible
Outpatient Services		
Surgical Services	70% after deductible	50% after deductible
Diagnostic Services	70% after deductible	50% after deductible
Physical & Occupational Therapy Facility and Professional (40 visits combined per benefit period)	70% after deductible	50% after deductible
Chiropractic Therapy – Professional Only (12 visits per benefit period)	50% after deductible	50% after deductible
Speech Therapy – Facility and Professional (20 visits per benefit period)	70% after deductible	50% after deductible
Cardiac Rehabilitation	70% after deductible	50% after deductible
Emergency use of an Emergency Room[3, 7]	$300 copay, then 100%	
Non-Emergency use of an Emergency Room[4,7]	$300 copay, then 70%	$300 copay, then 50%

HESE / Optional Minimum Value Wellness Plan / Non-Grandfathered / COOP

Benefits	Network	Non-Network
Inpatient Facility		
Semi-Private Room and Board – Including Ancillaries (365 days per in-hospital benefit period[5])	70% after deductible	50% after deductible
Maternity	70% after deductible	50% after deductible
Skilled Nursing Facility (Two days available for each unused in-hospital day)	70% after deductible	50% after deductible
Human Organ Transplants	70% after deductible	50% after deductible
Additional Services		
Allergy Testing and Treatments	70% after deductible	50% after deductible
Ambulance – air if medically necessary	70% after deductible	
Durable Medical Equipment	70% after deductible	50% after deductible
Home Healthcare	70% after deductible	50% after deductible
Hospice Services	70% after deductible	50% after deductible
Private Duty Nursing	70% after deductible	50% after deductible
Mental Health and Substance Abuse – Federal Mental Health Parity		
Inpatient Mental Health and Substance Abuse Services	**Benefits paid are based on corresponding medical benefits**	
Outpatient Mental Health and Substance Abuse Services		

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

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

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

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

This document is only a partial listing of benefits. This is not a contract of insurance. No person other than an officer of Medical Mutual may agree, orally or in writing, to change the benefits listed here. The contract or certificate will contain the complete listing of covered services.

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

[1]Maximum family deductible. Member deductible is the same as single deductible.
[2]The office visit copay applies to the cost of the office visit only.
[3]Copay waived if admitted. The copay applies to room charges only. All other covered charges are not subject to deductible.
[4]Copay waived if admitted. The copay applies to room charges only. All other covered charges are subject to deductible and coinsurance.
[5]An in-hospital benefit period is a period of time beginning when the member enters a hospital and ending when he/she has been out for 90 consecutive days.
[6]Preventive services include evidence-based services that have a rating of "A" or "B" in the United States Preventive Services Task Force, routine immunizations and other screenings, as provided for in the Patient Protection and Affordable Care Act.
[7]COOP – Coinsurance Out-of-Pocket Maximum – Once deductible & coinsurance maximum has been met, all network services will pay at 100%

HURON-ERIE SCHOOL EMPLOYEE INSURANCE ASSOCIATION
HESE / Wellness Plan / Plan 1
Prescription Drug Coverage

Members Co-pays under the plan.

- **Generic**
  - Retail - $7.50
  - Mail Order - $15.00
- **Preferred**
  - Retail - $25.00
  - Mail Order - $50.00
- **Non Preferred**
  - Retail - $50.00
  - Mail Order - $100.00

Covered Medications

- Federal legend drugs (those which require a prescription)
- OTC and legend insulin

Excluded medications

- Drugs used for weight loss
- Drugs used for cosmetic purposes (photo-aged skin, depigmentation)
- Photo Aged Skin products
- Drugs used for hair growth
- Diagnostic tests and imaging
- Medical equipment
- Continuous Glucose Monitor/Transmitters/Sensors
- OTC Hyperglycemic products
- Inhaler assisting devices
- Non-Insulin Syringes with or without Needles
- Legend Vitamin D Preparations
- Standard Rx/OTC Equivalents
- Smoking Deterrents (OTC) (outside of the HCR ACA)
- Insulin pump supplies
- OTC Contraceptives (outside of the HCR ACA)
- Hair Growth Stimulants and products indicated only for cosmetic use
- Non-specialty Implantable medications
- Allergy Serums

Affordable Care Act Preventive medications that are covered at $0 with a prescription

- Aspirin (generic over the counter 81mg and 325mg for males between age 45 and 79 or Females between ages 55 and 79)
- Iron (generic prescription and over the counter oral formulations [syrups, drops etc.] for ages 6 months through 12 months)
- Fluoride (generic prescription and over the counter oral formulations [drops, chewable tabs] providing less than 0.5mg per day. For ages 6 months through 5 years)
- Smoking Deterrents (generic and brand Chantix, for ages 18 and older)
- Contraceptives (prescription and over the counter generics and brands without generics*including oral, injectable, implants, diaphragms/cervical caps females through age 50)
- Vaccines (Vaccines prescribed for prevention of vaccine preventable diseases. Coverage includes vaccines recommended for travel and rabies.)
- Vitamin D (generic prescription and over the counter vitamin D containing 1,000 IU or less and vitamin D/calcium combinations containing Vitamin D2 or D3. For ages 65 and over)
- Bowel Preparations (generic and brands without generic equivalents for members between 50 and 75 years of age)

Effective July 2015 Co-pays will apply to the coinsurance Max OOP (COOP)

This summary does not contain all terms and conditions of your prescription drug coverage.
It is a guide and not an all inclusive list of the products your plan covers/doesn't cover. Certain drugs may require a Prior Authorization for which your doctor will need to provide additional information to determine coverage. Coverage for certain medications may require prior use of another medication first. Some medications may be subject to a quantity limit based on manufacturer recommendations for general prescribing. For more detailed information regarding drug coverage please contact an Express-Scripts representative using the telephone number located on your prescription benefit ID card. You can also register online at Express Scripts.com to obtain more information on drug coverage and your cost under your plan, or download the Express-Scripts mobile app. on your mobile device

*Brands that also have a generic equivalent may also be covered in cases of medical necessity

Your prescription benefits are administered by Express-Scripts

HURON-ERIE SCHOOL EMPLOYEE INSURANCE ASSOCIATION
HESE / Optional Minimum Value Plan / Plan 2
Prescription Drug Coverage

Members Co-pays under the plan.

- **Generic**
  - Retail - $10.00
  - Mail Order - $20.00
- **Preferred**
  - Retail - $50.00
  - Mail Order - $100.00
- **Non Preferred**
  - Retail - $100.00
  - Mail Order - $200.00
- **Specialty**
  - Retail - $200.00
  - Mail Order - $400.00

Covered Medications

- Federal legend drugs (those which require a prescription)
- OTC and legend insulin

Excluded medications

- Drugs used for weight loss
- Drugs used for cosmetic purposes (photo-aged skin, depigmentation)
- Photo Aged Skin products
- Drugs used for hair growth
- Diagnostic tests and imaging
- Medical equipment
- Continuous Glucose Monitor/Transmitters/Sensors
- OTC Hyperglycemic products
- Inhaler assisting devices
- Non-Insulin Syringes with or without Needles
- Standard Rx/OTC Equivalents
- Insulin pump supplies
- OTC Contraceptives (outside of the HCR ACA)
- Hair Growth Stimulants and products indicated only for cosmetic use
- Non-specialty Implantable medications
- Allergy Serums

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- Smoking Deterrents (generic and brand Chantix, for ages 18 and older)
- Contraceptives (prescription and over the counter generics and brands without generics*including oral, injectable, implants, diaphragms/cervical caps females through age 50)
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Resident Educator Program for Huron Schools

This Resident Educator Program is in accordance with the handbook created for the Ohio Revised Code and Ohio Department of Education requirements for the Resident Educator Program.

I. Definitions of Roles as per Ohio Department of Education (ODE) guidelines

The Huron Schools Resident Educator Program provides new teachers with a transition into teaching and an opportunity to develop their teaching style. It strives to enhance the skills and communication between teachers and thus add to the community environment common to all of Huron Schools.

A. A *Resident Educator* is a teacher who holds a 4-year Resident Educator license and is working in their area of licensure in Huron Schools as per ODE guidelines. A Resident Educator must meet all six (6) of the following criteria:

1. Hold a valid Resident Educator license of any type or alternative Resident Educator license of any type, or a one-year out-of-state educator license.

2. Be employed by Huron Schools.

3. Teach at least two classes or .25 FTE in their area of licensure or in the area in which the teacher holds a supplemental teaching license.

4. Be responsible for planning and delivering standards-based, pre K-12 curriculum to students and evaluating their progress.

5. Work 120 days as defined by Ohio Revised Code.

6. Be assigned an ODE-certified, trained Mentor by Huron Schools. ***ODE will consider special situations on a case-by-case basis.

B. A Mentor is an exemplary teacher who is assigned to provide structured support to the Resident Educator and trained in the Resident Educator (RE) Program requirements.

C. A *principal* is the Principal, Assistant Principal or person in charge of a school site.

D. *District Leaders* are superintendents, assistant superintendents, principals, directors or other staff responsible for overseeing professional development and residency activities.

E. A *Resident Educator Liaison* is the person designated or hired by a school/district to manage the Resident Educator Program.

F. *Program leaders* are district leaders and/or program coordinators who are responsible for residency activities.

G. *Educational Service Centers* are regional centers and staff that provide Ohio school districts with professional development, technology, support, planning and administrative services.

H. *Higher education faculty and staff* are personnel working in regionally accredited Ohio private and public colleges and universities.

II. Purpose

The purpose of the Huron Schools Resident Educator Program is to provide non-evaluative support and mentoring to Resident Educators in a way that encourages and models effective teaching methods and techniques in their teaching and professional performance. The program is designed to assist new Resident Educators to experience success and professional growth. Successful completion of the Resident Educator Program will be required to qualify for a 5-Year Professional license.

III. Roles and Responsibilities

Each Resident Educator will be involved in the Resident Educator Program for four (4) years, working collaboratively with an assigned Mentor for at least one (1) year.

A. Administrators

1. Assist in selecting and assigning Mentors.

2. Ensure Mentors attend state training.

3. Collaborate with the Mentor and the Resident Educator to align with Resident Educator goals.

4. Provide release time for Mentor/Resident Educator collaboration.

5. Provide opportunities for observation for both the Mentor and the Resident Educator.

6. Provide opportunities for the Resident Education to engage in confidential communication with the administrator.

7. Discussions with the Mentor should focus on ensuring goals for the Resident Educator are appropriate and aligned to expectations of the Resident Educator Program and school/district priorities.

8. Shall not request, direct, or coerce a Mentor to provide any evaluative information regarding the Resident Educator except in situations where the safety of students, teachers, or others in the school is at risk.

9. Provide assistance for orientation for Resident Educators 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 responsibility for lesson plans.

d. The layout of facilities of the assigned school building(s).

e. The nature of the Resident Educator Program which will be provided.

10. Provide materials and resources to assist Mentors and Resident Educators.

B. Mentors

The Mentor Teacher, in concert with the Resident Educator will develop a formative assistance plan for the assigned Resident Educator. Such a plan will focus on effective teaching skill development following ODE guidelines.

1. The Mentor Teacher will carry out the Resident Educator Program in conjunction with the Resident Educator as developed by the Ohio Department of Education.

2. The Mentor will use the Resident Educator Program's formative assessment tools (collaborative log, Ohio Standards for the Teaching Profession reflection tool, goal-setting agreement, etc.), and protocols to support the Resident Educator.

3. The Resident Educator Liaison and/or Mentor will attend regional Mentor network meetings as required in order to receive updated ODE Training.

4. The Mentor will 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.

IV. <u>Mentor Support – Collegial and Financial</u>

A. Both personal and professional support will be given to the Mentor.

1. Personal

a. Opportunities will be provided on a regular basis for Mentors to participate in a Program Review. These reviews will provide opportunities for the Mentors to share experiences and have questions answered regarding the Resident Educator Program.

b. Administrators will be cognizant of the extra responsibilities which accompany mentorship.

2. Professional Support

a. All letters attesting to the service of the Mentor will be placed in their respective file.

b. Appropriate staff development activities through ODE or the ESC will be provided to assist the Mentor in affective and cognitive areas related to mentoring.

B. Financial Support-Collegial and Financial

1. An appropriate amount of release time (up to a maximum equivalency of two (2) days will be given to the Mentor to perform their respective Mentor responsibilities. (Release time is not to include normal preparation period).

V. Mentor Selection

A. Criteria for Selection

1. Any person selected as a Mentor must:

a. Be a regularly employed teacher or educational personnel with Huron Schools.

b. Have a minimum of five (5) years teaching experience per ODE.

c. Possess Standard Certification/Licensure for the appropriate assignment.

d. The principal may consider only those candidates who fulfilled the above criteria for recommendation to the Superintendent/Designee.

2. Procedure for nominating Mentor candidates:

a. Any individual interested in becoming a Mentor should submit an application to the RE Liaison or Steering Committee for pre-approval.

b. Be willing to complete required training by ODE.

3. Assignments

a. Mentor and Resident Educator should be from the same building whenever possible.

b. Mentors may have a right of refusal.

c. Attempts should be made to rotate Mentor responsibilities within the building.

d. During the first year, each Mentor should not be assigned more than one (1) Resident Educator.

e. Not later than six (6) weeks after initiation of the mentorship, the Mentor and/or Resident Educator may exercise the option to request a new assignment from the building principal.

4. Length of Service

a. Each Mentor will serve for a period of one (1) year or in accordance with ODE standards with the option to request a new assignment from the building principal.

B. Work Year

1. One (1) additional day prior to the first teacher workday.

2. Conduct a minimum of the equivalent of one-half (1/2) day per quarter of observation/supervision of the Resident Educator.

3. Following each day of observation/supervision meet with the Resident Educator after school to discuss the observation.

C. Compensation

The Mentor will receive a stipend of 6% of the base.

VI. Job Description for Huron Resident Educator Liaison

A. Salary for the Resident Educator Liaison will be 5% of the base salary.

B. Qualifications:

Same as Mentor qualifications listed in the current Master Agreement and have current ODE Mentor Training and have been a Mentor Teacher or RE Liaison.

C. Job Duties:

1. Work under/with district curriculum director and in conjunction with any agency advising the Huron Board of Education on its Resident Educator Program, serving as the direct contact for Mentors and Resident Educators in the District. Attend meetings as necessary.

2. Help principals, if needed, to select and assign Mentor Teachers to Resident Educators.

3. Remind and provide notice to Mentors and Resident Educators of the opportunity to attend Mentor and Resident Educator training provided by the Huron Board of Education.

4. Guide Resident Educators in future years of the RE program by coordinating their participation through District cohort groups.

5. Help to provide necessary resources for support and professional development to both Resident Educators and Mentors when needed.

6. Facilitate and check progress assessments for the Resident Educator to verify they are meeting the summative assessment requirements for the program.

7. Be an "in-between" person for the Resident Educator and/or Mentor if issues arise and be able to provide guidance to both individuals, through the ODE Resident Educator recommendations and guidelines.

8. Meet regularly with the curriculum director to be up to date on any changes or additional responsibilities required by ODE.

9. Observe the Resident Educator in year 2, for which one-half day of professional leave per year 2 RE will be granted.

VII. Steering Committee

A. Selection:

1. Interested parties will submit names to the HEA President by March 1 of each year.

2. Teacher and educational personnel will be appointed by the HEA President by May 30 of each year. The committee shall be comprised of three (3) HEA members, the RE Liaison, and three (3) administrators (one central office representative and one building level administrator) appointed by the Superintendent.

3. Whenever possible, committee members should have a minimum of (5) years' experience in the position they hold.

B. Duties

1. Send out Mentor applications to all teachers.

2. Screen and pre-approve applications.

3. Select RE Liaison.

4. Maintain an up to date list of pre-approved Mentors and a list of trained Mentors.

5. Support the needs of the program.

6. Meet twice (2) a year and at other times as approved by the Superintendent.

C. Compensation:

Bargaining unit Committee members will receive the District hourly rate for work performed outside the regular work day.